

Kenai Peninsula Borough School District



English Language Arts Curriculum 2017



KENAI PENINSULA BOROUGH SCHOOL DISTRICT

The mission of the KPBSD English Language Arts Curriculum is to prepare students to meet and exceed identified state standards and skills in a rigorous, relevant, and responsive environment. Our ELA Committee founded our curriculum on Alaska State English Language Arts Standards and evidenced based instructional and assessment practices. The goal is for learners to derive meaning through reading, writing, listening, and speaking. In order to accomplish this, we need to create a community of learners where each student is an active participant in their learning. Designed to provide continuity of instruction between schools and grades, our ELA curriculum provides flexibility for teachers and schools to make site-based decisions to support personalized learning instruction. Learners master these skills in a flexible instructional model, and each teacher will address the specific academic needs of each learner so they are life, college, and career ready upon graduation.

KPBSD ELA Curriculum is completely aligned to the Alaska State Content Standards and developed using the Understanding by Design® Model, a research-based curriculum framework developed by Jay McTighe and Grant Wiggins. This framework offers a planning process and structure to guide curriculum, instruction, and assessment. The Understanding by Design Framework contains two key ideas: 1. Focus on teacher and assessing for understanding and learning transfer, 2. Designing curriculum “backward” from those ends.

Each ELA Curriculum Map includes:

- Priority Standards and Unit descriptors: Describes what standards and units of instruction are included in each course.
- Enduring Understandings: The big ideas developed in every course.
- Essential Questions: What students need to know by the end of each course.
- Key Vocabulary and Skills: What students need to know and be able to do by the end of each course.
- Learning Targets: The specific learning targets students will be accountable to learn by the end of each unit contained in each course.



KPBSD English Language Arts Curriculum Committee 2017

Amanda Adams	Distance Education
Amy Angleton	Skyview Middle School
Helena Backus	Student Representative
Karla Barkman	Districtwide Library Specialist
Luanne Bressler	Kenai Middle School
Sean Campbell	Homer High School
Kristin Cannava	Skyview Middle School
Jonathan Crocker	Chapman School
Barbara Denboer	Ninilchik School
Hannah Dolphin	K-Beach Elementary
Darci Drury	Instructional Coach
Krystal Duval	Sterling Elementary
Dawn Edwards-Smith	River City Academy
Callie Giordano	Mt. View Elementary
Christy Gomez	Tebughna School
Catherine Hayworth	West Homer Elementary
Monica Heath	Mt. View Elementary
Heather Hooper	Nikiski North Star Elementary
Lynn Hohl	School Board Representative
Andrea Joachim	Redoubt Elementary School
Melissa Kelley	Skyview Middle School
Suzanne Klaben	K-Beach Elementary
Melissa Linton	Curriculum Coordinator
Meredith McCullough	Kenai Central High School
Cynthia McKibben	Mt. View Elementary
Lisa Morris	Seward Elementary School
Laura Niemczyk	Nikiski Middle/High School
Jennifer Reinhart	Paul Banks Elementary
Theresa Salzetti	K-Beach Elementary
Trevan Walker	Seward High School
Jennifer Waltenbaugh	Paul Banks Elementary
Shellie Worsfold	West Homer Elementary
Penny Vadla	School Board Representative

KPBSD ELA CURRICULUM GLOSSARY

Alaska Content Standards are general statements of what Alaskans want students to know and be able to do as a result of their public school experience. These standards are adopted by the State Board of Education and state what students should be learning in core subject areas.

Backwards Design is a process that educators use to design learning experiences and instructional techniques to achieve specific learning goals. Backward design begins with the objectives of a unit or course—what students are expected to learn and be able to do—and then proceeds “backward” to create lessons that achieve those desired goals.

Big Ideas are ideas that drive teachers’ planning and determine the knowledge and skills that they will need to teach. These ideas are the “heart” of the discipline, are transferrable, and connect to other facts and skills.

Curricula is academic content taught in a school or in a specific course or program; the knowledge and skills students are expected to learn, which includes the learning standards or learning objectives they are expected to meet. The units, the books, materials, videos, presentations, and readings used in a course; and the tests, assessments, and other methods used to evaluate student learning.

Enduring Understandings are statements summarizing important ideas and core processes that are central to a discipline and have lasting value beyond the classroom. They synthesize what students should understand—not just know or do—as a result of studying a particular content area. Moreover, they articulate what students should “revisit” over the course of their lifetimes in relationship to the content area.

Essential questions are open-ended, thought-provoking questions that lead to the big ideas.

Priority Standards are *"a carefully selected subset of the total list of the grade-specific and course-specific standards within each content area that students must know and be able to do by the end of each school year in order to be prepared for the standards at the next grade level or course. Priority standards represent the assured student competencies that each teacher needs to help every student learn, and demonstrate proficiency in, by the end of the current grade or course"* (Ainsworth, 2013, p. xv).

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Standards provide clear and consistent learning goals to help prepare students for college, career, and life. The standards clearly demonstrate what students are expected to learn at each grade level.

Supporting Standards are "*those standards that support, connect to, or enhance the Priority Standards. They are taught within the context of the Priority Standards, but do not receive the same degree of instruction and assessment emphasis as do the Priority Standards. The supporting standards often become the instructional scaffolds to help students understand and attain the more rigorous and comprehensive Priority Standards*" (Ainsworth, 2013, p. xv).

Understanding by Design® (UbD) is a curriculum design model for planning and developing curriculum and instruction. Understanding by Design helps you think about your curriculum not as a textbook or a list of instructional activities, but as an approach to developing your students' understandings through conceptual knowledge and skills.

Selected References

[Alaska State ELA Content Standards](#)

[Understanding by Design® Framework](#)

[Rigorous Curriculum Design](#)

[Scholastic Literature by Grade](#)

KPBSD ELA Curriculum Course Descriptions

Grades K-2

In grades Kindergarten – 2nd, learners will gain the foundational skills to become readers and writers. Learners will expand these foundational skills to become thoughtful readers that comprehend what they read, and can write for a variety of purposes. In addition, learners will be able to participate in discussions as both a speaker and a listener. Learners will be exposed to a variety of learning opportunities and assessed in multiple ways to show mastery of grade level standards.

Grade 3

In 3rd grade, learners select and combine skills to read fluently with meaning and purpose. They apply comprehension and vocabulary strategies to a wider variety of literary genres and informational text. Learners demonstrate comprehension by participating in discussions, writing responses, and using evidence from text to support their thinking. Learners will develop and demonstrate command of the conventions of Standard English grammar and usage when reading, writing, speaking, and listening.

Grade 4

In 4th grade, learners read skillfully with meaning and purpose using appropriate comprehension and vocabulary strategies. Learners read, discuss, reflect, and respond, using evidence from text, to a wide variety of literary genres and informational text. Learners begin to write for a range of purposes, including describing, telling a story, and explaining. They are able to produce writing that goes beyond the formulaic. Because they are aware of the interdependence of the topic, audience, purpose, and form, they are able to select and sometimes adapt basic forms to meet specific requirements. Informational writing reflects understanding of specific purpose, requiring gathering and synthesizing information from a number of resources to express and justify an opinion. Learners are more aware of the conventions of writing as they reflect on their strengths and weaknesses and strive to improve.

Grade 5

In 5th grade, learners broaden and deepen their understanding of informational and literary text. Learners discuss, reflect, and respond, using evidence from text, to a wide variety of literary genres and informational text. Learners will develop a strong personal voice in their writing and begin to add emphasis or opinion into their informational persuasive writing. Using precise, specialized vocabulary appropriately in content- area writing will also be a focus. Instructional opportunities, such as collaborative writing projects and self and peer reflection will be the norm.

Grades 6-8

In these grades, learners will read a variety of informational and literary texts to write in different structures and create conclusions supported by textual evidence by following 6th – 8th grade Reading, Writing, and Language Alaska Standards. Learners will follow Technology, Speaking, and Listening Alaska Standards to work collaboratively and present information in a wide variety of ways.

Grade 9 Language Arts: Genre and Theme

This 9th grade course will provide an overview of literature across the major forms and genres (short story, novel, poetry, drama, and literary nonfiction) in order to prepare for focused literary study in subsequent grades.

KPBSD ELA Curriculum Course Descriptions

Grade 10 Language Arts: World Literature

This 10th grade course will examine the relationship between literature, culture, and historical events in different regions of the world in order for learners to better understand the worldview of the people of certain regions and continually evolving relationships between regions.

Grade 11 Language Arts: American Literature

This 11th grade course will examine the relationship between literature and history throughout America in order for learners to understand the continuing evolution of American culture.

Language Arts 12: European Literature

This 12th grade course will examine the relationship between literature and history throughout Europe in order for learners to understand the foundations of Western culture.

Language Arts Electives

As the Kenai Peninsula Borough School District moves forward with an initiative to personalize learning, it is clear that offering numerous ELA electives will encourage this process. If teachers and schools view course offerings as an opportunity to meet the learning demands of students, there is great potential—as the courses, rooted in standards, address a wider swath of interest—to reach the individual needs of many more students. For those teachers and schools who would like to offer an ELA elective, please refer to board policy (<http://www.kpbsd.k12.ak.us/WorkArea/DownloadAsset.aspx?id=30042>) to facilitate this process.

KPBSD ELA CURRICULUM

KINDERGARTEN – LANGUAGE STANDARDS

Desired Results		
<p style="text-align: center;">PRIORITY STANDARDS</p> <p>K.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a) Print many upper- and lowercase letters.</p> <p>b) Use frequently occurring nouns and verbs.</p> <p>c) Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</p> <p>d) Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</p> <p>e) Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</p> <p>f) Produce and expand complete sentences in shared language activities.</p> <p>K.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a) Capitalize the first word in a sentence, the first letter of the student’s name, and the pronoun I.</p> <p>b) Recognize and name end punctuation.</p> <p>c) Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>d) Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>	Transfer	
	<p>Students will be able to independently use their learning to...</p> <ul style="list-style-type: none"> • Demonstrate command of the conventions of standard English grammar usage and punctuation when learning and speaking. 	
	Meaning	
	<p style="text-align: center;">ENDURING UNDERSTANDINGS</p> <p>Students will understand...</p> <ul style="list-style-type: none"> • Using proper English grammar through writing or speaking will better convey thoughts, ideas, and feelings. • Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. • Capitalize the first word in a sentence and the pronoun “I”. • Recognize the name end punctuation. • Write a letter or letters for most consonant and short-vowel sounds (phonemes). • Spell simple words phonetically, drawing on knowledge of sound-letter relationships. • Use words and phrases acquired through conversations, reading, being read to, and responding to texts. 	<p style="text-align: center;">ESSENTIAL QUESTIONS</p> <p>Students will keep considering...</p> <ul style="list-style-type: none"> • Why is it important to use proper English when writing or speaking? • Why should writers use proper English when writing and spelling? • How does using words through conversations, reading, and being read to expand vocabulary?
Acquisition		
	<p>Students will know...</p> <ul style="list-style-type: none"> • Correct words to use when they write and speak. • How to print many upper and lowercase letters. • How to use nouns (words that name) and verbs (action words). • How to make nouns plural (more than one) by adding "s" or "es" to the end. 	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> • Using standard grammar when writing or speaking. • Printing upper and lower case letters of the alphabet. • Forming regular plural nouns orally by adding /s/ or /es/.

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KINDERGARTEN – LANGUAGE STANDARDS

SUPPORTING STANDARDS		
<p>K.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>a) Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</p> <p>b) Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.</p> <p>K.RL.5 With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>a) Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>b) Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p>c) Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p> <p>d) Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p> <p>K.RL.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<ul style="list-style-type: none"> • How to understand and use question words. (who, what where, when, why, how) • How to use common prepositions (to, from, in, out, on, off, for, of, by, with). • How to create longer complete sentences. • How to show that they know how to write sentences correctly. • How to capitalize the first word in a sentence. • To capitalize the word “I”. • How to find and name punctuation at the end of a sentence. • How to write a letter or letters for most consonant sounds. • How to write a letter or letters for most short vowel sounds. • How to use what they know about letters and sounds to spell easy words. • How to figure out what words mean by thinking about what they have read. • How to find new meanings for words they already know and use them correctly. • How to use beginnings and endings of words to help them figure out what they mean (-ed, -s, re-, un-, pre-, -ful, -less). • How to figure out how words are related and figure out how their meanings might be alike. • How to sort things into groups and use the names of the groups to help them understand them better (shapes, foods). • How to match some verbs (action words) and adjectives (describing words) with their opposites. • How words are used in real-life. (They can talk about animals that are colorful.) • How to tell the difference between verbs (action 	<ul style="list-style-type: none"> • Conventions for writing a simple, correct sentence. • Accurately using grade appropriate words and phrases. • Producing and expanding complete sentences when speaking. • Spelling simple words phonetically, drawing on knowledge of sound-letter relationships. • Using words and phrases acquired through conversations, reading, and being read to.

KPBSD ELA CURRICULUM KINDERGARTEN – LANGUAGE STANDARDS

	words) that are almost alike (walk, march, strut, prance). <ul style="list-style-type: none"> • How to use the new words they learn in different ways to show they know what they mean. 	
Evidence		
Evaluative Criteria	Assessment Evidence	
Based on Standards Teacher Generated Tests Teacher and Student Self-Reflection Rubric Teacher and Student Self-Reflection Checklist Formal and Informal Observations Teacher and Learner Conference Journaling	PERFORMANCE TASK(S): To show evidence of meeting this standard Students will... <ul style="list-style-type: none"> • Print upper and lowercase letters of the alphabet. • Demonstrate knowledge of positional language by placing items in position and orally explaining their position. • Edit an improper sentence using proper capitalization, punctuation, and spelling. • Identify new vocabulary in a text and use them in oral language. • Choose singular words in a journal and make plural words. • Edit sentences in a morning message. • Take new vocabulary from a read aloud and use them in a student illustration. 	
	OTHER EVIDENCE: Teacher Observation District/State Assessments	
Vocabulary		
Uppercase Lowercase Capital letters Noun Verb Adjective	Plural Singular Sentence Punctuation Question mark	Exclamation mark Describe Brainstorm Difference Opposite

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KINDERGARTEN – LANGUAGE STANDARDS

Technology Skills

I can...

- Use the computer keyboard to: Log in/log off with id and password and shutdown computer appropriately (quit applications).
- Open and use a computer program from the menu or icons.
- Use a computer mouse to: select, drag, drop, click, and double click.
- Use and care for equipment in a respectful way.
- Use gestures to navigate a handheld device (swipe, click, zoom, open, and close programs).
- Identify technology equipment: keyboard, monitor, mouse, mouse pad, headphones, computer, and printer.
- Use and talk about the keyboard keys: enter, backspace, letter keys, and number keys.
- Use pictures in a software program to sort objects and/or retell a story.
- Understand that the internet helps us conduct research and that email helps us communicate with others.
- Follow technology use, sharing, and safety rules.
- Treat technology with respect.

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KINDERGARTEN – READING STANDARDS FOUNDATIONAL SKILLS

Desired Results			
Cluster: Print Concepts			
<p>PRIORITY STANDARDS</p> <p>KRF. 1. Demonstrate understanding of the organization and basic features of print.</p> <p>a) Follow words from left to right, top to bottom, and page-by-page.</p> <p>b) Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>c) Understand that words are separated by spaces in print.</p> <p>d) Recognize and name all upper- and lowercase letters of the alphabet.</p>	Transfer		
	<p>Students will be able to independently use their learning to...</p> <ul style="list-style-type: none"> • Read emergent-reader texts with purpose and understanding. 		
	Meaning		
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px; vertical-align: top;"> <p style="text-align: center;">ENDURING UNDERSTANDINGS</p> <p>Students will understand that...</p> <ul style="list-style-type: none"> • Words are comprised of letters. • Readers use grammatical and mechanical conventions from writing to determine how a writer intended an audience to read the writing. </td> <td style="width: 50%; padding: 5px; vertical-align: top;"> <p style="text-align: center;">ESSENTIAL QUESTIONS</p> <p>Students will keep considering...</p> <ul style="list-style-type: none"> • Why do we have upper and lowercase letters? • How do you know when to use capital letters? • Why do we use guide-lined paper? • Do any letters begin on the bottom line? • What letters begin on the top line, middle line, another place? </td> </tr> </table>	<p style="text-align: center;">ENDURING UNDERSTANDINGS</p> <p>Students will understand that...</p> <ul style="list-style-type: none"> • Words are comprised of letters. • Readers use grammatical and mechanical conventions from writing to determine how a writer intended an audience to read the writing. 	<p style="text-align: center;">ESSENTIAL QUESTIONS</p> <p>Students will keep considering...</p> <ul style="list-style-type: none"> • Why do we have upper and lowercase letters? • How do you know when to use capital letters? • Why do we use guide-lined paper? • Do any letters begin on the bottom line? • What letters begin on the top line, middle line, another place?
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Acquisition			
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px; vertical-align: top;"> <p>Students will know...</p> <ul style="list-style-type: none"> • How to track words on a page from left to right and top to bottom. • How to read words in a book in the right order. • How to write simple words using sounds they hear. • How to understand that words they say can be written using letters in the right order. • How to put spaces between words in their writing. • How to identify and name all capital and lowercase letters. </td> <td style="width: 50%; padding: 5px; vertical-align: top;"> <p>Students will be skilled at...</p> <ul style="list-style-type: none"> • Knowing that text is read from left to right, and top to bottom. • Knowing that words are comprised of letters. • Describing the purposes of capital and lowercase letters. </td> </tr> </table>	<p>Students will know...</p> <ul style="list-style-type: none"> • How to track words on a page from left to right and top to bottom. • How to read words in a book in the right order. • How to write simple words using sounds they hear. • How to understand that words they say can be written using letters in the right order. • How to put spaces between words in their writing. • How to identify and name all capital and lowercase letters. 	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> • Knowing that text is read from left to right, and top to bottom. • Knowing that words are comprised of letters. • Describing the purposes of capital and lowercase letters. 	
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KPBSD ELA CURRICULUM

KINDERGARTEN – READING STANDARDS FOUNDATIONAL SKILLS

Evidence		
Evaluative Criteria	Assessment Evidence	
Anecdotal Records Teacher Observations Classroom Discussions Collaboration with Peers	PERFORMANCE TASK(S): <ul style="list-style-type: none"> • Running Records (R-CBM) • Phonemic Awareness (PSF, LNF, LSF, NWF) • Benchmark Assessments • Raz Kids • Houghton-Mifflin Journeys Weekly Comprehension Assessments • Moby Max • MAPS 	
Vocabulary		
Uppercase Lowercase Capital Direction Left Right	Top Bottom Page Print Word(s)	Sentence Space Word Between Separated
Cluster: Phonological Awareness		
PRIORITY STANDARDS	Transfer	
KRF. 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ol style="list-style-type: none"> a) Recognize and produce rhyming words. b) Count, pronounce, blend, and segment syllables in spoken words. c) Blend and segment onsets and rhymes of single-syllable spoken words. d) Isolate and pronounce the initial, medial vowel, and final sounds 	Students will be able to independently use their learning to... <ul style="list-style-type: none"> • Read emergent-reader texts with purpose and understanding. 	
	Meaning	
	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	Students will understand that... <ul style="list-style-type: none"> • Our English Language has consistent language patterns. 	Students will keep considering... <ul style="list-style-type: none"> • How can words be broken apart? • How can sounds be put together as words? • How can I produce new words? • How does rhyming help me read? • What is rhyme?

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KINDERGARTEN – READING STANDARDS FOUNDATIONAL SKILLS

<p>(phonemes) in three-phoneme (consonant-vowel -consonant, or CVC) words. *This does not include CVCs ending with /l/, /r/, or /x/.</p> <p>e) Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p>	Acquisition	
	<p>Students will know...</p> <ul style="list-style-type: none"> • How to identify words that rhyme. • How to change the ending sounds of words to create rhyming words. • How to make predictions about unknown words in text using rhyming cues. • How to count how many syllables a word has. • How to blend syllables to sound out words. • How to take apart syllables of words. • How to name the beginning, middle, and end sounds of words. • How to create new words by substituting a single sound in a word. • How to read words using what they know about letters and sounds. 	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> • Isolating the sounds of a word. • Knowing that words are made of syllables. • Listening to the sounds in words to determine which letter sound is spoken. • Knowing that words that rhyme have the same final sounds. • Knowing that new words can be created by changing phonemes. • Knowing that words are read by blending letter sounds together.
Evidence		
Evaluative Criteria	Assessment Evidence	
	<p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> • Running Records (R-CBM) • Phonemic Awareness (PSF, LNF, LSF, NWF) • Benchmark Assessments • Raz Kids • Houghton-Mifflin Journeys Weekly Comprehension Assessments • Moby Max • MAPS <p>OTHER EVIDENCE:</p> <p>Anecdotal Records Teacher Observations Classroom Discussions Collaboration with Peers</p>	

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KINDERGARTEN – READING STANDARDS FOUNDATIONAL SKILLS

Vocabulary		
Sound Ending Rhyme Same Different Substitute	Change Sound Beginning Middle Vowel	Identify Tell Hear Word End
Cluster: Phonics and Word Recognition		
<p>PRIORITY STANDARDS</p> <p>KRF. 3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a) Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.</p> <p>b) Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</p> <p>c) Read common high-frequency words by sight. (e.g., the, of, to, you, she, my, is, are, do, does).</p> <p>d) Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>	Transfer	
	Students will be able to independently use their learning to...	
	<ul style="list-style-type: none"> Read emergent-reader texts with purpose and understanding. 	
	Meaning	
	<p>ENDURING UNDERSTANDINGS</p> <p>Students will understand that...</p> <ul style="list-style-type: none"> Words are made up of letters. Readers use grammatical and mechanical conventions from writing to determine how a writer intended an audience to read the writing. 	<p>ESSENTIAL QUESTIONS</p> <p>Students will keep considering...</p> <ul style="list-style-type: none"> What are the vowels and sounds (long and short)? Can you hear vowels in spoken words? Can words be broken into individual sounds? What is a sight word? How do I learn to know words instantly? What sight words should I know?
Acquisition		
Students will know...	Students will be skilled at...	
<ul style="list-style-type: none"> How to say letter sounds, including hard and soft consonant sounds. If a letter is a consonant or a vowel. How to make one sound for every letter they see. How to match long and short sounds for all vowels. How to sound out (grade level) words using word decoding skills. 	<ul style="list-style-type: none"> Knowing that letters make sounds, some letters make more than one sound. Knowing language has consonants and vowels. Knowing that each letter in a text makes one sound at a time. Knowing that vowels have long and short sounds. Knowing that some words do not follow the common letter sound rules and must be 	

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KINDERGARTEN – READING STANDARDS FOUNDATIONAL SKILLS

	<ul style="list-style-type: none"> • How to read common sight words and high frequency words. • How to read word families. • How to read and understand books at their level. 	<p>memorized.</p> <ul style="list-style-type: none"> • Knowing that words can be grouped in families of similar sounds. • Knowing that combining sounds together helps readers read fluently.
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Evidence

Evaluative Criteria	Assessment Evidence
	<p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> • Running Records (R-CBM) • Phonemic Awareness (PSF, LNF, LSF, NWF) • Benchmark Assessments • Raz Kids • Houghton-Mifflin Journeys Weekly Comprehension Assessments • Moby Max • MAPS
	<p>OTHER EVIDENCE:</p> <p>Anecdotal Records Teacher Observations Classroom Discussions Collaboration with Peers</p>

Vocabulary

Uppercase	Alphabet	Ending
Lowercase	ABC's	Last
Letters	Consonant	Blend
Matching	Vowel	Segment
Recognize	Count	Take apart
Read	Beginning	Repeat
Capital	Middle	

KINDERGARTEN – READING STANDARDS FOUNDATIONAL SKILLS

Technology Skills

I can...

- Use the computer keyboard to: Log in/log off with own id and password, shutdown computer appropriately (quit applications).
- Open and use a computer program from the menu or icons.
- Use a computer mouse to: select, drag, drop, click, double click.
- Use and care for equipment in a respectful way.
- Use gestures to navigate a handheld device (swipe, click, zoom, open and close programs).
- Identify technology equipment: keyboard, monitor, mouse, mouse pad, headphones, computer, printer.
- Use and talk about the keyboard keys: Enter, Backspace, letter keys, number keys.
- Use pictures in a software program to sort objects and/or retell a story.
- Understand that the internet can be used for research and that email is used for communication.
- Follow technology use, sharing, and safety rules.
- Treat technology with respect.

KPBSD ELA CURRICULUM

KINDERGARTEN – READING STANDARDS FOR INFORMATIONAL TEXT

Desired Results

Desired Results				
<p>PRIORITY STANDARDS</p> <p>KRI.1. With prompting and support, elicit background/prior knowledge and experience in order to ask and answer questions about an informational text using key details from the text.</p> <p>KRI.2. With prompting and support, identify the main topic and retell key details of a text.</p> <p>KRI.9. With prompting and support, identify basic similarities in and differences between information presented in two texts on the same topic (e.g., compare two photos or diagrams, compare two animal babies).</p> <p>SUPPORTING STANDARDS</p> <p>K.RI.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>K.RI.4. With prompting and support, ask and answer questions about unknown words in a text.</p> <p>K.RI.5. Identify the front cover, back cover, and title page of a book.</p> <p>K.RI.6. Name the author and illustrator of a text and describe the role of each in presenting the ideas or information in a text.</p> <p>K.RI.7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p> <p>K.RI.8. With prompting and support, identify the opinions an author states in a text.</p>	Transfer			
	Students will be able to independently use their learning to... <ul style="list-style-type: none"> Actively engage in shared reading activities using a range of topics and texts with purpose and understanding, with scaffolding as needed. 			
	Meaning			
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #e0e0e0; text-align: center;">ENDURING UNDERSTANDINGS</th> <th style="background-color: #e0e0e0; text-align: center;">ESSENTIAL QUESTIONS</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;"> Students will understand that... <ul style="list-style-type: none"> Readers read to gain knowledge that helps us to understand our world and ourselves. Readers know how to focus their thinking around the important information in order to understand the main idea of the text. The features of nonfiction texts help readers to navigate, understand, and apply important information. Readers identify important main ideas and details when they are learning something new. Nonfiction helps them better understand the world they live in. </td> <td style="vertical-align: top;"> Students will keep considering... <ul style="list-style-type: none"> What is nonfiction? What types of things do nonfiction books teach us? How can reading help us to explore and understand our world? How do the features of nonfiction help us to find, understand, and apply important information? How do readers focus their thinking to understand the text? </td> </tr> </tbody> </table>	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS	Students will understand that... <ul style="list-style-type: none"> Readers read to gain knowledge that helps us to understand our world and ourselves. Readers know how to focus their thinking around the important information in order to understand the main idea of the text. The features of nonfiction texts help readers to navigate, understand, and apply important information. Readers identify important main ideas and details when they are learning something new. Nonfiction helps them better understand the world they live in.
ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS			
Students will understand that... <ul style="list-style-type: none"> Readers read to gain knowledge that helps us to understand our world and ourselves. Readers know how to focus their thinking around the important information in order to understand the main idea of the text. The features of nonfiction texts help readers to navigate, understand, and apply important information. Readers identify important main ideas and details when they are learning something new. Nonfiction helps them better understand the world they live in. 	Students will keep considering... <ul style="list-style-type: none"> What is nonfiction? What types of things do nonfiction books teach us? How can reading help us to explore and understand our world? How do the features of nonfiction help us to find, understand, and apply important information? How do readers focus their thinking to understand the text? 			
Acquisition				
Students will know... <ul style="list-style-type: none"> How to ask and answer questions about important details in nonfiction books. How to identify the main topic and important details in nonfiction books. How people, events, or ideas are connected. How to ask and answer questions about new words in nonfiction books. 	Students will be skilled at... <ul style="list-style-type: none"> Reading nonfiction text to gain information. Identifying the structure and organization of nonfiction books. Determining if information from nonfiction books is true. Identifying key ideas and details from the text Knowing how to read nonfiction text effectively (or understand text through shared reading) and utilizing nonfiction text features. 			

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KINDERGARTEN – READING STANDARDS FOR INFORMATIONAL TEXT

	<ul style="list-style-type: none"> • How to gain information about the main ideas and details from the front cover, back cover, and title page in nonfiction books. • The role of the author and illustrator in nonfiction books. • How the words and pictures help us understand and make connections to the content in nonfiction books. • That two nonfiction books about the same thing can be alike and different. • That reading nonfiction text is essential component to our learning. 	<ul style="list-style-type: none"> • Discuss and sharing what they learned from a nonfiction text. • Making predictions, drawing conclusions, and comparing and contrasting using text from shared reading with support. • Using textual clues to develop vocabulary to aid comprehension of nonfiction topics. • Finding the main idea in a nonfiction text.
Evidence		
Evaluative Criteria	Assessment Evidence	
<p>Rubrics aligned to the standards</p>	<p>PERFORMANCE TASK(S): To show evidence of meeting this standard</p> <ul style="list-style-type: none"> • AIMS Phonemic Awareness (PSF, LNF, LSF, NWF) • Raz Kids • Houghton-Mifflin Journeys Weekly Comprehension Assessments • MAPS • Venn Diagram to compare and contrast information from texts • KWL charts with support • Teacher created standard-based assessments <p>*At this level, it is appropriate that much of the assessment data will come from conversations with Learners during small group reading experiences and teacher observation.</p> <hr/> <p>OTHER EVIDENCE: Teacher observation Collaborative peer conversations Guided classroom discussions</p>	

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KINDERGARTEN – READING STANDARDS FOR INFORMATIONAL TEXT

Vocabulary		
Question Answer Detail Text Important Details Purpose Topic	Retell Text Connection Cause/Effect Support Information Individual Unknown	Text Features Author Illustrator Reason Relationship Points Differences/Similarities Compare/Contrast
Technology Skills		
I can... <ul style="list-style-type: none"> • Use the computer keyboard to: Log in/log off with own id and password, shutdown computer appropriately (quit applications). • Open and use a computer program from the menu or icons. • Use a computer mouse to: select, drag, drop, click, double click. • Use and care for equipment in a respectful way. • Use gestures to navigate a handheld device: swipe, click, zoom, open and close programs. • Identify technology equipment: keyboard, monitor, mouse, mouse pad, headphones, computer, printer. • Use and talk about the keyboard keys: enter, backspace, letter keys, number keys. • Use pictures in a software program to sort objects and/or retell a story. • Understand that the internet is used for research and that email is used for communication. • Follow technology use, sharing, and safety rules. • Treat technology with respect. 		

KPBSD ELA CURRICULUM

KINDERGARTEN – READING STANDARDS FOR LITERATURE

Desired Results

Desired Results		
<p>PRIORITY STANDARDS</p> <p>KRL.1. With prompting and support, ask and answer questions about a literary text using key details from the text.</p> <p>KRL.3. With prompting and support, identify characters, settings, major events, and problem-solution in a story, song, or poem.</p> <p>KRL.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts) or use illustrations to tell or retell a story.</p> <p>SUPPORTING STANDARDS</p> <p>K.RL.2. With prompting and support, retell familiar stories, using key details.</p> <p>K.RL.4 Ask and answer questions about unknown words in a text.</p> <p>K.RL.5 Identify common types of texts (e.g., picture books, stories, poems, songs).</p> <p>K.RL.6. With prompting and support, name the author and illustrator of a story and describe the role of each in telling the story.</p> <p>K.RL.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p>	Transfer	
	Students will be able to independently use their learning to...	
	<ul style="list-style-type: none"> • Actively engage in shared reading activities using literature from a variety of cultures with purpose and understanding, and scaffolding as needed. 	
	Meaning	
ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS	
Students will understand...	Students will keep considering...	
<ul style="list-style-type: none"> • The importance of a book or a piece of literature. • The rules and routines of the literacy period. • The purpose of reading. • How to differentiate between various pieces of literature. • Parts of a book. • The importance of following along during read aloud or shared story. • How to participate in shared reading experiences. • That literacy period is a collaborative and fun place to explore books and read. • That books are filled with information and stories that we can read in different ways. • That books are meant to be shared in various ways to help us enjoy and understand our books better. 	<ul style="list-style-type: none"> • How do readers get ready to read? • What are the behaviors a beginning reader needs? • How do readers read the world? 	
Acquisition		
Students will know...	Students will be skilled at...	
<ul style="list-style-type: none"> • How to ask and answer questions about important details in stories. • How to retell a story they know using important details from the story. • The characters, setting, and what happens in stories. • How to ask and answer questions about new words in stories. 	<ul style="list-style-type: none"> • Discussing story elements using details from a literature text. • Recognizing the elements of literature (characters, setting, major events, problems, and solution). • Applying their understanding of literary elements to a variety of stories. 	

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KINDERGARTEN – READING STANDARDS FOR LITERATURE

	<ul style="list-style-type: none"> • The difference between the different kinds of fiction they read. • The role of an author and illustrator in a story. • How the words and pictures go together in stories. • How to identify similarities and differences about the actions of characters in familiar stories. • That they can be an important part of fiction reading activities in their classroom. 	<ul style="list-style-type: none"> • Understanding that literature has a beginning, middle, end, problem, and solution. • Describing the role of the author and illustrator. • Understanding there are connections between adventures and experiences of characters in stories.
Evidence		
Evaluative Criteria	Assessment Evidence	
	<p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> • AIMS Pnemic Awareness (PSF, LNF, LSF, NWF) • Raz Kids • Houghton-Mifflin Journeys Weekly Comprehension Assessments • MAPS • Story maps about narrative texts read-aloud to them (oral or written) • Teacher created standard-based assessments <p>*At this level, it is appropriate that much of the assessment data will come from conversations with learners during small group reading experiences and teacher observation.</p> <p>OTHER EVIDENCE: Teacher observation Collaborative peer conversations Guided classroom discussions</p>	
Vocabulary		
Retell Details Main Events Story Problem Character Beginning Middle End	Resolution Solve Sequence Setting Events Conclusion Compare/Contrast Relate Fiction	Story Poem Fable Fairy Tale Rhyme Author Illustrator Illustration

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KINDERGARTEN – READING STANDARDS FOR LITERATURE

Technology Skills

I can...

- Use the computer keyboard to: Log in/log off with an id and password and shutdown computer appropriately (quit applications).
- Open and use a computer program from the menu or icons.
- Use a computer mouse to: select, drag, drop, click, double click.
- Use and care for equipment in a respectful way.
- Use gestures to navigate a handheld device (swipe, click, zoom, open and close programs).
- Identify technology equipment: keyboard, monitor, mouse, mouse pad, headphones, computer, printer.
- Use and talk about the keyboard keys: Enter, Backspace, letter keys, number keys.
- Use pictures in a software program to sort objects and/or retell a story.
- Understand the internet is used for research and that email is used for communication.
- Follow technology use, sharing, and safety rules.
- Treat technology with respect.

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KINDERGARTEN – READING STANDARDS FOR SPEAKING AND LISTENING

Desired Results		
<p>PRIORITY STANDARDS</p> <p>KSL.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p style="padding-left: 20px;">a) Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p style="padding-left: 20px;">b) Continue a conversation through multiple exchanges.</p> <p>KSL.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>KSL.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	Transfer	
	<p>Students will be able to independently use their learning to...</p> <ul style="list-style-type: none"> • Speak audibly and express thoughts, feelings, and ideas clearly in complete sentences, appropriate to task and situation. 	
	Meaning	
	<p style="text-align: center;">ENDURING UNDERSTANDINGS</p> <p>Students will understand that...</p> <ul style="list-style-type: none"> • Ideas and experiences can be shared through expression and reactions. • Questions should be asked and explored to extend learning. • Conversations with others and social conventions are important. • Language can be used to describe feelings, people, objects, and events and to retell stories. 	<p style="text-align: center;">ESSENTIAL QUESTIONS</p> <p>Students will keep considering...</p> <ul style="list-style-type: none"> • How do you begin a good question? • Why is it important to take turns? • Why should you look at someone when you are speaking to them? • How can you use your voice to help you to have a conversation? • Why is it important to describe things correctly? • Why do we discuss what we have read with others?
	Acquisition	
<p>Students will know...</p> <ul style="list-style-type: none"> • How to have good conversations with friends and teachers. • How to listen and take turns when having conversations. • How to have a long conversation with another person. • What a story is about. • How to ask and answer a question about what they have heard. • How to use details when they tell about people, places, and things. 	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> • Sharing experiences and expressing related ideas. • Participating appropriately in conversations with peers and adults. • Reacting to stories, poems, and songs. • Questioning to extend learning. • Using language to describe feelings, people, objects, and events. • Using language to describe a story. • Knowing the social conventions of language including turn-taking, eye contact, and audible voice. 	

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KINDERGARTEN – READING STANDARDS FOR SPEAKING AND LISTENING

	<ul style="list-style-type: none"> • How to use drawings to help add details to what they share. • How to speak and share ideas clearly. 	
Evidence		
Evaluative Criteria	Assessment Evidence	
	<p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> • Teacher created opportunities for assessments • Kagan structures that support and teach collaborative conversations • Oral reporting on chosen topics • Show and Tell • Group discussions • Class meetings • Restating others' ideas 	
	<p>OTHER EVIDENCE:</p> <p>Anecdotal Records Teacher Observations Classroom Discussions Collaboration with Peers</p>	
Vocabulary		
Conversation Partner Listening Interrupting Taking turns Respectful Inside voice Help	Ask Understanding Question Describe Answer Repeat Restate	Volume Topic Audience Share Visual display Description

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KINDERGARTEN – WRITING STANDARDS

Desired Results

<p>PRIORITY STANDARDS</p> <p>K.W.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>K.W.3. Use a combination of drawing, dictating, and writing to narrate a real or imagined event or several loosely linked events, tell about the events in the order in which they occurred, and provide an ending (how the problem was solved) or a reaction (e.g., a feeling) to what happened.</p> <p>SUPPORTING STANDARDS</p> <p>K.W.1 Use a combination of drawing, dictating, and writing to state an opinion or a preference about a topic or part of a book (e.g., I like dogs better than cats because...; My favorite part of the story is when...; I think it was funny when...).</p> <p>K.W.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>K.W.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and combine or summarize information/facts learned or express opinions about them).</p> <p>K.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	Transfer	
	Students will be able to independently use their learning to...	
	<ul style="list-style-type: none"> Use a combination of drawing, dictating, and writing to convey information in written form to others on a chosen topic. 	
	Meaning	
ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS	
Students will understand that...	Students will keep considering...	
<ul style="list-style-type: none"> Writers think of an idea, remember it, and record it. Writing can teach the reader how to do something, share their opinion, give information on a topic, or tell about an event. Using a story map or graphic organizer can help them write effectively. Writers can add details to their writing or illustrations to relay more information about their topic. Listening to others provide feedback can improve their writing. Books and technology can be used as resources for developing and gathering information for writing purposes. 	<ul style="list-style-type: none"> How do writers use what they know to help them begin to write? How can drawing, dictating, and writing expand my ability to convey real or imagined experiences and events? Why should writers add details to their writing or illustrations to better inform or explain? How can I express my opinions about a topic or book? How can listening to others make my writing better? How can I gather useful information for writing about true information? How can I use various digital tools to produce and publish writing? 	
Acquisition		
Students will know...	Students will be skilled at...	
<ul style="list-style-type: none"> How to draw or write to help share what they think. How to draw or write to help explain about a topic. How to draw or write to tell an organized story about something that has happened. 	<ul style="list-style-type: none"> Telling stories to partners. Recording ideas on paper using pictures. Recording ideas using labels and words. Knowing that a sentence is comprised of a series of words that tell a common idea. Identifying supplies and tools of the classroom to write. 	

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KINDERGARTEN – WRITING STANDARDS

	<ul style="list-style-type: none"> • How to listen to friends' ideas to help add details to their stories. • How to use a computer or tablet to publish their writing. • Helping their class learn about a subject and then write about it. • How to use what they know and have read about to answer questions. • They are authors who have ideas worth recording. 	
Evidence		
Evaluative Criteria	Assessment Evidence	
CQA standards aligned rubric Developmental writing rubric	PERFORMANCE TASK(S): <ul style="list-style-type: none"> • Shared writing • Journal writing • CQA writing 	
	OTHER EVIDENCE: Teacher Observation	
Vocabulary		
Draw Tell Write Letter Word Sentence Compose Inform Explain Opinion	Combine Details Edit Peers Order Events Suggestions Complete Topic Reaction	Descriptive Publish Present Collaborate Partner Fact/Fiction Like/Dislike Reason Explain

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KINDERGARTEN – WRITING STANDARDS

Technology Skills

I can...

- Use the computer keyboard to: Log in/log off with my own id and password and shutdown computer appropriately (quit applications).
- Open and use a computer program from the menu or icons.
- Use a computer mouse to: select, drag, drop, click, and double click.
- Use gestures to navigate a handheld device (swipe, click, zoom, open, and close programs).
- Identify technology equipment: keyboard, monitor, mouse, mouse pad, headphones, computer, and printer.
- Use and talk about the keyboard keys: Enter, Backspace, letter keys, and number keys.
- Use pictures in a software program to sort objects and/or retell a story.
- Understand that the internet can be used for research and that email is used for communication.
- Follow technology use, sharing, and safety rules.
- Treat technology with respect.

KPBSD ELA CURRICULUM

1st GRADE – LANGUAGE STANDARDS

Desired Results

PRIORITY STANDARDS	Transfer	
<p>1.L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a) Print all upper- and lowercase letters.</p> <p>b) Use common, proper, and possessive nouns.</p> <p>c) Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</p> <p>d) Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).</p> <p>e) Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</p> <p>f) Use frequently occurring adjectives.</p> <p>g) Use frequently occurring conjunctions (e.g., and, but, or, so, because).</p> <p>h) Use determiners (e.g., articles, demonstratives).</p> <p>i) Use frequently occurring prepositions (e.g., during, beyond, toward).</p> <p>Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> <p>1.L.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a) Capitalize dates and names of people.</p>	<p>Students will be able to independently use their learning to...</p> <ul style="list-style-type: none"> • Demonstrate command of the conventions of standard English grammar, usage, capitalization, and punctuation when writing or speaking. 	
	Meaning	
	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	<p>Students will understand...</p> <ul style="list-style-type: none"> • Proper grammar must be applied to speaking and writing. • Proper conventions must be applied in writing. • Proper grammar and conventions must be recognized in reading. • Knowledge of phonetics must be utilized to produce writing. • Meaning of words can be identified by determining the context of a text. 	<p>Students will keep considering...</p> <ul style="list-style-type: none"> • What is the relationship between oral and written language? • How do readers apply word structure analysis and vocabulary skills to comprehend selections? • How do I speak and write correctly? • How do I know correct vocabulary when writing, speaking, and reading?
Acquisition		
<p>Students will know...</p> <ul style="list-style-type: none"> • How to use words correctly when writing and speaking. • How to print all of the upper- and lowercase letters. • How to use common, proper, and possessive nouns. • How to use singular and plural nouns with matching verbs in sentences. • How to use pronouns (I, me, my, they, them, their, anyone, everything). • How to use verbs in the right way to tell about the past, the present, and the future. • How to use adjectives. • How to use conjunctions (and, but, or, so, because). 	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> • Producing oral and written sentences that are grammatically correct and appropriate for 1st grade. • Printing upper- and lowercase letters. • Using parts of speech. • Identifying various types of sentences. • Using capitalization and punctuation where appropriate. • Analyze text for context for the meaning of an unknown word. • Recognizing affixes and inflectional endings. • Identifying context clues to clarify the meaning of a word or text. 	

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1st GRADE – LANGUAGE STANDARDS

<p>b) Use end punctuation for sentences.</p> <p>c) Use commas in dates and to separate single words in a series.</p> <p>d) Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p> <p>1.L.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</p> <p>a) Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b) Use frequently occurring affixes as a clue to the meaning of a word.</p> <p>c) Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</p> <p>SUPPORTING STANDARDS</p> <p>1.L.5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a) Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> <p>b) Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).</p> <p>c) Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p>	<ul style="list-style-type: none"> • How to use determiners (a, the, this, that, my, many, few). • How to use common prepositions (during, beyond, toward). • How to use simple and compound sentences (statements, questions, commands, and exclamations). • How to write sentences correctly. • How to use capital letters in dates and also when writing people’s names. • To use the right punctuation at the end of sentences. • To use commas when writing the date or when making a list of things in a sentence. • To use sight words and spelling patterns to help spell words correctly. • To use what they know about letters and their sounds to spell new words correctly. • How to figure out what words mean by using the strategies they know and thinking about what they have read. • To use the whole sentence to help figure out what other words in the sentence mean. • To use the beginnings and endings of words to help figure out what it means. • How to find root words with different endings. • How words are related and how their meanings might be alike. • How to sort things into groups and use the names of the groups to help to understand them better (colors, clothing). • How to explain a word by telling how it belongs in a group. • How to tell how words are used in real-life (places in my house that are cozy). 	<ul style="list-style-type: none"> • Applying acquired vocabulary into speaking, reading, and writing.
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1st GRADE – LANGUAGE STANDARDS

<p>d) Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.</p> <p>1.L.6. Use words and phrases acquired through conversations, reading, being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p>	<ul style="list-style-type: none"> • To tell or show the difference between verbs (action words) that are almost alike (look, peek, glance, stare, glare, scowl). • To tell or show the difference between adjectives (describing words) that are almost alike (big, large, gigantic). • How to use the new words they learn in different ways to show that they know what they mean. 	
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Evidence

Evaluative Criteria	Assessment Evidence
<p>Rubrics aligned to the standards</p>	<p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> • Running Records (R-CBM) • Phonemic Awareness (PSF, LNF, LSF, NWF) • Benchmark Assessments • Raz Kids • Houghton-Mifflin Journeys Weekly Comprehension Assessments • Moby Max • Writing artifacts • MAPS
	<p>OTHER EVIDENCE:</p> <p>Anecdotal Records Teacher Observations Classroom Discussions Collaboration with Peers</p>

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1st GRADE – LANGUAGE STANDARDS

Vocabulary

Sentence	Date	Suffix
Uppercase	Capitalize	Synonym
Lowercase	Punctuate	Antonym
Adjective	Picture	Retell
Question	Understand	Details
Exclamation	Meaning	Important
Period	Prefix	Event
Question Mark		

Technology Skills

I can...

- Log In/Log Off with an ID and password, do simple text entry, access the start menu and desktop, print, scroll up, scroll down, close window appropriately, and shut down computer appropriately.
- Use and talk about the keyboard keys: space bar, cursor, shift.
- Use and care for equipment in a respectful way.
- Identify technology equipment: computer, printer, and mouse (move to wake up computer).
- Adjust the volume for the computer.
- Open and use a computer program from the menu or icons.
- Select a website from the District Favorites.
- Read information from the World Wide Web with assistance.
- Produce and save a document using a word processing program.
- List potential dangers in digital environments and know how to report unsafe situations.

KPBSD ELA CURRICULUM

1ST GRADE – READING STANDARDS FOUNDATIONAL SKILLS

Desired Results

Desired Results		
<p>PRIORITY STANDARDS</p> <p>1.RF.1. Demonstrate understanding of the organization and basic features of print.</p> <p>a) Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p> <p>1.RF.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a) Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>b) Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>c) Isolate and produce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>d) Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p>1.RF.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a) Know the spelling-sound correspondences for common consonant digraphs.</p> <p>b) Decode regularly spelled one-syllable words.</p> <p>c) Know final-e and common vowel team conventions for representing long vowel sounds.</p> <p>d) Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p>	Transfer	
	Students will be able to independently use their learning to...	
	<ul style="list-style-type: none"> • Read with sufficient accuracy and fluency to support comprehension. 	
	Meaning	
ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS	
Students will understand...	Students will keep considering...	
<ul style="list-style-type: none"> • Proper sentence organization promotes fluency of communication. • Letters and letter combinations represent sounds. • Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text. • Fluent readers group words quickly to help them gain meaning from what they read. 	<ul style="list-style-type: none"> • How do readers apply reading strategies to improve understanding and fluency? • How do I figure out a word I do not know? • What is the purpose of applying basic print features? • Why is it important to write an organized sentence? • How are sounds represented by letters? • How does fluency affect comprehension? 	
Acquisition		
Students will know...	Students will be skilled at...	
<ul style="list-style-type: none"> • How books can be read. • How to find and point to the first word, the beginning capital letter, and the ending mark in a sentence. • How words and their parts go together. • The difference between short and long vowel sound when they hear a word. • How to put sounds together to speak words. • How to find and tell the beginning, middle, and ending sounds in short words. • How to break down short words and say each sound by itself. 	<ul style="list-style-type: none"> • Writing/reading an organized sentence that includes the distinguishing features of a first word that is capitalized and end punctuation. • Orally producing CVC words that contain both long and short vowel sounds as well as consonant blends. • Applying phonics skills to decode grade level appropriate words. • Reading comprehension by being able to read grade appropriate text orally at an appropriate rate. 	

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1ST GRADE – READING STANDARDS FOUNDATIONAL SKILLS

<p>e) Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p>f) Read words with inflectional endings.</p> <p>g) Recognize and read grade-level appropriate irregularly spelled words.</p> <p>1.RF.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>a) Read on-level text with purpose and understanding.</p> <p>b) Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<ul style="list-style-type: none"> • How to show what they have learned about letters and sounds by reading words. • How to hear and spell consonant letters that are blended together to make words. • How to read short words. • How to read words with long vowel sounds (silent e or vowel teams). • How to use what they know about vowel sounds to help figure out how many syllables are in words. • How to read words with two syllables. • How to read words that have different endings. • How to read first grade words that aren't spelled the way they sound. • How to read and understand books at their level. • How to read and understand first grade books. • How to read aloud like a teacher. • How to stop when reading and fix words that they mess up or that they are not sure of. 	
Evidence		
Evaluative Criteria	Assessment Evidence	
<p>Rubrics aligned to the standards</p>	<p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> • Running Records (R-CBM) • Phonemic Awareness (PSF, LNF, LSF, NWF) • Benchmark Assessments • Raz Kids • Houghton-Mifflin Journeys Weekly Comprehension Assessments • Moby Max • MAPS 	

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1ST GRADE – READING STANDARDS FOUNDATIONAL SKILLS

	OTHER EVIDENCE: Anecdotal Records Teacher Observations Classroom Discussions Collaboration with Peers
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Vocabulary

Word Sentence Names Beginning Ending Punctuation Capitalization Question Mark Period Exclamation Mark	Vowel Consonant Sound Segment Blend Syllable Initial (Beginning) Medial (Middle) Final (End) Decode	Silent Pattern Digraph Fluency Accuracy Expression Comprehension Reread Comma
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Technology Skills

<p>I can...</p> <ul style="list-style-type: none"> • Log In/Log Off with an ID and password, do simple text entry, access the start menu and desktop, print, scroll up and scroll down, close window appropriately, and shut down computer appropriately. • Use and talk about the keyboard keys: space bar, cursor, shift. • Use and care for equipment in a respectful way. • Identify technology equipment: computer, printer, mouse (move to wake up computer). • Adjust the volume on a computer. • Open and use a computer program from the menu or icons. • Select a website from the District Favorites. • Read information from the World Wide Web with assistance. • Produce and save a document using a word processing program. • List potential dangers in digital environments and know how to report unsafe situations.
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1ST GRADE – READING STANDARDS FOR INFORMATIONAL TEXT

Desired Results

Desired Results		
<p>PRIORITY STANDARDS</p> <p>1.RI.2. Identify the main topic or author’s purpose (e.g., to teach or tell us about...) and retell key details of a text.</p> <p>1.RI.5. Know and use various text features (e.g., title, labels with graphics, bold print, visual cues such as arrows, electronic menus, icons) to locate key facts or information in a text.</p> <p>1.RI.9. Identify basic similarities in and differences between information presented in two texts on the same topic (e.g., compare two graphics, descriptions, or steps in a process to make something).</p> <p>1.RI.10. With prompting and support, read informational texts on a range of topics appropriately complex for first grade, with scaffolding as needed.</p> <p>SUPPORTING STANDARDS</p> <p>1.RI.1 With prompting and support, illicit background/prior knowledge and experience in order to ask and answer questions about an informational text using key details from the text.</p> <p>1.RI.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>1.RI.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>1.RI.6 Distinguish between information provided by photos or other graphics and information provided by the words in a text.</p>	Transfer	
	Students will be able to independently use their learning to...	
	<ul style="list-style-type: none"> With prompting and support, read informational texts on a range of topics appropriately complex for first grade, with scaffolding as needed. 	
	Meaning	
ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS	
Students will understand...	Students will keep considering...	
<ul style="list-style-type: none"> And use concepts about print to read and interpret information. How to demonstrate an understanding of all sound-symbol relationships and manipulate phonemes in a word. How to Identify and decode words using multiple strategies. How to develop increasing fluency in oral reading of nonfiction texts. How to apply a variety of strategies to gain understanding of the text before, during, and after reading. How to acquire new vocabulary through literature, concrete experiences, and study in the content areas. How to read, comprehend, and respond to nonfiction text at an independent level. How to explore questions and gather data from texts to share with others. 	<ul style="list-style-type: none"> What is non-fiction? What types of things do non-fiction books teach us? Why should first graders read and write? What do good readers look like? How do good readers acquire and record information? How do good readers reflect and improve on their reading? What do respectful, learning discussions look like? How do the features of non-fiction help us to find, understand, and apply important information? 	
Acquisition		
Students will know...	Students will be skilled at...	
<ul style="list-style-type: none"> How to ask and answer questions about important details in nonfiction books. 	<ul style="list-style-type: none"> Using agreed upon conversation skills to discuss informational text. Find details to answer questions. 	

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1ST GRADE – READING STANDARDS FOR INFORMATIONAL TEXT

<p>1.RI.7 Use the illustrations and details in a text to describe its key ideas.</p> <p>1.RI.8 Identify the opinions an author states to support points in a text.</p>	<ul style="list-style-type: none"> • How to tell the main topic and important details in nonfiction books. • How people, events, or ideas are connected in nonfiction books. • To ask and answer questions to help them understand new words. • How to understand and use all the helpful parts of nonfiction books to help find important facts and details. • How to find some information from pictures and some information from the words in nonfiction books. • How to use the pictures and words in nonfiction books to help me tell about the main ideas. • How to find the reasons that an author gives to help teach about the main idea. • How to find things that are the same and different in two nonfiction books that teach about the same topic. • How to read and understand first grade nonfiction books. 	<ul style="list-style-type: none"> • Use graphic organizers to record text and graphic features and information/facts. • Use graphic organizers to tell similarities and differences from text to text. • Using details from the text and graphics to tell and describe the main idea, author’s opinion, facts, and interpret text and graphic features. • Use strategies to figure out tricky words in nonfiction. • Asking and answering questions to clarify understanding of the text. • Locating and interpreting key details in graphics and text. • Using details from text to answer/ask clarifying questions. • Clearly recording their thinking and learning about nonfiction. • Recalling key details from the text or graphics. • Explaining the author’s purpose or opinion of the text.
Evidence		
Evaluative Criteria	Assessment Evidence	
Rubrics aligned to the standards	<p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> • Running Records (R-CBM) • Phonemic Awareness (PSF, LNF, LSF, NWF) • Benchmark Assessments • MAPS <p>OTHER EVIDENCE:</p> <p>Anecdotal Records Teacher Observations Classroom Discussions Collaboration with Peers</p>	

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1ST GRADE – READING STANDARDS FOR INFORMATIONAL TEXT

Vocabulary

Question Answer	Illustrations	Table of Contents
Ask	Picture	Glossary
Detail	Photograph	Headings
Text	Diagram	Author
Events	Labels	Illustrator
Main Topic	Character	Reasons
Main Idea	Events	Support
Retell	Information	Opinion
Key Details	Clarify	Similarities
Important	Clue	Differences
Graphics	Context	Purpose
	Explain	

Technology Skills

I can...

- Log In/Log Off with an ID and password, do simple text entry, access the start menu and desktop, print, scroll up, scroll down, close window appropriately, and shut down computer appropriately.
- Use and talk about the keyboard keys: space bar, cursor, shift.
- Use and care for equipment in a respectful way.
- Identify technology equipment: computer, printer, mouse (move to wake up computer).
- Adjust the volume for my computer.
- Open and use a computer program from the menu or icons.
- Select a website from the District Favorites.
- Read information from the World Wide Web with assistance.
- Produce and save a document using a word processing program.
- List potential dangers in digital environments and know how to report unsafe situations.

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1st GRADE – READING STANDARDS FOR LITERATURE

Desired Results

<p>PRIORITY STANDARDS</p> <p>1.RL.1. Ask and answer questions about a literary text using key details from the text.</p> <p>1.RL.3. Describe characters, settings, major events, and problem-solution in a story, play, or poem, using key details.</p> <p>1.RL.5. Explain major differences between books that tell stories and books that give information (fiction, nonfiction, and poetry), drawing on a wide reading of a range of text types.</p> <p>1.RL.10. With prompting and support, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to first grade.</p> <p>SUPPORTING STANDARDS</p> <p>1.RL.2 Retell stories, using key details, and demonstrate understanding their message (e.g., teach a lesson, make you laugh, tell a scary story, tell about an event) or lesson.</p> <p>1.RL.4 Ask and answer questions about a literary text using key details from the text.</p> <p>1.RL.6 Describe characters, settings, major events, and problem-solution in a story, play, or poem, using key details.</p> <p>1.RL.7 Use illustrations and details in a story read or read aloud to describe its characters, events, setting, or problem-solution.</p> <p>1.RL.9 With prompting and support, compare and contrast the adventures and experiences of characters in stories.</p>	Transfer	
	<p>Students will be able to independently use their learning to...</p> <ul style="list-style-type: none"> • Read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to first grade with prompting and support,. 	
	Meaning	
	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	<p>Students will understand...</p> <ul style="list-style-type: none"> • How to use concepts about print/text to read for meaning and understanding. • How to develop mastery of all sound-symbol relationships. • How to demonstrate the ability to read unknown words in context. • How to read just right books with fluency, stamina, accuracy, and comprehension for a sustained period of time. • How to apply a variety of strategies to gain understanding of the text before, during, and after reading. • How to acquire new vocabulary through literature, concrete experiences, and study in the content areas. • How to comprehend and respond to short stories, poetry, articles, chapter books, and picture books. 	<p>Students will keep considering...</p> <ul style="list-style-type: none"> • What is literature? • What types of things does literature teach us? • Why should first graders read and write? • What do good readers look like? • How do good readers acquire and record information? • How do good readers reflect and improve on their reading? • What do respectful, learning discussion look like? • How does organized story structure (beginning, middle, end) lead to understanding?
Acquisition		
<p>Students will know...</p> <ul style="list-style-type: none"> • How to ask and answer questions about important details in stories. • How to retell a story they know using important details and show that they know what the author is trying to teach. 	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> • Using agreed upon conversation skills to discuss literature. • Finding details to answer questions. • Using graphic organizers to record story elements. 	

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1st GRADE – READING STANDARDS FOR LITERATURE

	<ul style="list-style-type: none"> • How to tell the characters, setting, and what happens in stories. • How to find words in a story or poem that tell about feelings. • How to tell the difference between fiction and nonfiction. • How to figure out who is telling a story at different parts in the story. • How to use the pictures and detail in a story to tell about its characters, setting, or events. • How to compare what happens to characters in stories. • How to read and understand first grade stories and poems. 	<ul style="list-style-type: none"> • Using graphic organizers to tell similarities and differences from text to text. • Using details from the text and graphics to tell story elements. • Using strategies to figure out tricky words in literature. • Asking and answering questions to clarify understanding of the story. • Locating and interpreting key details in illustrations and text. • Using details from text to answer/ask clarifying questions. • Clearly recording their thinking and learning about literature. • Retelling a story using key details from the text or illustrations. • Explaining the purpose or message/lesson of the story.
Evidence		
Evaluative Criteria	Assessment Evidence	
Rubrics aligned to the standards	<p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> • Running Records (R-CBM) • Phonemic Awareness (PSF, LNF, LSF, NWF) • Benchmark Assessments • Raz Kids • Houghton-Mifflin Journeys Weekly Comprehension Assessments • Moby Max • MAPS <p>OTHER EVIDENCE:</p> <p>Anecdotal Records Teacher Observations Classroom Discussions Collaboration with Peers</p>	

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1st GRADE – READING STANDARDS FOR LITERATURE

Vocabulary

Details	Ending	Fiction
Questions	Lesson	Nonfiction
Ask	Moral	Narrator
Answer	Sequence	Dialogue
Text	Describe	Quotations
Information	Characters	Author
Retell	Setting	Illustrator
Details	Plot	Events
Main Event	Poems	Compare
Story	Senses	Contrast
Problem	Feelings	Experiences
Resolution	Poetry	Predict
Solution	Narrative	

Technology Skills

I can...

- Log In/Log Off with own ID and password, do simple text entry, access the start menu and desktop, print, scroll up and scroll down, close window appropriately, shut down computer appropriately
- Use and talk about the keyboard keys: space bar, cursor, shift
- Use and care for equipment in a respectful way.
- Identify technology equipment: computer, printer, mouse (move to wake up computer)
- Adjust the volume for my computer
- Open and use a computer program from the menu or icons
- Select a website from the District Favorites
- Read information from the World Wide Web with assistance
- Produce and save a document using a word processing program
- List potential dangers in digital environments and know how to report unsafe situations

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1st GRADE – READING STANDARDS FOR SPEAKING AND LISTENING

Desired Results

<p>PRIORITY STANDARDS</p> <p>1.SL.1. Participate in collaborative conversations with diverse partners about first grade topics and texts with peers and adults in small and larger groups.</p> <p>a) Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>b) Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>c) Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p>1.SL.6. Produce complete sentences when appropriate to task and situation. (See first grade Language standards 1 and 3 for specific expectations.)</p> <p>SUPPORTING STANDARDS</p> <p>1.SL.2. Ask and answer questions about key details in a text, read aloud, or information presented orally or through other media.</p> <p>1.SL.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p>1.SL.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>1.SL.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p>	Transfer	
	<p>Students will be able to independently use their learning to...</p> <ul style="list-style-type: none"> Participate in collaborative conversations with diverse partners about grade-level appropriate topics and texts with peers and adults in small and larger groups. 	
	Meaning	
	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>Students will understand...</p> <ul style="list-style-type: none"> How to speak in complete sentences using grammatical correctness. How to show respect when sharing personal opinions and experiences. How to use voice and volume appropriate to situation. How to ask and answer a variety of questions. How to incorporate new vocabulary into daily speech. How to listen, respond, and follow directions appropriately. How to hear beginning, middle, and ending sounds in words. How to hear words and produce rhyming words. How to ask questions for clarification and explanation. How to listen and make predictions about stories read aloud. 	<p>Students will keep considering...</p> <ul style="list-style-type: none"> Can I ask and answer questions about a topic? What does a respectful, learning discussion look like? How can I identify a complete sentence? What does it mean to show respect while others are sharing personal opinions and experiences? What are the "5 Ws" of questioning? How do we increase our vocabulary or learn and remember new words? Why is it important to listen to instructions? What are some ways we can identify rhyming words or sound other than reading the print? What does it mean to make a reasonable prediction? What are some examples of questions that require clarification or explanation. 	
Acquisition		
<p>Students will know...</p> <ul style="list-style-type: none"> How to show that they know how to have good conversations with their friends and teachers. 	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> Speaking in complete sentences. Using grammatically correct language. 	

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1st GRADE – READING STANDARDS FOR SPEAKING AND LISTENING

	<ul style="list-style-type: none"> • How to listen and take turns when having conversations. • How to be a part of conversations by listening to other people’s comments and thinking about what to say. • How to ask questions during conversations to help understand what is being shared. • How to ask and answer questions about things they hear and see. • How to ask and answer questions about what a speaker says to help understand the person better. • How to use details when telling about people, places, and things to help others understand them better. • How to use drawings or other things to help others understand what they are talking about. • How to speak and share ideas in complete sentences when needed. 	<ul style="list-style-type: none"> • Showing respect during sharing of personal opinions or experiences. • Taking turns when speaking in conversation. • Being able to determine when it is their turn to become the listener. • Listening carefully to determine when it is their turn to become the speaker • Using a variety of speaking forums: role play, public speaking, and drama. • Using volume appropriate to the situation. • Recognizing the difference between questions and comments. • Responding to ideas and questions posed by others. • Asking and answering a variety of questions using the 5 Ws: who, what, when, where, & why? • Incorporating new vocabulary into daily speech. • Using descriptive words to clarify and extend ideas. • Reciting poems, rhymes, and simple stories. • Participating in choral reading. • Retelling a story in sequence. • Demonstrating comprehension in retelling and answering questions about a story. • Reading with expression and intonation from developmentally appropriate texts. • Listening to and following simple oral instructions. • Listening to questions and responding appropriately. • Listening to familiar text and tract print.
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1st GRADE – READING STANDARDS FOR SPEAKING AND LISTENING

		<ul style="list-style-type: none"> • Listening and making predictions about read alouds. • Retelling a story. • Asking questions for clarification and explanation. • Hearing and identifying beginning, middle, and ending sounds in words. • Hearing words and producing rhyming words. • Recalling information from stories, poems, and other forms of media. • Recognizing that texts have different messages and meaning. • Comparing and contrasting literature. • Comparing and contrasting authors.
Evidence		
Evaluative Criteria	Assessment Evidence	
Rubrics aligned to the standards	<p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> • Teacher created opportunities for assessments • Oral book reports • Oral research papers • Group discussions • Class meetings • Restating others’ ideas <hr/> <p>OTHER EVIDENCE:</p> <p>Anecdotal Records Teacher Observations Classroom Discussions Collaboration with Peers</p>	
Vocabulary		

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1st GRADE – READING STANDARDS FOR SPEAKING AND LISTENING

Conversation Partner Take Turns Listen Carefully Interrupting Inside Voices Title Story Author Retell Video	Text Details Speaker Information Describe Details Character Place Describe Voice Topic Speaking Illustration	Clarify Express Ideas Feelings Clarify Thoughts Share Event Voice
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1st GRADE – WRITING STANDARDS

Desired Results

PRIORITY STANDARDS	Transfer	
<p>1.W.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion or preference, supply a fact (e.g., because race cars go faster than...) or reason for the opinion, and end with a sentence that restates their opinion related to a feeling or emotion (e.g., it makes me laugh; that was the scariest part).</p> <p>1.W.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure (e.g., restate at the end the most interesting fact or the most important idea shared).</p> <p>1.W.3. Use narrative writing to recount two or more real or imagined sequenced events, include some details regarding what happened, who was there, use linking words to signal event order (e.g., first, next, then), and provide an ending (e.g., how the problem was solved; how someone felt at the end).</p> <p>1.W.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add concrete and sensory details to strengthen writing as needed.</p> <p>1.W.7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions or combine/summarize information/facts learned).</p>	<p>Students will be able to independently use their learning to...</p> <ul style="list-style-type: none"> • With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add concrete and sensory details to strengthen writing as needed. 	
	Meaning	
	<h4 style="text-align: center;">ENDURING UNDERSTANDINGS</h4> <p>Students will understand...</p> <ul style="list-style-type: none"> • Details provide a factual foundation to an opinion making it more credible. • Recalling details provides proof. • Time order words convey sequence, signal shifts from one time frame to another. • Writing can be improved with guidance and support from the teacher and peers to aid the writer for reflection and eventually independent editing of their pieces. • Technology allows for a neat, well organized, professional final product in an efficient manner. • Procedural writing “how-to” as a list of sequential directions for “how-to” do something and lists of what is needed. • Participation in shared research and writing builds the foundation for the development of more complex and rigorous research and writing projects that may be required throughout a student’s school years and across curriculum areas. • Recalling details about experiences supports the student’s use of long term and working memory during the learning process. 	<h4 style="text-align: center;">ESSENTIAL QUESTIONS</h4> <p>Students will keep considering...</p> <ul style="list-style-type: none"> • Why should first graders read and write? • What do good writers look like? • How do good writers acquire and record information? • How can I write for different purposes? • How do good writers reflect and improve on their writing? • How can I use technology in writing?

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1st GRADE – WRITING STANDARDS

<p>SUPPORTING STANDARDS</p> <p>1.W.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>1.W.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	Acquisition	
	<p>Students will know...</p> <ul style="list-style-type: none"> • How to write their opinion about a topic and give reasons for their thinking. • How to write to teach about a topic by giving facts about it. • How to write to tell an organized story with details. • How to listen to others’ ideas to help add details to their stories. • How to use a computer or tablet to publish their writing. • How to help their class explore books and write about what was learned. • How to use what they have learned to answer questions or how to find the answers somewhere else. 	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> • Creating a drawing of their opinion. • Engaging in discussion with a partner. • Generating similar and/or opposite opinions using a t-chart. • Sharing their opinion. • Creating a drawing of their topic. • Discussing topic with a group. • Sharing facts about a topic in sequential order leading to a logical conclusion. • Engaging in center activities to create fact cards about the topic. • Activating prior knowledge by using a graphic organizer (5 W’s) to supply facts about the topic. • Placing picture cards logical order according to the text. • Engaging in discussion with a partner and/or group. • Sharing facts about a task or activity in sequential order leading to a logical conclusion. • Engaging in center activities to create “how to” cards listing steps required to complete a task. • Create a KWL chart about a topic. • Use a graphic organizer to organize the events in a narrative piece.
Evidence		
Evaluative Criteria	Assessment Evidence	
<p>Rubrics aligned to the standards</p>	<p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> • Quarterly writing assessments • Classroom writing assignments 	

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1st GRADE – WRITING STANDARDS

	OTHER EVIDENCE: Anecdotal Records Teacher Observations Classroom Discussions Collaboration with Peers	
Vocabulary		
Opinion Reasons Topic Details Title Information Facts Explanation Sequence Event Time Order	Focus Revise Edit Improve Research Directions Sequence Instruction Fact Fiction Collect Gather	Select Recall Information Retell Describe Sources Encyclopedia non-fiction Expository Magazine Article
Technology Skills		
I Can... <ul style="list-style-type: none"> ● Log In/Log Off with an ID and password, do simple text entry, access the start menu and desktop, print, scroll up and scroll down, close window appropriately, and shut down computer appropriately. ● Use and talk about the keyboard keys: space bar, cursor, shift. ● Use and care for equipment in a respectful way. ● Identify technology equipment: computer, printer, mouse (move to wake up computer). ● Adjust the volume for my computer. ● Open and use a computer program from the menu or icons. ● Select a website from the District Favorites. ● Read information from the World Wide Web with assistance. ● Produce and save a document using a word processing program. ● List potential dangers in digital environments and know how to report unsafe situations. 		

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2nd GRADE – LANGUAGE STANDARDS

Desired Results

Desired Results		
<p>PRIORITY STANDARDS</p> <p>2.L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a) Use collective nouns (e.g., <i>group</i>).</p> <p>b) Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).</p> <p>c) Use reflexive pronouns (e.g., <i>myself, ourselves</i>).</p> <p>d) Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).</p> <p>e) Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>f) Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).</p> <p>2.L.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on second grade reading and content, choosing flexibly from an array of strategies.</p> <p>a) Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b) Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>).</p>	Transfer	
	Students will be able to independently use their learning to... <ul style="list-style-type: none"> Use knowledge of language and its conventions when writing, speaking, reading, or listening. 	
	Meaning	
	<p style="text-align: center;">ENDURING UNDERSTANDINGS</p> <p>Students will understand...</p> <ul style="list-style-type: none"> How to use correct end point punctuation How to apply the basic rules of capitalization. How to recognize and apply basic spelling pattern. That building vocabulary is important to reading. Reading can expand one's language repertory. Dictionaries can assist learners in learning meanings of words. 	<p style="text-align: center;">ESSENTIAL QUESTIONS</p> <p>Students will keep considering...</p> <ul style="list-style-type: none"> What are some examples of when you use a question mark or exclamation point? When are words capitalized? What are some examples of basic spelling patterns commonly used? How do you build your vocabulary? How can you increase your ability to figure out new words? For what reasons would you use a dictionary?
Acquisition		
<p>Students will know...</p> <ul style="list-style-type: none"> How to use words correctly when writing and speaking. How to use collective nouns (a group of people, a pride of lions). How to make and use irregular plural nouns correctly (<i>feet, children, teeth, mice, fish</i>). How to use reflexive pronouns (<i>himself, myself, ourselves</i>). How to make and use common regular verbs (<i>sat, hid, told</i>). How to use adjectives and adverbs correctly. 	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> Capitalization and punctuation. Spelling Patterns. Handwriting. Vocabulary Development. Word Beginnings and Endings. Expanding Language. Antonyms and Synonyms. Dictionary Use. 	

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2nd GRADE – LANGUAGE STANDARDS

- c) Use glossaries and beginning picture dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

SUPPORTING STANDARDS

2.L.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a) Capitalize holidays, product names, and geographic names.
- b) Use commas in greetings and closings of letters.
- c) Use an apostrophe to form contractions and frequency occurring possessives.
- d) Generalize learned spelling patterns when writing words.
- e) Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

2.L.5. Demonstrate understanding of word relationships and nuances in word meanings.

- a) Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
- b) Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

2.L.6. Use words and phrases acquired through conversations, reading, being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

- How to make and use complete simple and compound sentences.
- How to write sentences correctly.
- How to use capital letters at the beginnings of holidays, product names and places on a map.
- How to use commas in greetings and closings of letters.
- How to use apostrophes to make contractions.
- How to use apostrophes to show possession.
- How to use spelling patterns to write words.
- How to use tools like a dictionary to check and correct spelling.
- How to write, speak, read, and listen by using what they know about the English language.
- How to compare formal and informal ways that people speak English.
- How to figure out what words mean by using the strategies they know and by thinking about what they have read.
- How to use context clues to help understand new words.
- How to use prefixes that they know to help understand new words.
- How to use root words to help understand new words.
- How to use the meanings of the two smaller words in a compound word to make a prediction about what it means.
- How to use glossaries, dictionaries, or the internet to help find the meanings of new words.
- How words are related and how their meanings might be alike.

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2nd GRADE – LANGUAGE STANDARDS

<p>a) Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>).</p> <p>b) Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>).</p>	<ul style="list-style-type: none"> • How to find real-life connections between words and the way they are used (foods that are spicy or juicy). • How to tell the difference between similar verbs (toss, throw, hurl). • How to tell the difference between similar adjectives (thin, slender, skinny, scrawny). • How to use new words they learn in different ways to show what they mean. 	
Evidence		
Evaluative Criteria	Assessment Evidence	
	PERFORMANCE TASK(S): <ul style="list-style-type: none"> • CQA 	
Vocabulary		
Collective Noun Irregular Verbs Pronouns Adjectives Simple Sentence Compound Sentence Past Tense Present Tense Future Tense	Capital Apostrophe Contractions Greeting Letter Tone Style Punctuation Grammar	Thesaurus Quote Speech Definition Context Adverbs Shades Of Meaning Emotions Actions
Technology Skills		
I can... <ul style="list-style-type: none"> • Use and understand the basic computer terms: Home Row (Use two hands), Internet Browser, minimize/maximize a window, and toolbar. • Use a computer mouse to right click/left click. • Use the file menu commands: new, open, save, save as, copy/paste, and print. • Save and find files in the My Documents folder. • Save, find, and use files in the Shared Folder. • Identify a wide variety of current technology tools: computer, digital camera, CD-ROM and DVD/VHS players, printer, headphones and speakers. • Adjust the volume for my computer. 		

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2nd GRADE – LANGUAGE STANDARDS

- Use and care for equipment in a respectful way
- Identify and use software terms: edit/undo, select/delete text, Change font, style, color and size, and insert clipart graphics.
- Enter a pre-selected URL address.
- Use software to create a simple multimedia project.
- Record and organize ideas using digital tools and/or graphic organizers.
- Recognize different information sources and select an appropriate one to complete a project.
- Plan, conduct, and communicate the results of research through a simple digital product with teacher support.
- List potential dangers in digital environments and know how to report unsafe situations.

2nd GRADE – READING STANDARDS FOUNDATIONAL SKILLS

Desired Results

Desired Results				
<p>PRIORITY STANDARDS</p> <p>2.RF.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a) Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>b) Know spelling-sound correspondences for additional common vowel teams.</p> <p>c) Decode regularly spelled two-syllable words with long vowels.</p> <p>d) Decode words with common prefixes and suffixes.</p> <p>e) Identify words with inconsistent but common spelling-sound correspondences.</p> <p>f) Recognizes and read grade-appropriate irregularly spelled words.</p> <p>2.RF.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a) Read on-level text with purpose and understanding.</p> <p>b) Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	Transfer			
	Students will be able to independently use their learning to... <ul style="list-style-type: none"> • Read with sufficient accuracy and fluency to support comprehension. 			
	Meaning			
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #f2f2f2; text-align: center;">ENDURING UNDERSTANDINGS</th> <th style="background-color: #f2f2f2; text-align: center;">ESSENTIAL QUESTIONS</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;"> Students will understand... <ul style="list-style-type: none"> • Identifying like sound patterns, vowels, common prefixes and suffixes helps learners decode and build upon their word recognition. • Reading with accuracy, expression, and fluency allows learners to comprehend on grade level text. • Attending to punctuation is important to convey meaning. • Appropriate pace and inflection convey meaning when reading. • Using learned strategies helps determine if text makes sense. • It is important to build reading stamina. </td> <td style="vertical-align: top;"> Students will keep considering... <ul style="list-style-type: none"> • How does decoding words with common prefixes and suffixes help word recognition? • Why does identifying common spelling patterns assist in decoding an unknown word? • How does reading with accuracy and fluency support comprehension? • Why should you pay attention to punctuation marks? • Why it is important to build your stamina for reading? • What strategies can you use if the text you are reading does not make sense? • Why is it important to read for longer periods of time? </td> </tr> </tbody> </table>	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS	Students will understand... <ul style="list-style-type: none"> • Identifying like sound patterns, vowels, common prefixes and suffixes helps learners decode and build upon their word recognition. • Reading with accuracy, expression, and fluency allows learners to comprehend on grade level text. • Attending to punctuation is important to convey meaning. • Appropriate pace and inflection convey meaning when reading. • Using learned strategies helps determine if text makes sense. • It is important to build reading stamina.
ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS			
Students will understand... <ul style="list-style-type: none"> • Identifying like sound patterns, vowels, common prefixes and suffixes helps learners decode and build upon their word recognition. • Reading with accuracy, expression, and fluency allows learners to comprehend on grade level text. • Attending to punctuation is important to convey meaning. • Appropriate pace and inflection convey meaning when reading. • Using learned strategies helps determine if text makes sense. • It is important to build reading stamina. 	Students will keep considering... <ul style="list-style-type: none"> • How does decoding words with common prefixes and suffixes help word recognition? • Why does identifying common spelling patterns assist in decoding an unknown word? • How does reading with accuracy and fluency support comprehension? • Why should you pay attention to punctuation marks? • Why it is important to build your stamina for reading? • What strategies can you use if the text you are reading does not make sense? • Why is it important to read for longer periods of time? 			
Acquisition				
Students will know... <ul style="list-style-type: none"> • How to show what they learned about letters and sounds by figuring out words. • How to read long and short vowels correctly in words. • How to spell and read vowel teams. • How to read longer words with long vowel sounds. • How to read words with prefixes and suffixes. 	Students will be skilled at... <ul style="list-style-type: none"> • Punctuation. • Pace. • Inflection. • Silent reading. • Self-monitoring. • Independent reading. 			

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2nd GRADE – READING STANDARDS FOUNDATIONAL SKILLS

	<ul style="list-style-type: none"> • How to find words that don't follow normal spelling rules, but are common. • How to read second grade words that aren't spelled the way they sound. • How to read and understand books at their level well. • How to read and understand second grade books. • How to read second grade books aloud like a teacher would read them. • How to stop when reading and fix words that they mess up or don't sound right. 	
Evidence		
Evaluative Criteria	Assessment Evidence	
Benchmark Target	<p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> • Cafe Conference Notebook • AimsWeb ORF 	
	<p>OTHER EVIDENCE:</p> <p>Read Naturally: Oral fluency checks that are on grade level.</p> <p>Anecdotal Evidence</p> <p>Teacher Observations</p> <p>Journeys Benchmark Assessment</p>	
Vocabulary		
Prefix Suffix Syllable Multi-Syllable Decode Accuracy Fluency Comprehension Purpose	Prose Expression Rate Irregular Paragraph Scanning Self-Monitor Topic Sentence	Explain Inform Topic Evidence Argument Examples Definitions Quote

2nd GRADE – READING STANDARDS FOUNDATIONAL SKILLS**Technology Skills**

I can...

- Use and understand the basic computer terms: Home Row (Use two hands), Internet Browser, minimize/maximize a window, and toolbar.
- Use a computer mouse to right click/left click.
- Use the file menu commands: new, open, save, save as, copy/paste, and print.
- Save and find files in the My Documents folder.
- Save, find, and use files in the Shared Folder.
- Identify a wide variety of current technology tools: computer, digital camera, CD-ROM and DVD/VHS players, printer, headphones and speakers.
- Adjust the volume for my computer.
- Use and care for equipment in a respectful way
- Identify and use software terms: edit/undo, select/delete text, Change font, style, color and size, and insert clipart graphics.
- Enter a pre-selected URL address.
- Use software to create a simple multimedia project.
- Record and organize ideas using digital tools and/or graphic organizers.
- Recognize different information sources and select an appropriate one to complete a project.
- Plan, conduct, and communicate the results of research through a simple digital product with teacher support.
- List potential dangers in digital environments and know how to report unsafe situations.

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2nd GRADE – READING STANDARDS FOR INFORMATIONAL TEXT

Desired Results

Desired Results		
<p>PRIORITY STANDARDS</p> <p>2RI.2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p>2RI.5. Know and use various text features (e.g., captions, bold print, headings, charts, bulleted or numbered lists, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p>2RI.8. Describe how reasons given support specific opinions the author states in a text.</p> <p>SUPPORTING STANDARDS</p> <p>2RI.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of informational texts using key details from the text.</p> <p>2RI.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>2RI.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p>2RI.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>2RI.7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p>2RI.9. Compare and contrast the most important points presented by two texts or related topics (e.g., a book about polar bears and a book about black bears).</p>	Transfer	
	Students will be able to independently use their learning to...	
	<ul style="list-style-type: none"> Read and comprehend a range of informational texts, including history/social studies, science, and technical texts within a complexity band appropriate to second grade (from upper first grade to third grade), with scaffolding as needed at the high end of the range. 	
	Meaning	
	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	Students will understand...	Students will keep considering...
	<ul style="list-style-type: none"> That readers will acquire new information, classify and learn new facts through informational text. Nonfiction helps them better understand the world they live in. Information book writers teach their topics to their readers using different structures and text features. Information writers elaborate and add details by providing examples, comparisons, and expert language. Information writers research their topics in order to add details and answer the questions readers may have? Information writers plan their research based on what they think would be new and exciting for readers to learn. 	<ul style="list-style-type: none"> How do readers acquire, classify, and learn new facts through informational text? How does understanding the text structure help me better understand its meaning? How do readers construct meaning from text? How do the features of non-fiction help us to find, understand, and apply important information? How do writers write present informational text with clarity, sequence, and explicit detail designed to allure and educate a reader? How do writers teach others through non-fiction writing? How do information writers plan for their research?
	Acquisition	
	Students will know...	Students will be skilled at...
	<ul style="list-style-type: none"> How to ask and answer who, what, where, when, why, and how questions to show that they understand nonfiction. 	<ul style="list-style-type: none"> Studying the way information is laid out on the pages. Using features to locate key facts and information.

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2nd GRADE – READING STANDARDS FOR INFORMATIONAL TEXT

	<ul style="list-style-type: none"> • How to tell the main idea of a piece of nonfiction, including the focus of important paragraphs. • How to make connections between different events in history. • How to make connections between different science ideas. • How to make connections between the different steps in a set of directions. • How to figure out the meanings of words when studying a second grade topic. • How to understand and use all the helpful parts of nonfiction books to find important facts and details quickly. • How to tell the author's main purpose in nonfiction writing. • How to use diagrams, text features, and pictures to help understand nonfiction. • How reasons support the points that an author is trying to make. • How the important points in two pieces of nonfiction about the same topic are the same and different. • How to read and understand second grade nonfiction by themselves. 	<ul style="list-style-type: none"> • Exploring nonfiction features in books: index, titles, glossary, photos, text box, table of contents, diagrams and labels. • Reading nonfiction with fluency and comprehension skills. • Monitoring for meaning. • Noticing when they are learning something new and mark it with a post-it note. • Jotting thoughts on post-it notes. • Thinking and developing ideas - not just collecting information. • Thinking about information and creating new questions. • Using pictures to help make meaning in nonfiction texts. • Talking with partners about their book to help them understand. • Visualize mental scenes when reading nonfiction books.
Evidence		
Evaluative Criteria	Assessment Evidence	
	<p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> • Cafe Conference Notebook • Journeys Benchmark Assessment • AimsWeb ORF 	

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2nd GRADE – READING STANDARDS FOR INFORMATIONAL TEXT

	OTHER EVIDENCE: Anecdotal Evidence Teacher Observations
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Vocabulary		
Question	Timeline	Passage
Answer	Root Word	Images
Demonstrate	Compound Word	Diagram
Details	Prefixes	Charts
Text	Suffixes	Graphs
Outline	Dictionary	Clarify
Passage	Digital Dictionary	Example
Paragraph	Bold Print	Conclusions
Multi-Paragraph	Subheading	Reasons
Main Topic	Caption	Justify
Key Details	Icons	Explain
Focus	Glossaries	Details
Graphic Organizer	Indexes	Support
Compare and Contrast	Author’s Intent	Main Purpose
Sequence	Description	
Historical	Explanation	
Technology Skills		

2nd GRADE – READING STANDARDS FOR INFORMATIONAL TEXT

I can...

- Use and understand the basic computer terms: Home Row (Use two hands), Internet Browser, minimize/maximize a window, and toolbar.
- Use a computer mouse to right click/left click.
- Use the file menu commands: new, open, save, save as, copy/paste, and print.
- Save and find files in the My Documents folder.
- Save, find, and use files in the Shared Folder.
- Identify a wide variety of current technology tools: computer, digital camera, CD-ROM and DVD/VHS players, printer, headphones and speakers.
- Adjust the volume for my computer.
- Use and care for equipment in a respectful way
- Identify and use software terms: edit/undo, select/delete text, Change font, style, color and size, and insert clipart graphics.
- Enter a pre-selected URL address.
- Use software to create a simple multimedia project.
- Record and organize ideas using digital tools and/or graphic organizers.
- Recognize different information sources and select an appropriate one to complete a project.
- Plan, conduct, and communicate the results of research through a simple digital product with teacher support.
- List potential dangers in digital environments and know how to report unsafe situations.

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2nd GRADE – READING STANDARDS FOR LITERATURE

Desired Results

Desired Results		
<p>PRIORITY STANDARDS</p> <p>2RL.1. Ask and answer such questions as who, what, when, why, and how to demonstrate understanding of a literary text using key details from the text.</p> <p>2RL.5. Describe the overall structure of a story, including describing how the beginning, introduces the story (who, what, why, where), the middle describes the problem, (how characters react or feel and what they do), and the ending concludes the action or tells how the problem is solved.</p> <p>2RL.9. Compare and contrast two or more versions of the same story/text (e.g., Cinderella stories) by different authors or from different cultures.</p> <p>SUPPORTING STANDARDS</p> <p>2RL.2. Retell stories, including fables and folktales from diverse cultures, and determine the author’s purpose (e.g., teach a lesson, make you laugh, tell a scary story, describe an imaginary place), lesson or moral.</p> <p>2RL.3. Describe how characters in a story, play, or poem respond to major events, problems, and challenges.</p> <p>2RL.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p> <p>2RL.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its</p>	Transfer	
	<p>Students will be able to independently use their learning to...</p> <ul style="list-style-type: none"> Read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to second grade (from upper first grade to third grade), with scaffolding as needed at the high end of the range. 	
	Meaning	
	<p style="text-align: center;">ENDURING UNDERSTANDINGS</p> <p>Students will understand...</p> <ul style="list-style-type: none"> That readers choose just-right books and push themselves to read more. Established routines, procedures, and expectations for reading time in second grade Identifying strategies for staying focused and building stamina. Identifying ways to read and talk about books with reading partners Readers have skills and strategies to help them tackle complex texts and hard words. Retelling and Monitoring for sense. 	<p style="text-align: center;">ESSENTIAL QUESTIONS</p> <p>Students will keep considering...</p> <ul style="list-style-type: none"> How do readers choose just right books? What do readers think about before, during, and after reading? How do readers become independent problem solvers? How do good readers build stamina for reading? How can readers talk about the books they are reading? How can readers have conversations about their reading?
Acquisition		
<p>Students will know...</p> <ul style="list-style-type: none"> How to ask and answer who, what, where, when, why, and how questions to show that I understand stories. How to remember and tell different kinds of stories and share what the author is trying to teach. How characters in a story react to important events in the story. 	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> Knowing that literature text is written to tell a story and entertain. Knowing that to read literature effectively they need to understand story elements. Discussing elements using the guiding questions <i>who, what, where, when, why, and how</i>. Recognizing how characters feel, how characters act, and what characters say using key details. 	

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2nd GRADE – READING STANDARDS FOR LITERATURE

<p>characters, setting, or plot (e.g., problem-solution; chronology).</p> <p>2RL.9. Compare and contrast two or more versions of the same story/text (e.g., Cinderella stories) by different authors or from different cultures.</p>	<ul style="list-style-type: none"> • How words in stories, poems, or songs can give them rhythm and help people understand them better. • How a story is written including the important parts of a beginning and an ending. • How to show that they know the characters in a story by telling about them or by using different character voices when they read aloud. • How to use what they learn from pictures and words to show that they understand the characters, setting, and events of a story. • How to tell how two or more tellings of a story can be the same and different. • How to read and understand second grade stories and poems by themselves. 	<ul style="list-style-type: none"> • Applying their understanding of literature elements to a variety of stories. • Knowing that literature books are organized with a plot. • Knowing that literature has a beginning, middle, end, problem, and solution. • Finding similarities and differences between two like stories/texts. • Activating their schema and the topic and what they know about the type of text they are about to read.
Evidence		
Evaluative Criteria	Assessment Evidence	
<p>Touch Points Showing Proficiency in Strategies</p> <p>Showing Proficiency with Standards</p> <p>Benchmark Target</p> <p>Lexile Level</p> <p>Proficiency with Standards</p>	<p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> • Cafe Conference Notebook • Journeys Benchmark Assessment • AimsWeb ORF • SRI • Raz-Kids <p>OTHER EVIDENCE:</p> <p>Anecdotal Evidence</p> <p>Teacher Observations</p>	

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2nd GRADE – READING STANDARDS FOR LITERATURE

Vocabulary

Question Answer	Moral Resolution	Point of View Dialogue
Demonstrate	Sequence	Opinion
Key Details	Problem	Character
Understanding	Distinguish	Illustrations
Text	Alliteration	Plot
Details	Emphasis	Theme
Fables	Rhyme	Interpretation
Folktales	Rhythm	Digital Text
Central Message	Repetition	Culture

Technology Skills

- I can...
- Use and understand the basic computer terms: Home Row (Use two hands), Internet Browser, minimize/maximize a window, and toolbar.
 - Use a computer mouse to right click/left click.
 - Use the file menu commands: new, open, save, save as, copy/paste, and print.
 - Save and find files in the My Documents folder.
 - Save, find, and use files in the Shared Folder.
 - Identify a wide variety of current technology tools: computer, digital camera, CD-ROM and DVD/VHS players, printer, headphones and speakers.
 - Adjust the volume for my computer.
 - Use and care for equipment in a respectful way
 - Identify and use software terms: edit/undo, select/delete text, Change font, style, color and size, and insert clipart graphics.
 - Enter a pre-selected URL address.
 - Use software to create a simple multimedia project.
 - Record and organize ideas using digital tools and/or graphic organizers.
 - Recognize different information sources and select an appropriate one to complete a project.
 - Plan, conduct, and communicate the results of research through a simple digital product with teacher support.
 - List potential dangers in digital environments and know how to report unsafe situations.

2nd GRADE – READING STANDARDS FOR SPEAKING AND LISTENING

Desired Results

Desired Results		
<p>PRIORITY STANDARDS</p> <p>2.SL.1 Participate in collaborative conversations with diverse partners about second grade topics and texts with peers and adults in small and larger groups.</p> <p>a) Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>b) Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p>c) Ask for clarification and further explanation as needed about the topics and texts under discussions.</p> <p>2.SL.4 Tell a story or retell an experience with relevant facts and relevant descriptive details, speaking audibly in coherent sentences.</p> <p>SUPPORTING STANDARDS</p> <p>2.SL.2 Retell or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>2.SL.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p>2.SL.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts and feelings.</p>	Transfer	
	Students will be able to independently use their learning to...	
	<ul style="list-style-type: none"> Participate in collaborative conversations with diverse partners about grade level appropriate topics and texts with peers and adults in small and larger groups. 	
	Meaning	
ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS	
Students will understand...	Students will keep considering...	
<ul style="list-style-type: none"> How to listen carefully to identify the main ideas and supporting details. How to listen and contribute to class discussions. The importance of looking at the audience and showing respect to the speaker. How to paraphrase information shared by others. How to offer personal opinions related to topics of discussion. How to demonstrate comprehension by restating. How to identify a problem and apply simple steps for solving a problem. How to recognize and discuss how authors use words to create images. 	<ul style="list-style-type: none"> How to listen carefully to identify the main ideas and supporting details. How to listen and contribute to class discussions. The importance of looking at the audience and showing respect to the speaker. How to paraphrase information shared by others. How can you participate in class discussions? What is one way of verbally clarifying your understanding of something you have heard? Once a problem is identified, how can you determine the steps needed to solve it? What are some examples of images authors have created that stand out in your mind? 	
Acquisition		
Students will know...	Students will be skilled at...	
<ul style="list-style-type: none"> How to have good conversations with friends and teachers. How to listen, wait to take their turn, and be respectful when having conversations. How to make conversations better by making connections between others' comments. 	<ul style="list-style-type: none"> Active Listening. Listening Comprehension. Discussion: small and whole group. Questioning and Contributing. Word Choice. Oral Presentation. 	

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2nd GRADE – READING STANDARDS FOR SPEAKING AND LISTENING

<p>2.SL.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	<ul style="list-style-type: none"> • How to ask questions during conversations to help them understand what is being shared. • How to talk about the important ideas and details after they listen to someone read or speak. • How to ask and answer questions about what a speaker says to help them understand the information better. • How to tell or share a story with important details to help others understand. • How to speak loudly, clearly, and in complete sentences when telling or sharing a story. • How to make a recording of a story or poem. • How to use drawings or other things like that to help people understand them better. • How to speak and share ideas in complete sentences when someone asks a question. 	
Evidence		
Evaluative Criteria	Assessment Evidence	
Benchmark Target	OTHER EVIDENCE: Anecdotal Evidence Teacher Observations	
Vocabulary		
Collaboration Conversation Discussion Comments Oral Media Video Graphs Graphics Charts	Summarize Speaker Information Important Understand Describe Detail Theme Pace Descriptive	Recount Recall Relevant Presentation Display Visual Theme Enhance Emphasizing Audience

2nd GRADE – READING STANDARDS FOR SPEAKING AND LISTENING

Main Idea Supporting Ideas	Relate	Respond
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2nd GRADE – WRITING STANDARDS

Desired Results

PRIORITY STANDARDS	Transfer	
<p>2.W.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because, and, also</i>) to connect opinion and reasons, and provide one or more concluding sentences that restate or paraphrase their opinion.</p> <p>2.W.2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or one or more concluding sentences that emphasize their most important point or focus.</p> <p>2.W.3. Use narrative writing to retell a well-elaborated event or short sequence of real or imagined events, include details to describe actions, thoughts, and feelings, use linking words to signal event order, and provide one or more concluding sentences that restate or emphasize a feeling or lesson learned.</p> <p>2.W.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed (e.g., adding concrete and sensory details; elaborating on how the details chosen support the focus) by revising and editing.</p> <p>2.W. 7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report or visual or oral presentation; record data from science observations).</p>	<p>Students will be able to independently use their learning to...</p> <ul style="list-style-type: none"> Focus on a topic and strengthen writing as needed with guidance and support from adults and peers. 	
	Meaning	
	<p>ENDURING UNDERSTANDINGS</p> <p>Students will understand...</p> <ul style="list-style-type: none"> Good writers study the craft moves of published writers in order to replicate in their own writing. Writers pay attention to their lives in order to generate ideas for true stories. Writers stretch out and magnify their small moments, by adding action, inner thinking, and dialogue. Writers revise by paying attention to word choice and language. Time order words convey sequence, signal shifts from one time frame to another. Adding details, describing actions, thoughts, and feelings will improve your written piece. Adding details, describing actions, thoughts, and feelings will keep your reader engaged. Details provide a factual foundation to an opinion making it more credible. The use of linking/conjunction words (<i>because, and, also</i>) help to provide cause/effect, elaboration, and alternatives to opinions. Recalling details provides proof. Using facts and definitions provides closure to the text. Technology allows for a neat, well organized, professional final product in an efficient manner. 	<p>ESSENTIAL QUESTIONS</p> <p>Students will keep considering...</p> <ul style="list-style-type: none"> How can you learn to write by reading mentor texts? How do writers choose a good idea for a personal narrative? How do writers hook and hold readers? What are the qualities of a good small moment story? Why is it important to include time order words in a written piece? How does describing actions, thoughts, and feelings keep a reader engaged in your writing? Why is peer and adult revision necessary in contributing to the final product? How does reading a number of books on a specific topic support learners' abilities to analyze, synthesize, and evaluate the information from those books? Why is it important that learners try to connect new information to what they already know from past experience? What types of questions should learners know to ask as they recall or gather information from various sources?

KPBSD ELA CURRICULUM

2nd GRADE – WRITING STANDARDS

<p>SUPPORTING STANDARDS</p> <p>2.W.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>2.W.8. Recall information from experiences or gather information from provided sources to answer a question.</p>	<ul style="list-style-type: none"> • Skills needed to write a report using information from several sources (such as comprehension and recall what is read, analysis, and synthesis of information, ability to determine main idea and supporting details, and compiling and organizing information) support learning expectations across grade levels and content areas. • Recalling details about experiences supports the student’s use of long term and working memory during the learning process. 	
	Acquisition	
	<p>Students will know...</p> <ul style="list-style-type: none"> • How to write their opinion about a topic and give reasons for their thinking. • How to write to teach about a topic by giving facts and definitions about the topic. • How to write to tell an organized story with details about events, thoughts, and feelings. • How to listen to others' ideas to revise and edit their writing and make it better. • How to use a computer or tablet to publish their writing. • How to help their class explore books and write about what they learn. • How to work with friends to make and record notes about science experiments. • How to use what they have learned to answer questions or how to find out the answers somewhere else. 	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> • Carrying on independently as writers. • Using supplies independently. • Telling stories in illustrations. • Planning out stories. • What sketching looks like. • Sketching hard to make ideas. • Writing words using all strategies. • Spelling words the best we can and moving on. • Using classroom resources when writing (word wall, alphabet writing folder, anchor charts, foundations cards). • Using 3-5 page booklets (writing paper). • Editing writing. • Choosing a piece to publish. • Using editing strategies. • Sharing their writing with others in a variety of ways (author's chair, document camera, and microphone).
Evidence		
Evaluative Criteria	Assessment Evidence	

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2nd GRADE – WRITING STANDARDS

Rubric that is aligned to standards Showing Proficiency with Standards Total Words Written	PERFORMANCE TASK(S): <ul style="list-style-type: none"> • CQA • Journeys Benchmark Assessment • Writing Fluency 	
	OTHER EVIDENCE: Anecdotal Evidence Teacher Observations	
Vocabulary		
Argument Support Claims Valid Reason Evidence Topic Inform Explain Examples Definitions Details Quote Setting Major/Minor Character Problem Descriptive Words Events Experience Organize Purpose Audience	Chronological Order Sequential Order Cause/Effect Develop Entertain Plan Organize Editing Revising Proofreading Feedback Technology Digital Word Processing Copy And Paste Powerpoint Google Search Engine Toolbar	Spell Check Sources Information Key Words Online Credit Bibliography Citation Page Sources Cite Paraphrase Internet Search Library Sources Esearch Narrative Reflection Proofread Edit Audience

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2nd GRADE – WRITING STANDARDS

Technology Skills

I can...

- Use and understand the basic computer terms: Home Row (Use two hands), Internet Browser, minimize/maximize a window, and toolbar.
- Use a computer mouse to right click/left click.
- Use the file menu commands: new, open, save, save as, copy/paste, and print.
- Save and find files in the My Documents folder.
- Save, find, and use files in the Shared Folder.
- Identify a wide variety of current technology tools: computer, digital camera, CD-ROM and DVD/VHS players, printer, headphones and speakers.
- Adjust the volume for my computer.
- Use and care for equipment in a respectful way
- Identify and use software terms: edit/undo, select/delete text, Change font, style, color and size, and insert clipart graphics.
- Enter a pre-selected URL address.
- Use software to create a simple multimedia project.
- Record and organize ideas using digital tools and/or graphic organizers.
- Recognize different information sources and select an appropriate one to complete a project.
- Plan, conduct, and communicate the results of research through a simple digital product with teacher support.
- List potential dangers in digital environments and know how to report unsafe situations.

Recommended Literature Lists

- [Harpercollins Children's Literature List Grades K-1](#)
- [Harpercollins Children's Literature List Grades 2-3](#)
- [IRead Recommended Reading K-2](#)
- [Scholastic Book Lists](#)
- [KPBSD Curriculum Support Center](#)

KPBSD ELA CURRICULUM

3RD GRADE – LANGUAGE STANDARDS

Desired Results

PRIORITY STANDARDS	Transfer	
<p>3.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a) Use nouns, pronouns, verbs, adjectives, and adverbs appropriate to function and purpose in order to apply the conventions of English.</p> <p>b) Form and use regular and irregular plural nouns.</p> <p>c) Use abstract nouns (e.g., childhood).</p> <p>d) Form and use regular and irregular verbs.</p> <p>e) Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.</p> <p>f) Ensure subject-verb and pronoun-antecedent agreement.</p> <p>g) Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>h) Use coordinating and subordinating conjunctions.</p> <p>i) Produce simple, compound, and complex sentences.</p> <p>3.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a) Capitalize appropriate words in titles.</p> <p>b) Use commas in addresses.</p> <p>c) Use commas and quotation marks in dialogue.</p> <p>d) Form and use possessives.</p>	<p>Students will be able to independently use their learning to...</p> <ul style="list-style-type: none"> • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 	
	Meaning	
	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	<p>Students will understand...</p> <ul style="list-style-type: none"> • Language conventions and grammar are essential in effective communication. • Appropriate grammar and usage of formal English is important in written and spoken language to convey meaning. • Through learning new words and word relationships, our vocabulary expands, and enhances, your ability to write, speak, listen, and read. 	<p>Students will keep considering...</p> <ul style="list-style-type: none"> • Why is it important to have an understanding of standard English conventions to become a better reader, writer, and speaker? • How do I determine the meaning of an unfamiliar word or usage? • How does the understanding of your vocabulary contribute to your ability to read, write, listen, and speak more effectively? • How does using reference materials improve in understanding the meaning of words and phrases?
Acquisition		
<p>Students will know...</p> <ul style="list-style-type: none"> • How to use words correctly when writing and speaking. • How to write, speak, read, and listen by using what they know using standard English grammar and mechanics. • The meaning of vocabulary helps demonstrate understanding of word relationships and meaning. 	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> • Explaining the function of nouns, pronouns, verbs, adjectives, and adverbs. • Constructing and applying the use of simple tenses (past, present, and future tenses). • Constructing and applying regular and irregular plural nouns. • Creating sentences with subject-verb and pronoun-antecedent agreement. • Choosing between comparative and superlative adjectives and adverbs appropriately. 	

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3RD GRADE – LANGUAGE STANDARDS

<p>e) Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p> <p>f) Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>g) Consult reference materials, including beginning dictionaries, as needed to check and correct spelling.</p> <p>3.L.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on third grade reading and content, choosing flexibly from a range of strategies.</p> <p>a) Use a sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b) Determine the meaning of a new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</p> <p>c) Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</p> <p>d) Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of keywords and phrases.</p> <p>SUPPORTING STANDARDS</p>		<ul style="list-style-type: none"> • Applying coordinating and subordinating conjunctions. • Producing simple, compound, and complex sentences. • Using correct capitalization. • Using commas and quotation marks in dialogue. • Constructing and applying possessives. • Using conventional spelling for high-frequency words. • Using spelling patterns and generalizations in writing words. • Utilizing reference material to check and correct spelling. • Choosing words and phrases to enhance and convey an intended meaning. • Analyzing the meaning of a word when a known affix is added to known words. • Inferring the meaning of an unknown word when using a root word as a clue. • Consulting print and digital glossaries to clarify the precise meaning of keywords and phrases. • Distinguishing the literal and nonliteral meaning of words and phrases in context. • Identifying real-life connections between words and the way they are used. • Applying shades of meaning among related words that describe states of mind or certainty. • Communicating through words and phrases including those that signal spatial and temporal relationships.
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3RD GRADE – LANGUAGE STANDARDS

<p>3.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a) Choose words and phrases for effect.</p> <p>b) Recognize and observe differences between the conventions of spoken and written standard English.</p> <p>3.L.5 Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a) Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</p> <p>b) Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</p> <p>c) Distinguish shades of meaning among related words (e.g., words that describe states of mind or degrees of certainty, such as knew, believed).</p> <p>3.L.6 Acquire and accurately use grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</p>		
Evidence		
Evaluative Criteria	Assessment Evidence	
<p>Based on Standards:</p> <p>Teacher generated test</p> <p>Student sample writing portfolio</p> <p>Teacher and Learner Self Reflection Rubric</p> <p>Teacher and Learner Self Reflection Checklist</p> <p>Teacher and Learner Conference</p> <p>Observations</p>	<p>PERFORMANCE TASK(S):</p> <p>To demonstrate understanding of meeting this standard, students will:</p> <ul style="list-style-type: none"> • Evaluate and correct errors which focus on grammar and usage, or capitalization, punctuation, and spelling. • Select the appropriate replacement for an ungrammatical word or phrase. • Select the correct version of a word or phrase to be used in a sentence. • Replace an incorrect word or phrase by typing in a corrected response. 	

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3RD GRADE – LANGUAGE STANDARDS

Anecdotal noting	<ul style="list-style-type: none"> • Select the appropriate usage of grade-appropriate conventions. • Select the correct spelling of a word. • Replace a word or phrase with the correct spelling of the word by typing it in a text box. 	
	<p>OTHER EVIDENCE: PEAKS (mandatory) EdPerformance (not required, varies from school to school) District/State Assessments</p>	
Vocabulary		
Noun Pronoun Verb Adjective Adverb Regular/Irregular Verbs Regular/Irregular Nouns Abstract Nouns Simple Verb Tense Subject-Verb Agreement Pronoun-Antecedent Agreement Comparative and Superlative Adjectives Coordinating Conjunctions Subordinating Conjunctions Simple Sentence Compound Sentence Complex Sentence Commas Quotation Marks Dialogue	Possessives Prefix Suffix Affix Conventions Literal Nonliteral Shades of Meaning Temporal Applications Arrow Key Buttons Bold Chart Clipart Copy Credits Cursor Database Delete Desktop	Edit Entry Bar File Graphic Homepage Hyperlink Landscape Line Spacing Links Mouse Multimedia Paste Portrait Research Save Save As Search Search Engine Web Browser

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3RD GRADE – LANGUAGE STANDARDS

Technology Skills

I can...

- Define and label various technical system terms (computer, monitor, keyboard, headphones, speaker, mouse, printer, cursor, icon, projector, acceptable use, etc.).
- Define and apply knowledge of technology process terminology (print, exit, close, open, click, drag, scroll, login, log-off, menu bar, save, bookmark, email, chat, instant messaging-IM, texting, etc.).
- Explain how digital tools influence school, work, and home.
- Explain the consequences of inappropriate use of information (copyright, plagiarism, etc).
- Describe why the work of others needs to be cited.
- Demonstrate safe and appropriate behavior when using digital environments and tools to communicate.
- Explain cyber-bullying and strategies to get help.
- Demonstrate understanding of our District Acceptable Use Policy.
- Describe ways to stay safe on the Internet.
- Describe why it is important not to provide personal information online.

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3rd GRADE – READING STANDARDS FOUNDATIONAL SKILLS

Desired Results

Desired Results		
<p>PRIORITY STANDARDS</p> <p>3.RF.3 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>3.RF.4 Compare and contrast the most important point and key details presented in two texts on the same topic or related topics.</p>	Transfer	
	<p>Students will be able to independently use their learning to...</p> <ul style="list-style-type: none"> Understand why reading a variety of text types is an essential component to their learning. 	
	Meaning	
	<p style="text-align: center;">ENDURING UNDERSTANDINGS</p> <p>Students will understand...</p> <ul style="list-style-type: none"> That learning prefixes and suffixes enhances decoding, spelling ability, and vocabulary development. That reading should occur with purpose and understanding. That fluency, accuracy, and rate is developed over successive readings, with multiple opportunities to practice (silently and orally). That context is used to confirm and self-correct reading to develop understanding. 	<p style="text-align: center;">ESSENTIAL QUESTIONS</p> <p>Students will keep considering...</p> <ul style="list-style-type: none"> How do readers construct meaning? Why do readers read? How does reading add meaning to your life? How do readers adapt when text becomes more complex?
	Acquisition	
<p>Students will know...</p> <ul style="list-style-type: none"> How to show what they have learned about letters and sounds by figuring out words. How to find and tell the meaning of most common prefixes and suffixes. How to read words with common Latin suffixes. How to read words with more than one syllable. How to read third grade words that aren't spelled the way they sound. How to fluently read and understand books at their level. How to read and understand third grade books. How to read third grade books and poems aloud like a teacher would read them aloud. 	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> Recognizing and understanding irregular words. Decoding and defining words with common prefixes and suffixes and multisyllabic words. Reading grade-appropriate irregularly spelled words. Engaging in multiple experiences with reading texts (prose and poetry) at an independent level. Processing language for meaning and enjoyment. Developing fluency to focus attention on the meaning of the text. 	

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3rd GRADE – READING STANDARDS FOUNDATIONAL SKILLS

	<ul style="list-style-type: none"> How to use what they understand from their reading to help them figure out or correct words they are having trouble with. 	<ul style="list-style-type: none"> Rereading a text to build expression, fluency, accuracy, and comprehension. Self-correcting word recognition for understanding.
Evidence		
Evaluative Criteria	Assessment Evidence	
Based on Standards: Teacher generated test Teacher and Learner Rubric Teacher and Learner Checklist Teacher and Learner Self-Reflection Teacher and Learner Conference Observations and Anecdotal notes	PERFORMANCE TASK(S): <ul style="list-style-type: none"> R-CBM Benchmarks (mandatory) PEAKS (mandatory) EdPerformance (not required, varies from school to school) 	
Vocabulary		
Prefix Suffix Syllable Multisyllabic	Decode Accuracy Fluency Comprehension	Purpose Prose Expression Rate
Technology Skills		
I can... <ul style="list-style-type: none"> Use and understand the basic computer terms: Home Row (Use two hands), Internet Browser, minimize/maximize a window, and toolbar. Use a computer mouse to right click/left click. Use the file menu commands: new, open, save, save as, copy/paste, and print. Save and find files in the My Documents folder. Save, find, and use files in the Shared Folder. Adjust the volume for my computer. Identify and use software terms: edit/undo, select/delete text, Change font, style, color and size, Insert clipart graphics. Use software to create a simple multimedia project. Record and organize my ideas using digital tools and/or graphic organizers. 		

3RD GRADE – READING STANDARDS FOR INFORMATIONAL TEXT

Desired Results

Desired Results		
<p>PRIORITY STANDARDS</p> <p>3.RI.1 Ask and answer questions to demonstrate understanding of a text (e.g. explaining what the text says explicitly, making basic inferences and predictions) referring explicitly to details from the text as the basis for the answers.</p> <p>3.RI.2 Determine the main idea of a text and locate details that support the main idea; paraphrase or summarize main ideas or events in a multi-paragraph text, including correct sequence and details that support the main idea.</p> <p>3.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a third grade topic or subject area.</p> <p>3.RI.9 Compare and contrast the most important point and key details presented in two texts on the same topic or related topics.</p> <p>SUPPORTING STANDARDS</p> <p>3.RI.3 Describe the relationship or connection among a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>3.RI.5 Use text features and search tools (e.g., table of contents, index, key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>3.RI.6 Determine author’s purpose; distinguish own point of view from that of the author of a text.</p>	Transfer	
	<p>Students will be able to independently use their learning to...</p> <ul style="list-style-type: none"> • Read and comprehend a range of informational texts, including history/social studies, science, and technical texts within a complexity band appropriate to third grade (from upper second grade to fourth grade), with scaffolding as needed at the end of the range. 	
	Meaning	
	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	<p>Students will understand...</p> <ul style="list-style-type: none"> • Strong readers always ask and answer questions about a text and that explicit evidence can be found in the text to support their thinking. • Important key details support the main idea. • Sequencing events helps create order in texts. • That context clues help to define unknown words. • Word choice brings meaning to the text. • Informational text contains unique features to find and organize information. • Authors have a point of view or purpose which shapes the text. • A reader may have a different point of view than the author. • Points of view are influenced by cultural differences. • Images (maps, photographs, and audio/visuals) help readers understand the information presented in a text. • Logical transitions between ideas help the reader to comprehend informational texts. • Comparing and contrasting multiple texts help them to build their knowledge of a topic. • Strong reading habits are necessary for reading independently and closely. 	<p>Students will keep considering...</p> <ul style="list-style-type: none"> • Why do readers read? • How do readers construct meaning? • How does word choice impact the overall meaning of the text? • How does the author’s use of structure affect the meaning of the text? • How does the author’s point of view and purpose shape and direct the text? • How does analyzing diverse media help us to build our own knowledge? • How does the use of evidence impact the author’s claim? • How does analyzing more than one text help us to interpret the author’s intent and build our knowledge? • How does reading add meaning to your life? • How do readers adapt when text becomes more complex?

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3RD GRADE – READING STANDARDS FOR INFORMATIONAL TEXT

<p>3.RI.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p>3.RI.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/ third in a sequence).</p>	Acquisition	
	<p>Students will know...</p> <ul style="list-style-type: none"> • How to ask and answer questions to show that they understand the information that they are reading. • How to find the answers to specific questions within the informational text that they read. • Strategies to figure out the main idea of information they read. • How to cite the most important details in the information and how those details support the main idea. • How to describe how some historical/scientific events are related. • How to determine the steps in a set of directions are related. • Strategies that help figure out the meaning of words and phrases in science and social studies texts. • To use the parts of a text that stand out to find information quickly. • Search tools on the computer help find information quickly. • Identify the difference between what they think and what an author writes in informational texts. • A variety of ways of sharing what they have learned from informational text and illustrations by answering questions about where, when, why, and how. • How the sentences and paragraphs in informational text are connected and follow a logical order. 	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> • Asking and answering questions about a story to promote understanding. • Referring to the text to find evidence for their answers. • Determining the main idea and key details. • Deciding which details are important to the topic. • Supporting their answers by referring/citing evidence from the text. • Relating text to historical events, scientific ideas, and “how to” procedures. • Analyzing the sequence of events to determine cause and effect. • Describing how ideas are the same and different. • Finding the meaning of third grade topic or subject area vocabulary words. • Using text features and search tools in informational texts. • Utilizing text features efficiently to locate information. • Identifying what the author wants the reader to understand about the topic. • Critically examining differing points of view. • Deciding if they agree or disagree with the author’s way of thinking. • Explaining how their personal point of view may be different than the narrator and characters. • Identifying images in diverse mediums (written and multimedia).

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3RD GRADE – READING STANDARDS FOR INFORMATIONAL TEXT

	<ul style="list-style-type: none"> • How to compare and contrast the most important ideas and details in two pieces of information about the same topic. • How to read and understand third grade informational texts independently. 	<ul style="list-style-type: none"> • Use illustrations to answer questions (such as where, when, why, and how key events occur). • Describing connections between sentences and paragraphs when reading informational text. • Finding similarities and differences about important details in the text. • Utilizing sequences to find order and connect ideas in a text. • Finding similarities and differences between texts written by the same author. • Analyzing two or more texts on the same topic to compare and contrast information. • Identifying the key details that support a topic. • Reading independently and proficiently at the high end of the second – third grade complexity band. • Comprehending grade level informational texts. • With scaffolding, understand a text with minimal clarification. • Making connections, examining textual evidence, and being aware of inconsistencies within texts to increase their understanding of the text.
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3RD GRADE – READING STANDARDS FOR INFORMATIONAL TEXT

Evidence

Evaluative Criteria	Assessment Evidence
Based on Standards: Teacher generated test Teacher and Learner Rubric Teacher and Learner Checklist Teacher and Learner Self-Reflection Teacher and Learner Conference Observations and Anecdotal notes	PERFORMANCE TASK(S): <ul style="list-style-type: none"> • R-CBM Benchmarks (mandatory) • PEAKS (mandatory) • EdPerformance (not required, varies from school to school)

Vocabulary

Relevant Text Features Search Tools Keywords Sidebars Hyperlinks Point of View	Culture Key Features Diagrams Images Audios Transitions Compare/Contrast	Cause/Effect Sequence Key Details Topic Independent Proficient Technical
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Technology Skills

I can... <ul style="list-style-type: none"> • Use a computer to enter and retrieve information. • Identify and locate information sources using technology. • Choose sources of information from a variety of media. • Evaluate the usefulness of sources. • Collect information from online sources. • Independently create a project using digital creativity tools.
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3RD GRADE – LITERATURE STANDARDS

Desired Results

Transfer		
<p>PRIORITY STANDARDS</p> <p>3.RL.1 Ask and answer questions to demonstrate understanding of a text (e.g., making basic predictions and inferences) referring explicitly to details from the text as the basis for the answers.</p> <p>3.RL.2 Determine the author’s purpose, message, lesson, or moral and explain how it is conveyed through key details in the text; summarize stories in correct sequence, including fables and folktales from diverse cultures.</p> <p>3.RL.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal meanings from use of figurative language (e.g., exaggeration in tall tales).</p> <p>3.RL.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</p> <p>SUPPORTING STANDARDS</p> <p>3.RL.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events (e.g. creating or solving a problem).</p> <p>3.RL.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, stanza, scene; describe how each successive part builds on earlier sections.</p>	<p>Students will be able to independently use their learning to...</p> <ul style="list-style-type: none"> • Read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to third grade (from upper second grade to fourth grade), with scaffolding as needed at the end of the range. 	
	Meaning	
	<p>ENDURING UNDERSTANDINGS</p> <p>Students will understand...</p> <ul style="list-style-type: none"> • Strong readers always ask and answer questions about a text and that explicit evidence can be found in the text to support their thinking. • Different cultures use myths, fables, and folktales to teach morals and lessons. • Characters’ actions, traits, motivations, and feelings impact the story. • The author chooses to use literal or nonliteral language to convey meaning in text. • Organization and sequence of a text is important in the understanding of the text. • Readers can refer to different parts of the text using appropriate terminology to communicate their ideas. • Authors develop a point of view to tell a story and the students’ personal point of view may differ from those in the text. • Illustrations, along with the words in a text, help convey meaning. • Similarities and differences exist within stories written by the same author. 	<p>ESSENTIAL QUESTIONS</p> <p>Students will keep considering...</p> <ul style="list-style-type: none"> • Why do readers read? • How do readers construct meaning? • How does word choice impact the overall meaning of the text? • How does the author’s use of structure affect the meaning of the text? • How does the author’s point of view and purpose shape and direct the text? • How does analyzing more than one text help us to interpret the author’s intent and build our knowledge? • How does reading add meaning to your life? • How do readers adapt when text becomes more complex?

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3RD GRADE – LITERATURE STANDARDS

<p>3.RL.6 Distinguish their own point of view from that of the narrator or those of the characters</p> <p>3.RL.7 Explain how specific aspects of text illustrations contribute to what is conveyed by the words in a story (e.g. create mood, emphasize aspects of a character or setting).</p>	Acquisition	
	<p>Students will know...</p> <ul style="list-style-type: none"> • How to ask and answer questions to show understanding of the story being read. • How to find the answers to specific questions within the stories. • Strategies that assist readers in remembering and retelling different kinds of stories, including those from different cultures. • How to determine the lesson or the moral of the stories by explaining the message using details from the story. • How to describe characters in stories and explain how their actions affect the story. • How to determine the meanings of words or groups of words by thinking about how they are used. • The difference between literal and nonliteral language when they read. • Nuances of parts of fiction text by using the words for the different parts (chapter, stanza, scene). • The difference between what the author or characters might think in a story to what they think about the story. • Authors use Illustrations to help make meaning in a story. • How to compare and contrast stories written by the same author about the same or similar characters. • How to read third grade stories, plays, and poems independently. • How to make connections to the text (text-to-text, text-to-self, text-to-world). 	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> • Asking and answering questions about a story to promote understanding. • Referring to the text to find evidence for their answers. • Recounting key story elements as well as details. • Determining the central message, lesson, or moral. • Identifying a character’s motivations or feelings. • Describing a character’s traits. • Analyzing the impact a character has on the events of the story and how they influence plot development. • Determining or analyzing how specific word choices shape meaning or tone. • Telling the meaning of words and phrases in a text, noting the difference between literal and nonliteral language. • Describing how various parts of text build on one another in stories, dramas, and poems. • Identifying that chapters, scenes, and stanzas are a way of organizing a text. • Telling how text organization adds to the meaning of the story. • Identifying the point of view of the narrator and characters. • Explaining how their personal point of view may be different than the narrator and characters. • Identifying illustrations in diverse mediums.

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3RD GRADE – LITERATURE STANDARDS

		<ul style="list-style-type: none"> Integrating pictures and words to explain mood, characters, setting, and text. Finding similarities and differences between texts written by the same author. Analyzing two or more texts by the same author to find similar themes, characters, or settings. Reading a variety of self-selected and assigned text at the 2-3 complexity band. Reading and comprehend text with steadily increasing complexity.
Evidence		
Evaluative Criteria	Assessment Evidence	
Based on Standards: Teacher generated test Teacher and Learner Rubric Teacher and Learner Checklist Teacher and Learner Self-Reflection Observations and Anecdotal notes Teacher and Learner Conference	PERFORMANCE TASK(S): <ul style="list-style-type: none"> R-CBM Benchmarks (mandatory) PEAKS (mandatory) EdPerformance (not required, varies from school to school) 	
Vocabulary		
Detail Text Explicit Moral Lesson Fable Folktale Myth Culture Central Message Key Details Character	Motivation Traits Literal Language Nonliteral Language Tone Figurative Language Chapter Scene Stanza Drama Dialog Point of View	Narrator Mood Visual Quantitative Theme Compare Contrast Series Independent Proficient Drama

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3RD GRADE – LITERATURE STANDARDS

Technology Skills

I can...

- Use a computer to enter and retrieve information.
- Use technology tools for learning, communications.
- Identify and locate information sources using technology.
- Choose sources of information from a variety of media.

3RD GRADE – READING STANDARDS FOR SPEAKING AND LISTENING

Desired Results

Desired Results					
<p>PRIORITY STANDARDS</p> <p>3.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on third grade topic and texts, building on others’ ideas and expressing their own clearly.</p> <p>a) After learning a protocol (e.g., Socratic Method), come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b) Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>c) Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>d) Explain their own ideas and understanding in light of the discussion.</p> <p>3.SL.2 Determine the main idea and supporting details of a text, read aloud, or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>3.SL.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p>	Transfer				
	Students will be able to independently use their learning to... <ul style="list-style-type: none"> Express and participate in collaborative discussions about a variety of topics in diverse settings. 				
	Meaning				
	<table border="1" style="width: 100%;"> <thead> <tr> <th style="width: 50%; text-align: center;">ENDURING UNDERSTANDINGS</th> <th style="width: 50%; text-align: center;">ESSENTIAL QUESTIONS</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;"> Students will understand... <ul style="list-style-type: none"> Effective communicators are prepared to discuss topics. Effective communication relies on active listening and participation. Rules and procedures need to be established to effectively participate in collaborative discussions. Asking questions is a method of clarifying information presented. Opinions can be reinforced through discussion. Information can be presented in a variety of formats. Organizing information into main ideas and supporting details helps to integrate and evaluate information. Discussions invite multiple people to add details and clarification about text. A speaker’s point of view can help them better evaluate the information presented. Speaking is one way to convey a message. Digital media and visual displays enhance the understanding of presentations. Inflection, volume, and fluidity helps make speaking more interesting. Complete sentences should be used when responding to task and situation. </td> <td style="vertical-align: top;"> Students will keep considering... <ul style="list-style-type: none"> What is my role in communication (as a listener, speaker, or thinker)? How do sources of information affect the communication process? Why do I adapt my communication to different purposes and audiences? </td> </tr> </tbody> </table>	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS	Students will understand... <ul style="list-style-type: none"> Effective communicators are prepared to discuss topics. Effective communication relies on active listening and participation. Rules and procedures need to be established to effectively participate in collaborative discussions. Asking questions is a method of clarifying information presented. Opinions can be reinforced through discussion. Information can be presented in a variety of formats. Organizing information into main ideas and supporting details helps to integrate and evaluate information. Discussions invite multiple people to add details and clarification about text. A speaker’s point of view can help them better evaluate the information presented. Speaking is one way to convey a message. Digital media and visual displays enhance the understanding of presentations. Inflection, volume, and fluidity helps make speaking more interesting. Complete sentences should be used when responding to task and situation. 	Students will keep considering... <ul style="list-style-type: none"> What is my role in communication (as a listener, speaker, or thinker)? How do sources of information affect the communication process? Why do I adapt my communication to different purposes and audiences?
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Acquisition					

3RD GRADE – READING STANDARDS FOR SPEAKING AND LISTENING**SUPPORTING STANDARDS**

3.SL.3 Ask and answer questions about information from a speaker, offering appropriate elaboration or explanation and detail.

3.SL.5 Create audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; use techniques that engage the listener (e.g., inflection, different voices), and add visual displays when appropriate to emphasize or enhance certain facts or details.

3.SL.6: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Students will know...

- Strategies to successfully participate in discussions.
- Preparing for a discussion is essential in order to share ideas during a discussion.
- Listening, waiting to speak, and taking turns help discussions to be successful.
- Asking questions to help readers understand discussions, stay on topic, and connect ideas with other people’s ideas.
- How to synthesize a discussion to explain thinking and ideas after a discussion.
- Strategies to identify main ideas and details in text.
- There are a variety of ways to report or share a story or experience with important details to help others understand.
- Speaking clearly and at an appropriate speed is essential to effective communication.
- There are a variety of ways to demonstrate reading fluency.
- Visual presentations help share facts and details better.
- Speaking in complete sentences makes sharing clearer to others.

Students will be skilled at...

- Actively engaging as part of a whole group, small group, and with partners in conversations about grade-appropriate topics and texts.
- Experiencing multiple opportunities to take part in a variety of structured conversations.
- Sharing roles of participant, leader, and observer.
- Developing active listening skills and group discussion skills.
- Formulating arguments to explore ideas during discussion.
- Listening carefully to what the speaker says and ask questions to clarify what they heard.
- Gathering information presented in diverse media and formats (visually, quantitatively, and orally).
- Determining the main idea and supporting details of a text or information presented in multiple formats.
- Providing details to build upon a speaker’s response.
- Clarifying information by asking and answering questions about the information.
- Offering appropriate elaboration and details to a discussion.
- Reporting on a topic or text, telling a story, or recounting an experience.
- Adding relevant, descriptive details and including sources to support their topic.
- Speaking clearly at an appropriate and understandable pace.
- Utilizing digital media to making engaging audio recordings of stories or poems.

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3RD GRADE – READING STANDARDS FOR SPEAKING AND LISTENING

		<ul style="list-style-type: none"> • Creating engaging audios by focusing on inflection, volume, and demonstrating fluid and well-paced reading. • Creating visual displays which illustrate important chosen facts and details. • Articulating their ideas in complete sentences. • Organizing information presented by offering details or clarification.
Evidence		
Evaluative Criteria	Assessment Evidence	
Based on Standards: Teacher generated test Teacher and Learner Rubric Teacher and Learner Checklist Teacher and Learner Self-Reflection Teacher and Learner Conference Observations and Anecdotal notes	PERFORMANCE TASK(S): <ul style="list-style-type: none"> • R-CBM Benchmarks (mandatory) • PEAKS (mandatory) • EdPerformance (not required, varies from school to school) 	
Vocabulary		
Discussion Active Listening Participant Observer Leader Arguments Clarify Main Idea	Supporting Details Elaboration Point of View Sources Recount Relevant Descriptive Details Pace	Storytelling Reporting Inflection Volume Fluidity Pacing Clarification

Technology Skills

3RD GRADE – READING STANDARDS FOR SPEAKING AND LISTENING

I can...

- Use age-appropriate search engines to find information.
- Use age-appropriate guidelines to evaluate websites and other resources for accuracy, credibility, and relevance.
- Create a multimedia project using digital tools.
- Explain the consequences of inappropriate use of information (copyright, plagiarism, etc).
- Explain how digital tools influence school, work, and home.

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3RD GRADE – WRITING STANDARDS

Desired Results

Desired Results		
<p>PRIORITY STANDARDS</p> <p>3.W.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3.)</p> <p>3.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including third grade.)</p> <p>3.W.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others and to locate information about topics.</p> <p>3.W.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>SUPPORTING STANDARDS</p> <p>3.W.1 Write opinion pieces on topics or texts, supporting a point of view with fact- or text-based reasons (e.g., I like large dogs better than small dogs because they can pull a sled and run for a longer time than small dogs can).</p> <p>3.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	Transfer	
	Students will be able to independently use their learning to...	
	<ul style="list-style-type: none"> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. 	
	Meaning	
<p style="text-align: center;">ENDURING UNDERSTANDINGS</p> <p>Students will understand...</p> <ul style="list-style-type: none"> How to demonstrate clear and coherent writing, with guidance. How to develop and improve writing by planning, revising, and editing with guidance. How to use technology to produce and publish (using keyboarding skills) writing with guidance and support from adults, likewise as a tool to collaborate, and locate, information about topics. How to use prior knowledge, to recall information from experiences, or gather sources from print and digital media. 	<p style="text-align: center;">ESSENTIAL QUESTIONS</p> <p>Students will keep considering...</p> <ul style="list-style-type: none"> How do writers select the genre of writing for a specific purpose and audience? How do essential components of the writing process guide writers in the communication of ideas? How does the selection of resources impact the quality and validity of the research process and product? How do regular, varied writing opportunities make you a stronger writer? How do writers use technology to produce and publish writing? 	
Acquisition		
<p>Students will know...</p> <ul style="list-style-type: none"> How to write to inform and explain ideas to others clearly. How to stay focused and organized (write a topic sentence, detail sentences, and concluding sentence) in different types of writing. How to plan, revise, and edit their writing with the help of peers and adults. How to use technology to create and publish their writing. 	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> Constructing an opinion piece that clearly states their point and view and provides reasons to support. Writing an informative/explanatory piece with a clear topic and examine ideation clearly. Researching a topic and gathering data to build knowledge through investigation. Using narrative writing to recall relevant information from experiences or gather 	

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3RD GRADE – WRITING STANDARDS

<p>3.W.3: Use narrative writing to develop real or imagined characters, experiences, or events using effective narrative techniques (dialogue, description, elaboration, problem-solution, figurative language), and clear event sequences (chronology).</p> <p>3.W.7: Conduct short research projects that build knowledge about a topic.</p>	<ul style="list-style-type: none"> • How to take notes to help me organize the research in my writing. 	<p>information from print and digital sources to support selected topics.</p>
Evidence		
Evaluative Criteria	Assessment Evidence	
<p>Based on Standards: Student sample writing portfolio Teacher and Learner Self Reflection Rubric Teacher and Learner Self Reflection Checklist Teacher and Learner Conference</p>	<p>PERFORMANCE TASK(S): To show evidence of meeting this standard, students will:</p> <ul style="list-style-type: none"> • ELA Common Writing Assessment • Journeys Writing Assessment • Writing Fluency <p>OTHER EVIDENCE: PEAKS (mandatory) EdPerformance (not required, varies from school to school) District/ State</p>	
Vocabulary		
<p>Opinion Reasons Introduce Conclude Linking Words and Phrases (Transitions) Point of View Informative/Explanatory Narrator Real Imagined Dialogue Closure Temporal (Time Order) Words</p>	<p>Conventions Digital Publish Collaborate Research Sources Evidence Categorize Audience Applications Arrow Key Buttons Bold</p>	<p>Desktop Edit Entry Bar File Graphic Homepage Hyperlink Landscape Line Spacing Links Mouse Multimedia Paste</p>

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3RD GRADE – WRITING STANDARDS

Narrative Purpose Organization Task (Type of Writing) Planning Revising Editing	Chart Clipart Copy Credits Cursor Database Delete	Portrait Research Save Save As Search Search Engine Web Browser
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Technology Skills

- I can...
- Click on icons, buttons, and menus to produce a desired outcome (font, size, bold, underline, alignment, text color).
 - Demonstrate developmentally appropriate keyboarding skills.
 - Locate and use basic parts of digital devices (desktop, laptop, digital cameras, other digital devices, etc.).
 - Follow lab and classroom rules related to responsible use of digital equipment.
 - Use operating systems, user interfaces, or web applications (file management, basic settings, save, save as, delete, copy, paste, etc).
 - Define and label various technical system terms (computer, monitor, keyboard, headphones, speaker, mouse, printer, cursor, icon).
 - Define and apply knowledge of technology process terminology (print, exit, close, open, click, drag, scroll, login, log-off, menu bar, save, bookmark, email).

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4TH GRADE – LANGUAGE STANDARDS

Desired Results

PRIORITY STANDARDS	Transfer	
<p>4.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a) Use nouns, pronouns, verbs, adjectives, adverbs, relative pronouns (who, whose, whom, which, that), and relative adverbs (where, when, why) appropriate to function and purpose in order to apply the conventions of English.</p> <p>b) Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.</p> <p>c) Use modal auxiliaries (e.g., can, may, must) to convey various conditions.</p> <p>d) Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</p> <p>e) Form and use prepositional phrases.</p> <p>f) Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*</p> <p>g) Correctly use frequently confused words (e.g., to, too, two, there, their).*</p> <p>4.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a) Use correct capitalization.</p>	<p>Students will be able to independently use their learning to...</p> <ul style="list-style-type: none"> • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 	
	Meaning	
	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	<p>Students will understand...</p> <ul style="list-style-type: none"> • The conventions of English grammar and mechanics help readers understand what is being communicated. • Through knowledge of vocabulary and use of reference materials, they will achieve optimum understanding of origin of words. 	<p>Students will keep considering...</p> <ul style="list-style-type: none"> • To what extent does knowledge of grammar help me to become a better reader, writer, and speaker? • To what extent does knowledge of communication techniques help me to become a better reader, writer, speaker, and listener? • To what extent does knowledge of vocabulary help clarify multiple meaning words, roots, prefixes, suffixes, and affixes? • How does using reference materials assist in understanding the meaning of words and phrases?
Acquisition		
<p>Students will know...</p> <ul style="list-style-type: none"> • How to use words correctly when they read and write. • How to speak and write sentences correctly. • Strategies to determine the meaning of words by thinking about what they have learned and what they have read. 	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> • Using nouns, pronouns, verbs, adjectives, adverbs, relative pronouns, and relative adverbs. • Forming and using the progressive verb tenses. • Using modal auxiliaries (e.g. can, may, must) to convey various conditions. • Ordering adjectives within sentences according to conventional patterns. • Forming and using prepositional phrases. 	

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4TH GRADE – LANGUAGE STANDARDS

<p>b) Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>c) Use a comma before a coordinating conjunction in a compound sentence.</p> <p>d) Spell grade-appropriate words correctly, consulting references as needed.</p> <p>4.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on fourth grade reading and content, choosing flexibly from a range of strategies.</p> <p>a) Determine meaning of unfamiliar words by using knowledge of phonetics, word structure, and language structure through reading words in text (word order, grammar, syntax), use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>b) Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p> <p>c) Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <p>SUPPORTING STANDARDS</p> <p>4.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>		<ul style="list-style-type: none"> • Producing complete sentences, recognizing and correcting inappropriate fragments and run-ons. • Using correct capitalization. • Using commas and quotation marks to mark direct speech and quotations from a text. • Using a comma before a coordinating conjunction in a compound sentence. • Spelling grade-appropriate words correctly. • Choosing words and phrases to convey ideas precisely. • Choosing punctuation for effect. • Differentiating between contexts that call for formal English and situations where informal discourse is appropriate. • Determining meaning of unfamiliar words by using knowledge of phonics, word structure, and language structure. • Using common, grade appropriate Greek and Latin affixes and roots as clues to the meaning of a word. • Consulting reference materials, both print and digital to find the pronunciation and determine or clarify the meaning of keywords and phrases. • Explaining the meaning of simple similes and metaphors in context. • Recognizing and explaining the meaning of common idioms, adages, and proverbs. • Demonstrating understanding of words by relating them to their opposites and to words with similar but not identical meanings. • Accurately using grade-appropriate general academic and domain-specific words and phrases.
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4TH GRADE – LANGUAGE STANDARDS

<p>a) Choose words and phrases to convey ideas precisely.*</p> <p>b) Choose punctuation for effect.*</p> <p>c) Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p> <p>4.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a) Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p> <p>b) Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c) Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p> <p>4.L.6 Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p> <p>* Beginning in third grade, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*).</p>		
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4TH GRADE – LANGUAGE STANDARDS

Evidence

Evaluative Criteria	Assessment Evidence
BASED ON STANDARDS: Teacher Generated Test Teacher and Student Self Reflection Rubric Teacher and Student Self Reflection Checklist Formal & Informal Observations Teacher and Learner Conference Journaling	PERFORMANCE TASK(S): To show evidence of meeting this standard, students will: <ul style="list-style-type: none"> • Work collaboratively to create a complete sentence using correct parts of speech, word order, and punctuation. • Progress from simple sentences to more complex sentences. • Arrange words and punctuation to create complete sentences. • Rearrange words and punctuation to change the meaning of sentences/rearrange words and use different punctuation to create declarative, interrogative, imperative, and exclamatory sentences. • Read and correct sentences and compose new sentences using correct conventions. • Peer edit a partner's writing piece looking for proper use of grammar and conventions. • Use a word wall to correctly spell and incorporate fourth grade words in their writing. • Write a story including dialogue with correct use of commas and quotations. • Create and use individual word banks/spelling dictionaries. • Decompose words into their prefixes, roots, and suffixes. • Identify examples of figurative language in text and discuss their meanings. • Participate in Word Games, such as Synonym BINGO
	OTHER EVIDENCE: District/State Assessments

Vocabulary

Affix Antonym Article Capitals/Capitalization Comma Definition Dialogue Dictionary/Dictionary Entry Encyclopedia Errors Paragraph Phrase Punctuation	Quotes/Quotation/Quotation Marks Root Word Sensory Details Sentences Synonym Word Choice Verb Tense Nouns Pronouns Verbs Adjectives Adverb Relative Pronouns	Relative Adverb Prepositional Phrase Context Fragment Run-On Glossary Prefix Suffix Pronunciation Conjunction Idiom Adage Proverb
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4TH GRADE – LANGUAGE STANDARDS

Technology Skills

I can...

- Edit a document using spelling/grammar checking tools.
- Make appropriate choices when using special formatting tools.
- Troubleshoot keyboard, mouse, printing, and power supply issues.
- Care for and use technology in a responsible way.
- Edit a document using online tools such as Google Docs (self and peer).

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4TH GRADE – READING STANDARDS FOR FOUNDATIONAL SKILLS

Desired Results

<p>PRIORITY STANDARDS</p> <p>4.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a) Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p>4.RF.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>a) Read on-level text with purpose and understanding.</p> <p>b) Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	Transfer	
	<p>Students will be able to independently use their learning to...</p> <ul style="list-style-type: none"> Know and apply grade-level phonics and word analysis skills in decoding words; Read with sufficient accuracy and fluency to support comprehension. 	
	Meaning	
	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	<p>Students will understand...</p> <ul style="list-style-type: none"> Using phonics and word analysis skills can help decode big, unfamiliar words. Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in a text. 	<p>Students will keep considering...</p> <ul style="list-style-type: none"> How can I use my knowledge of letter sounds, spelling patterns, and root words to correctly read big, unfamiliar words? What impact does fluency have on comprehension?
Acquisition		
<p>Students will know...</p> <ul style="list-style-type: none"> How to demonstrate the ability to read unfamiliar, multisyllabic words. And meet grade level expectations for fluency. 	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> Using combined knowledge of all letter-sound correspondences, syllabication patterns, and roots and affixes to read accurately unfamiliar words in and out of context. Reading on-level text with purpose and understanding. Reading on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. Using context to confirm or self-correct word recognition and understanding, rereading as necessary. 	

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4TH GRADE – READING STANDARDS FOR FOUNDATIONAL SKILLS

Evidence

Evaluative Criteria	Assessment Evidence
BASED ON STANDARDS: Teacher and Student Self-Reflection Rubric Teacher and Student Self-Reflection Checklist Teacher and Learner Conference Running Record Formal & Informal Observations Journaling	PERFORMANCE TASK(S): To show evidence of meeting this standard, students will: <ul style="list-style-type: none"> • Respond (orally or in writing) to a variety of questions requiring them to refer directly to the text to support their answers. • Practice reading on-level texts out-loud either to self, device, or to a partner. • Participate in Reader’s Theater to improve expression. • Choose a poem from the unit to read and discuss with a partner. Recite the poem. • Engage with text for extended time/DEAR with Journal Response. • Participate in Guided Reading (based on reading ability/needs). • Study spelling patterns (participate in word study). • Break words into root word, suffix, prefix, and other smaller words.
	OTHER EVIDENCE: District/State Assessments

Vocabulary

Phonics Analyze Decode Syllable Multisyllabic Base/Root Word	Affixes (Prefix/Suffix) Context Clues Fluency Comprehension Text Passage	Phrase Poem Prose Orally Rate Expression
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Technology Skills

I can... <ul style="list-style-type: none"> • Use desktop icons, windows and menus to open and close applications and documents; understand the difference between closing and quitting applications. • Use basic troubleshooting steps to solve problems independently. • Use a mouse or trackpad to manipulate icons, buttons, checkboxes, and use the scroll bar. • Create and maintain a digital portfolio or collection of works related to one’s learning. • Use recording and editing equipment to record, edit, and publish audio. • Use gestures to navigate hand-held devices.

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4TH GRADE – READING STANDARDS FOR INFORMATIONAL TEXT

Desired Results

Desired Results		
<p>PRIORITY STANDARDS</p> <p>4.RI.1 Locate explicit information in the text to explain what the text says explicitly and to support inferences drawn from the text.</p> <p>4.RI.2 Determine the main idea of a text and explain how it is supported by key details; paraphrase or summarize key ideas, events, or procedures including correct sequence when appropriate.</p> <p>4.RI.9 Integrate information from two texts on the same topic or related topics in order to write or speak about the subject knowledgeably.</p> <p>SUPPORTING STANDARDS</p> <p>4.RI.3 Explain relationships (e.g., cause-effect) among events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>4.RI.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a fourth grade topic or subject area.</p> <p>4.RI.5 Describe the overall structure (e.g., sequence, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p>4.RI.6 Determine author’s purpose; compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p>	Transfer	
	<p>Students will be able to independently use their learning to...</p> <ul style="list-style-type: none"> Read and comprehend a range of informational texts, including history/social studies, science, and technical texts within a complexity band appropriate to fourth grade, with scaffolding as needed at the high end of the range. 	
	Meaning	
	<p>ENDURING UNDERSTANDINGS</p> <p>Students will understand...</p> <ul style="list-style-type: none"> Referring to the text demonstrates a higher level of synthesizing. Discussing a text requires the use of relevant details and examples. Separating the main idea from supporting details is a necessary skill when summarizing a text. Paraphrasing main ideas from a text can aid the ability to summarize. Possessing a grade level appropriate vocabulary ensures a deeper understanding of the topic being studied. Acquiring both domain specific words and academic vocabulary is necessary in interpreting or making meaning from the topic being studied. In order to be knowledgeable about a topic readers need to be able to integrate information from more than one source. 	<p>ESSENTIAL QUESTIONS</p> <p>Students will keep considering...</p> <ul style="list-style-type: none"> Why is it important to refer to the text when explaining or making inferences? How can specific details from the text help draw conclusions? Why is it necessary when summarizing the text to focus on the essential or main idea? What information is appropriate to include in a summary? Why is it important to understand the meaning of keywords or phrases related to the text? What strategies can I use to determine the meaning of unknown words? How does integrating information from two texts support students in the way of writing and speaking ability to respond knowledgeably about a topic?
Acquisition		
<p>Students will know...</p> <ul style="list-style-type: none"> Details and examples from the text help explain informational text. How to draw inferences from informational texts by referring to details and examples from the text. 	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> Explaining relationships among events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why. 	

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4TH GRADE – READING STANDARDS FOR INFORMATIONAL TEXT

<p>4.RI.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>4.RI.8 Explain how an author uses reasons and evidence to support particular points in a text.</p>	<ul style="list-style-type: none"> • How to identify the main idea in informational texts. • How the main idea in informational texts is supported by the details in the text. • How to summarize informational texts in familiar words. • Infer the meanings of words and phrases in Science and Social Studies texts. • Information from two different informational texts on the same topic help communicate knowledge about the topic. 	<ul style="list-style-type: none"> • Explaining major differences between poems, drama, and prose, and refer to structural elements of poems, drama when writing or speaking about a text. • Comparing and contrasting the point of view from which different stories are narrated, including how the use of first or third person can change the way a reader might see characters or events described. • Making connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
Evidence		
Evaluative Criteria	Assessment Evidence	
<p>BASED ON STANDARDS: Teacher Generated Test Teacher and Student Self-Reflection Rubric Teacher and Student Self-Reflection Checklist Formal & Informal Observations Journaling</p>	<p>PERFORMANCE TASK(S): To show evidence of meeting this standard, students will:</p> <ul style="list-style-type: none"> • Respond (orally or in writing) to a variety of questions requiring them to refer directly to the text to support their answers. • Use highlighters (or other) to identify key details/evidence to support their answer(s). • Summarize and sequence a text through: drama, writing, and/or oral retelling. • Participate in class debate. • Complete a Venn Diagram comparing and contrasting the information given in two different texts on the same topic. • Explore a browsing Box SORT (teacher selected books) based on THEME. • Journal on a specific subject based on two different texts on the subject. • Use graphic organizers; K-W-L, Exit Tickets, T-Chart to take notes on a topic. • Decode new vocabulary to find meaning. • Record new words in notebook or class word wall. • Incorporate new words into writing pieces and classroom discussions. • Self-select new vocabulary words and identify the meaning of the unknown words. 	

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4TH GRADE – READING STANDARDS FOR INFORMATIONAL TEXT

		OTHER EVIDENCE: District/State Assessments
Vocabulary		
Information Text Support Inferences Main Idea Key Details Paraphrase Summarize Events Procedures Sequence Integrate Topic(S) Subject Relationship Cause/Effect Ideas Concepts Historical	Scientific Technical General Academic Domain-Specific Phrases Relevant Structure Comparison Problem/Solution Concepts Author's Purpose Compare/Contrast Similarities/Differences Firsthand/Secondhand Account Describe Focus Provided	Interpret Presented Visually Orally Quantitatively Chart/Graph/Diagram/Table Timeline Animations Interactive Elements Web Page Explain Contribute Understanding Appears Reasons Evidence Particular Points
Technology Skills		
<p>I can...</p> <ul style="list-style-type: none"> • Name documents with appropriate file names and understand where the files are being saved. • Understand how to practice safe internet searches. • Locate and use letter and number keys with the correct left and right hand placement (home row). • Gain proficiency and speed in touch typing. • Save, edit, copy, and rename files and folders to organize documents and materials. 		

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4TH GRADE – READING STANDARDS FOR LITERATURE

Desired Results

Desired Results		
<p>PRIORITY STANDARDS</p> <p>4.RL.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>4.RL.2 Determine a theme or author’s message or purpose of a story, drama, or poem using details and evidence from the text as support; summarize main ideas or events, in correct sequence, including how conflicts are resolved.</p> <p>4.RL.4 Determine the meaning of words and phrases as they are used in a text, including use of figurative language and literary devices (e.g., imagery, metaphors, similes).</p> <p>4.RL.9 Compare and contrast the treatment of similar themes and plots (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in literature.</p> <p>SUPPORTING STANDARDS</p> <p>4.RL.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).</p> <p>4.RL.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse and rhythm) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p> <p>4.RL.6 Compare and contrast the point of view from which different stories are narrated, including how the use of first or</p>	Transfer	
	<p>Students will be able to independently use their learning to...</p> <ul style="list-style-type: none"> Read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to fourth grade (from upper third grade to fifth grade), with scaffolding as needed at the high end of the range. 	
	Meaning	
	<p style="text-align: center;">ENDURING UNDERSTANDINGS</p> <p>Students will understand...</p> <ul style="list-style-type: none"> Inferences drawn by the reader and explicit details should be supported by textual evidence. Recognizing the theme is important to comprehending what is read. Summarizing literature shows understanding of the text. A basic understanding of mythological language plays a significant role in the expression of ideas. Similar themes, topics, and events appear throughout various forms of literature. Similar themes appear within literature from other cultures. 	<p style="text-align: center;">ESSENTIAL QUESTIONS</p> <p>Students will keep considering...</p> <ul style="list-style-type: none"> How does referring to the text show a deeper understanding of the text? Why is theme important to the meaning of a text? What are the components of an effective summary? How does the understanding of mythological language aid in the interpretation of text and real world situations? How can similar themes be portrayed through different forms of literature? How does reading literature from different cultures enhance the understanding of similar themes? How do readers construct meaning?
Acquisition		
<p>Students will know...</p> <ul style="list-style-type: none"> How to read and comprehend a variety of literature at their grade level with and without support. How to explain a story by referring to details and examples from a text. 	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> Describing character, setting, and events in a text. Explaining the differences between poems, drama, and prose. Comparing and contrasting texts. 	

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4TH GRADE – READING STANDARDS FOR LITERATURE

<p>third person can change the way a reader might see characters or events described.</p> <p>4.RL.7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text..</p>	<ul style="list-style-type: none"> • Details in the text can help a reader figure out the theme of a text. • Strategies to summarize a text using their own words. • An author uses clues in the text to help the reader figure out the meaning of words and phrases. • Strategies that help the reader compare and contrast how authors from different cultures write about similar themes in stories, myths, and traditional literature. 	<ul style="list-style-type: none"> • Making connections between a text and a video or audio presentation of the text.
Evidence		
Evaluative Criteria	Assessment Evidence	
<p>BASED ON STANDARDS: Teacher Generated Test Teacher and Student Self Reflection Rubric Teacher and Student Self Reflection Checklist Formal & Informal Observations Journaling</p>	<p>PERFORMANCE TASK(S): To show evidence of meeting this standard, students will:</p> <ul style="list-style-type: none"> • Respond (orally or in writing) to a variety of questions requiring them to refer directly to the text to support their answers. • Use highlighters (or other) to identify key details/evidence to support their answer(s). • Summarize and sequence a text through: drama, writing, and/or oral retelling. • Participate in a class debate. • Be able to complete a Venn Diagram comparing and contrasting the information given in two different texts on the same topic. • Use personal Book Boxes or Browsing Box SORT (teacher selected books) based on THEME. • Journal on a specific subject based on two different texts on the subject. • Use a graphic Organizers; K-W-L, Exit Tickets, T-Chart. • Use task Cards. • Decode new vocabulary to find meaning. • Record new words in notebook or class word wall. • Incorporate new words into writing pieces and classroom discussions. • Self-select new vocabulary words and identifies the meaning of the unknown word. 	
	<p>OTHER EVIDENCE: District/State Assessments</p>	

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4TH GRADE – READING STANDARDS FOR LITERATURE

Vocabulary

Details	Dialogue	Simile
Examples	Evidence	Compare/Contrast
Inferences/Infer	Support	Plot
Text	Summarize	Characters (Main/Supporting)
Theme	Main Idea	Setting
Author's Message/Purpose	Events	First Person/Third Person
Story (Narrative)	Sequence	Visual
Drama	Conflict	Oral
Narrator/Narrated	Resolve	Identify
Poem	Figurative Language	Reflect
Verse	Literary Devices	Connect
Rhythm	Imagery	Describe
Prose	Metaphor	

Technology Skills

I can...

- Apply prior technical knowledge and experiences to figure out how new technologies or applications work.
- Use technology independently and with peers responsibly and make safe choices.
- Recognize how overuse of technology can impact one's mental, physical and emotional health.
- Use audience response tools and apps to participate in class discussions.

4TH GRADE – READING STANDARDS FOR SPEAKING AND LISTENING

Desired Results

<p>PRIORITY STANDARDS</p> <p>4.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on fourth grade topics and texts, building on others’ ideas and expressing their own clearly.</p> <p>a) Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b) Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c) Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>d) Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p>4.SL.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>SUPPORTING STANDARDS</p> <p>4.SL.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	Transfer	
	Students will be able to independently use their learning to...	
	<ul style="list-style-type: none"> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly. 	
	Meaning	
	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
Students will understand...	Students will keep considering...	
<ul style="list-style-type: none"> Discussing and working with a collaborative group, sharing ideas, learning from others, and reflecting on discussions is important to the writing process. Presenting information, findings, and supporting evidence, such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. 	<ul style="list-style-type: none"> Why is it necessary to work and discuss in collaborative groups? Why is it important to be able to clearly present a report on a given topic? 	
Acquisition		
Students will know...	Students will be skilled at...	
<ul style="list-style-type: none"> How to work and discuss in collaborative groups. To support a main idea, the writer should report on a topic or tell a story with correct and appropriate facts and details. 	<ul style="list-style-type: none"> Being prepared for discussions and carrying out assigned roles. Following agreed upon rules for discussion. Posing and responding to specific questions to follow up on information and make comments that contribute to the discussion and link to remarks of others. Paraphrasing portions of a text, read aloud, or information presented in diverse media and formats. Identifying the reasons and evidence a speaker provides to support particular points. Adding audio recordings and visual displays to presentations, when appropriate to enhance 	

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4TH GRADE – READING STANDARDS FOR SPEAKING AND LISTENING

<p>4.SL.3 Identify the reasons and evidence a speaker provides to support particular points (e.g., using a graphic organizer to show connections between reasons given and support provided).</p> <p>4.SL.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes and to engage listeners more fully.</p> <p>4.SL.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See fourth grade Language standards 1 and 3 for specific expectations.)</p>		<p>the development of main ideas or themes, and engage listeners more fully.</p> <ul style="list-style-type: none"> • Differentiating between contexts that call for formal English and situations where informal discourse is appropriate.
Evidence		
Evaluative Criteria	Assessment Evidence	
<p>BASED ON STANDARDS: Teacher and Student Self-Reflection Rubric Teacher and Student Self-Reflection Checklist Socratic Seminar Teacher and Learner Conference Journaling</p>	<p>PERFORMANCE TASK(S): To show evidence of meeting this standard, students will:</p> <ul style="list-style-type: none"> • Use Jigsaw Method for collaborative discussions of texts. • Move from pairs to groups of four to whole class discussions. • Use self-assessment checklists. • Participate in student led discussions on a given topic. • Reflect upon key ideas from previous class discussions and write a personal conclusion. • Gather information and formulate opinions. • Create a Soundtrack/Movie/Recorded Narration for project or presentation. • State reasons supporting an opinion during a discussion/debate. • Present oral reports on a favorite topic, book report, or research. • Recite poetry written in different styles about the same topic. 	
	<p>OTHER EVIDENCE: District/State Assessments</p>	

4TH GRADE – READING STANDARDS FOR SPEAKING AND LISTENING**Vocabulary**

Clarify
Key Ideas
Facts
Details
Clear Language
Reasons
Evidence
Paraphrase

Technology Skills

I can...

- Use audience response tools and apps to participate in class discussions.
- Use social media tools to connect, collaborate, and share.
- Use tools such as blogs, websites, and social media to mobilize a community toward a goal.
- Create and maintain a digital portfolio or collection of works related to my learning.
- Attach a document or file to an email.
- Record and use editing equipment to record, edit, and publish audio.

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4TH GRADE – WRITING STANDARDS

Desired Results

PRIORITY STANDARDS	Transfer	
<p>4.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in fourth grade standards 1–3)</p> <p>4.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including fourth grade.)</p> <p>4.W.6 With some guidance and support from adults, use technology, including the Internet, to produce, edit, and publish writing as well as to interact and collaborate with others and to locate information about topics; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p> <p>4.W.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p>4.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a) Apply fourth grade Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the</p>	<p>Students will be able to independently use their learning to...</p> <ul style="list-style-type: none"> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. 	
	Meaning	
	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	<p>Students will understand...</p> <ul style="list-style-type: none"> Clear and coherent writing, keeping task, purpose and audience in mind, is important. Writing requires planning, revising, and editing. Support when writing can come from others. Writing is intended for different purposes and audiences to share. Note taking from a variety of sources helps to develop one’s writing, eventually leading to a more developed product. Drawing evidence from literary or informational text supports analysis, reflection, and research. 	<p>Students will keep considering...</p> <ul style="list-style-type: none"> How do students develop the skill of producing clear and coherent writing? How can support from peers and adults develop skills and strategies as writers? How do students utilize technology to become published authors? Why is it important to gather information from a variety of sources? How can I draw evidence from informational text to support analysis, reflection, and research?
Acquisition		
<p>Students will know...</p> <ul style="list-style-type: none"> How to produce clear and coherent writing. The writing process (plan, revise, and edit) with and without peer and adult support. How to use technology to produce and publish writing individually and with others. Personal experiences can be used to develop ideas for writing. Research can be done from a variety of resources (print and digital). Drawing evidence from literary or informational text supports analysis, reflection, and research. 	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> Writing opinion pieces on topics or texts, and supporting a point of view with fact or text based reasons and information. Writing informative/explanatory texts to examine a topic and convey ideas and information clearly. Using narrative writing to develop real or imagined characters, experiences, or events, using effective narrative techniques and clear event sequences. 	

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4TH GRADE – WRITING STANDARDS

text [e.g., a character’s thoughts, words, or actions].”).

- b) Apply fourth grade Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text.”).

SUPPORTING STANDARDS

4.W.1 Write opinion pieces on topics or texts, supporting a point of view with fact- or text-based reasons and information (e.g., The character ___ was brave because she ____).

- a) Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.
- b) Provide reasons that are supported by facts and details.
- c) Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
- d) Provide a concluding statement or section that reinforces or restates the opinion presented.

4.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- a) Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), labeled or captioned visuals/diagrams, and multimedia when useful to aiding comprehension.
- b) Develop the topic with facts, definitions, concrete details, quotations,

- Conducting short research projects that build knowledge through investigation of different aspects of a topic.

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4TH GRADE – WRITING STANDARDS

<p>or other information/explanations and examples that support the focus.</p> <ul style="list-style-type: none"> c) Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). d) Use precise language and domain-specific vocabulary to inform about or explain the topic. e) Provide a concluding statement or section that paraphrases the focus of the text or explanation presented. <p>4.W.3 Use narrative writing to develop real or imagined characters, experiences, or events using effective narrative techniques (dialogue, description, elaboration, problem-solution, figurative language) and clear event sequences (chronology).</p> <ul style="list-style-type: none"> a) Orient the reader by establishing a context or situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b) Use narrative techniques, such as dialogue, description and elaboration, and concrete and sensory details to describe actions, thoughts, and motivations and to develop experiences and events showing the responses of characters to situations, problems, or conflicts. c) Use a variety of transitional words and phrases to develop the sequence of events. d) Use concrete words and phrases and sensory details, and elaboration to 		
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4TH GRADE – WRITING STANDARDS

<p>convey experiences and events precisely.</p> <p>e) Provide a conclusion that follows from the narrated experiences or events.</p> <p>4.W.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p>		
Evidence		
Evaluative Criteria	Assessment Evidence	
<p>BASED ON STANDARDS: Teacher and Learner Self Reflection Rubric Teacher and Learner Self Reflection Checklist Teacher and Learner Conference Journaling/Writing Samples</p>	<p>PERFORMANCE TASK(S): To show evidence of meeting this standard, students will:</p> <ul style="list-style-type: none"> • Respond (orally or in writing) to a variety of teacher generated questions. • Use an anchor chart to organize task, purpose, and audience for a given writing type. • Participate in student-teacher writing conferences and use feedback to revise, edit, and improve individual writing pieces (Writer’s Workshop). • Use rubrics and checklists to evaluate writing. • Develop peer editing groups to provide constructive feedback to strengthen writing. • Use digital tools to publish and revise writing pieces. • Publish final writing pieces (i.e. class book). • Use graphic organizer to record information relevant to a research topic. • Use index cards to gather information from various sources. 	
	<p>OTHER EVIDENCE: District/State Assessments</p>	
Vocabulary		
<p>Task Purpose Audience Planning Revise Edit Publish Categorize</p>	<p>Capitalization Concluding Statement Convince Describe Details Draft Edit Opinions</p>	<p>Sentence Grammar Usage Inform Informational Introduction Narrative Paragraph Pre-Writing</p>

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4TH GRADE – WRITING STANDARDS

Explain Research Reasons Evidence	Transitions Topic Exact/Specific Words	Punctuation Revise Reflect
Technology Skills		
<p>I can...</p> <ul style="list-style-type: none"> • Name documents with appropriate file names and understand where files are being saved. • Use technology independently and with peers, while being responsible and making safe choices. • Understand how to practice safe internet searches. • Evaluate whether sources/websites are safe to conduct research. • Locate and use letter and number keys with correct left and right hand placement (home row). • Gain proficiency and speed in touch-typing. • Use a word processing application to write, edit, print, and save assignments. • Create, edit, and format text, visuals, and audio within a document or multimedia presentation. • Locate required citation information on web pages and other digital resources, and cite in the appropriate style. • Transfer the information learned from online sources into my own words. 		

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5TH GRADE – LANGUAGE STANDARDS

Desired Results

PRIORITY STANDARDS	Transfer	
<p>L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking;</p> <p>a) Use nouns, pronouns, verbs, adjectives, adverbs, relative pronouns, relative adverbs, conjunctions, prepositions, and interjections appropriate to function and purpose in order to apply the conventions of English.</p> <p>b) Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.</p> <p>c) Use verb tense to convey various times, sequences, states, and conditions.</p> <p>d) Recognize and correct inappropriate shifts in verb tense.</p> <p>e) Use correlative conjunctions (e.g., either/or, neither/nor).</p> <p>L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing;</p> <p>a) Use punctuation to separate items in a series.</p> <p>b) Use a comma to separate an introductory element from the rest of the sentence.</p> <p>c) Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to</p>	<p>Students will be able to independently use their learning to...</p> <ul style="list-style-type: none"> Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). 	
	Meaning	
	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	<p>Students will understand...</p> <ul style="list-style-type: none"> Speaking and writing in the appropriate tense is essential to effective communication. Tenses orient the audience to the time, sequence, state, or condition of the message. The use of conjunctions, prepositions, interjections, and correlative conjunctions enhance our language use. Punctuation serves a purpose. Commas serve varied purposes based on context. Titles will be represented differently (e.g. titles of books are underlined). Spelling reference tools should be used. Titles of texts will be represented differently (e.g. titles of books are underlined). 	<p>Students will keep considering...</p> <ul style="list-style-type: none"> Why is it important to have command of Standard English conventions? How do I determine the meaning of an unfamiliar word or usage? How does the depth of your vocabulary contribute to your ability to read, write, listen, and speak more effectively?
Acquisition		
<p>Students will know...</p> <ul style="list-style-type: none"> The use of conjunctions, prepositions, and interjections. How to form and use the perfect verb tense. How to use verb tenses to show meaning. How to fix verb tenses that are used incorrectly. How to use either/or and neither/nor correctly. How to use commas correctly. 	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> Demonstrating command of the conventions of standard English grammar and usage when writing or speaking. Explaining the function of conjunctions, prepositions, and interjections in general and their functions in particular sentences. Forming and using perfect verb tenses. 	

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5TH GRADE – LANGUAGE STANDARDS

<p>indicate direct address (e.g., Is that you, Steve?).</p> <p>d) Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>e) Spell grade-appropriate words correctly, consulting references as needed.</p> <p>L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on fifth grade reading and content, choosing flexibly from a range of strategies;</p> <p>a) Determine meaning of unfamiliar words by using knowledge of word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in text (word order, grammar, syntax), use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p>b) Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</p> <p>c) Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both printing and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <p style="text-align: center;">SUPPORTING STANDARDS</p> <p>L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening;</p>	<ul style="list-style-type: none"> • How to use underlining, quotation marks, or italics to indicate titles. • Spellings of fifth grade words • How to use context clues to help understand new words. • How to use affixes and roots to help learn new words. • That dictionaries, glossaries, thesauruses help them understand and pronounce new words. 	<ul style="list-style-type: none"> • Using verb tense to convey various times, sequences, states, and conditions. • Recognizing and correcting appropriate shifts in verb tense. • Using correlative conjunctions. • Using commas to separate items in a series, separate an introductory element, and to set off the words yes and no, a tag question, and direct address. • Denoting titles using underlining, quotation marks, or italics. • Spelling grade-appropriate words, consulting references as needed. • Determining or clarifying the meaning of unknown and multiple-meaning words and phrases based on fifth grade reading and content, choosing flexibly from a range of strategies. • Using context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. • Using common, grade appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., photograph and photosynthesis). • Consulting reference materials (e.g., dictionaries, glossaries, and thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords or phrases.
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5TH GRADE – LANGUAGE STANDARDS

<p>a) Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>b) Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p> <p>L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings;</p> <p>a) Interpret figurative language, including similes and metaphors, in context.</p> <p>b) Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c) Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p> <p>L.5.6 Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p>		
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Evidence

Evaluative Criteria	Assessment Evidence
<p>BASED ON STANDARDS-</p> <p>Formal & Informal Observations</p> <p>Formal Assessment (ie PEAKS, Aimsweb, Edperformance)</p> <p>Teacher generated test</p> <p>Teacher and/or student generated rubric</p>	<p>PERFORMANCE TASK(S):</p> <p>To show evidence of meeting this standard, students will:</p> <ul style="list-style-type: none"> Construct sentences describing a photograph using verb and the different verb tenses in pairs. Engage in identifying verbs in a reading passage and categorize those verbs as present, past, or future. Demonstrate spelling proficiency in daily writing tasks, using references as needed; for example, digital or print sources, word walls, individual word banks. Arrange prepared note cards to build complete sentences beginning with introductory clauses. Place objects representing commas in sentences.

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5TH GRADE – LANGUAGE STANDARDS

	<ul style="list-style-type: none"> • After shared read alouds containing figurative language, students identify examples in texts and discuss meanings during teacher led discussions. • Record roots, prefixes, and suffixes on individual notecards. With partners, students join note cards to build words, read words, and determine meanings. • In pairs, students use reference materials to determine meanings and pronunciations of specific vocabulary. Pairs join others, creating groups of four, and collaborate to reach consensus on word meanings and pronunciations.
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Vocabulary

Verb Tenses Conjunctions Interjections Prepositions Correlative Conjunctions Sequence Adjectives Adverbs	Series Root Words Affixes (e.g., Prefixes, Suffixes) Syllabication Word Origins Cause Effect Figurative Language	Simile Metaphor Idiom Adage Proverb Synonym Antonym Homograph
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Technology Skills

I can... <ul style="list-style-type: none"> • Evaluate websites for accuracy, credibility, and reliability and tell if a source is biased and follow acceptable Use Policy guidelines set by my district. • Understand Fair Use Guidelines and their application to all forms of work. • Save, retrieve, and delete files in addition to using pictures and movies in my projects. • Work cooperatively online with other students to create documents that have a variety of items like tables, graphs, pictures, and other graphics. • Use a graphic organizer and presentation programs to make connections and display relationship.

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5TH GRADE – READING STANDARDS FOUNDATIONAL SKILLS

Desired Results		
<p>PRIORITY STANDARDS</p> <p>RF.5.4 Read with sufficient accuracy and fluency to support comprehension;</p> <p>a) Read on-level text with purpose and understanding.</p> <p>b) Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>SUPPORTING STANDARDS</p> <p>RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words;</p> <p>a) Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context</p>	Transfer	
	Students will be able to independently use their learning to... <ul style="list-style-type: none"> • Read with sufficient accuracy & fluency to support comprehension. 	
	Meaning	
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p style="text-align: center;">ENDURING UNDERSTANDINGS</p> <p>Students will understand...</p> <ul style="list-style-type: none"> • That reading has a purpose. • That successive and a wide variety of readings improve accuracy, rate, and prosody. • That word recognition and understanding can be confirmed or self-corrected using context and rereading. </td> <td style="width: 50%; vertical-align: top;"> <p style="text-align: center;">ESSENTIAL QUESTIONS</p> <p>Students will keep considering...</p> <ul style="list-style-type: none"> • What impact does fluency have on comprehension? </td> </tr> </table>	<p style="text-align: center;">ENDURING UNDERSTANDINGS</p> <p>Students will understand...</p> <ul style="list-style-type: none"> • That reading has a purpose. • That successive and a wide variety of readings improve accuracy, rate, and prosody. • That word recognition and understanding can be confirmed or self-corrected using context and rereading.
<p style="text-align: center;">ENDURING UNDERSTANDINGS</p> <p>Students will understand...</p> <ul style="list-style-type: none"> • That reading has a purpose. • That successive and a wide variety of readings improve accuracy, rate, and prosody. • That word recognition and understanding can be confirmed or self-corrected using context and rereading. 	<p style="text-align: center;">ESSENTIAL QUESTIONS</p> <p>Students will keep considering...</p> <ul style="list-style-type: none"> • What impact does fluency have on comprehension? 	
Acquisition		
Students will know... <ul style="list-style-type: none"> • Strategies to understand unknown words. • How to read grade level text aloud with accuracy expression and at an appropriate rate. • How to read grade level text with purpose and understanding. 	Students will be skilled at... <ul style="list-style-type: none"> • Self-correcting and rereading as needed by using the context. • Reading with understanding for a particular purpose. 	
Evidence		
Evaluative Criteria	Assessment Evidence	
BASED ON STANDARDS Informal teacher observation Formal Assessments (Aimsweb) Informal Assessments Student and/or Teacher Generated Rubrics	PERFORMANCE TASK(S): To show evidence of meeting this standard, students will: <ul style="list-style-type: none"> • Practice reading on-level text out-loud either to self or to a partner. • Participate in reader’s theatre to improve expression. • Engage with text for extended time/DEAR. • Participate in Guided Reading (based on reading ability). 	

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5TH GRADE – READING STANDARDS FOUNDATIONAL SKILLS

Vocabulary

Root Words Affixes (e.g., Prefixes, Suffixes) Syllabication	Prose Context Prosody	Rate Accuracy
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Technology Skills

- I can...
- Evaluate websites for accuracy, credibility, and reliability and tell if a source is biased and follow acceptable Use Policy guidelines set by my district.
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5TH GRADE – READING STANDARDS FOR INFORMATIONAL TEXT

Desired Results

Desired Results		
<p>PRIORITY STANDARDS</p> <p>5.RL.1 Locate explicit information in the text to explain what the text says explicitly and to support inferences drawn from the text.</p> <p>5.RL.4 Determine the meaning of general academic and domain- specific words and phrases in a text relevant to a fifth grade topic or subject.</p> <p>5.RL.9 Integrate information from several texts on the same topic or related topics in order to write or speak about the subject knowledgeably.</p> <p>SUPPORTING STANDARDS</p> <p>5.RI.2. Determine the main idea and subtopics of a text and explain how they are supported by key details; paraphrase or summarize key ideas, events, or procedures including correct sequence when appropriate.</p> <p>5.RI.3. Explain the relationships (e.g., cause-effect) or interactions among two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p>5.RI.5 Compare and contrast the overall structure (e.g., sequence, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p> <p>5.RI.6 Determine author’s purpose; analyze multiple accounts of the same event or topic, noting important similarities and differences in the points of view they represent. (e.g.,</p>	Transfer	
	<p>Students will be able to independently use their learning to...</p> <ul style="list-style-type: none"> • Read and comprehend a range of informational texts, including history/social studies, science, and technical texts within a complexity band appropriate to fifth grade (from upper fourth grade to sixth grade), with scaffolding as needed at the high end of the range. 	
	Meaning	
	<p style="text-align: center;">ENDURING UNDERSTANDINGS</p> <p>Students will understand...</p> <ul style="list-style-type: none"> • Not all information is explicitly or clearly stated in text. • There are a variety of strategies including context, text features, morphology, and search tools, that readers can use to define unknown words. • Text varies in the types and complexity of information provided. • Information gained from multiple sources can enhance understanding. 	<p style="text-align: center;">ESSENTIAL QUESTIONS</p> <p>Students will keep considering...</p> <ul style="list-style-type: none"> • Why is it important to support ideas with relevant and specific quotes found in the text? • Why is it important to understand the meaning of keywords or phrases relative to a specific topic? • What strategies do effective readers use to understand informational text? • How are formal and informal outlines of several informational texts used to take and organize notes to write a report or comprehend the text? • How do author’s words inform or persuade readers? • How are formal and informal outlines of informational text used to take and organize notes to write a report or comprehend the text?
Acquisition		
<p>Students will know...</p> <ul style="list-style-type: none"> • How to accurately quote from informational text when explaining what it says. • How to accurately quote from informational text to support inferences that are made. 	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> • Quoting accurately and correctly from the text to explain what the text is about. • Using details and information from text to support their inference. 	

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5TH GRADE – READING STANDARDS FOR INFORMATIONAL TEXT

<p>social studies topics, media messages about current events).</p> <p>5.RI.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>5.RI.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point(s).</p>	<ul style="list-style-type: none"> • How to determine the meanings of words and phrases in science and social studies texts. • How to use information from several different informational texts on the same topic to help write or speak with knowledge about the topic. 	<ul style="list-style-type: none"> • Finding the meaning of fifth grade domain specific vocabulary words using a variety of strategies. • Accessing search tools to define unknown words. • Locating information on a specific topic in multiple texts. • Selecting the information that is relevant to a topic and integrate with other information. • Writing or speaking about a topic using information gained from multiple sources.
Evidence		
Evaluative Criteria	Assessment Evidence	
<p>Teacher and/or student generated test Rubrics Checklist Formal and Informal observations Formal Assessment (ie PEAKS, Aimsweb, Edperformance) Students respond to an open-ended question based on current text by using quotes as evidence of understanding.</p>	<p>PERFORMANCE TASK(S): To show evidence of meeting this standard, students will:</p> <ul style="list-style-type: none"> • In small groups, use direct quotes from text to debate an opinion from the text. • Identify missing words from sentences using context clues and define the unknown words. • Actively work to learn the meaning of new vocabulary words, including complex, specialized, and technical words by using context clues. • Decode new vocabulary to find meaning. • Incorporate new words into writing piece and classroom discussions. • Complete a Venn Diagram. • Reader’s Response journal • Classwide Peer Tutoring • Journal • Summarize 	
Vocabulary		
<p>Inference Quote Explicitly Accurately Summary Summarize</p>	<p>Comparison Contrast Structure Chronology Perspective Historical</p>	<p>Print Source Digital Source Reasons Evidence Key Points Text</p>

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5TH GRADE – READING STANDARDS FOR INFORMATIONAL TEXT

Interaction Point of View Text Features Context Morphology	Contemporary First-Hand Account Second-Hand Account Primary Source Secondary Source	Compare Contrast Integrate Complexity
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Technology Skills

- I can...
- Evaluate websites for accuracy, credibility, and reliability and tell if a source is biased and follow acceptable Use Policy guidelines set by my district.
 - Understand Fair Use guidelines and their application to all forms of work.
 - Save, retrieve, and delete files in addition to using pictures and movies into my projects.
 - Work cooperatively online with other learner to create documents that have a variety of items like tables, graphs, pictures, and other graphics.
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5TH GRADE – READING STANDARDS FOR LITERATURE

Desired Results

Desired Results		
<p>PRIORITY STANDARDS</p> <p>5.RL.1 Locate explicit information in the text to support inferences drawn from the text. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>5.RL.4 Determine the meaning of words and phrases as they are used in a text, including use of figurative language and literary devices (e.g., imagery, metaphors, analogies, hyperbole).</p> <p>5.RL.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and plot development.</p> <p style="text-align: center;">SUPPORTING STANDARDS</p> <p>5.RL.2 Determine a theme or author’s message or purpose of a story, drama, or poem using details and evidence from the text as support, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize main ideas or events, in correct sequence.</p> <p>5.RL.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact, how conflicts are resolved).</p> <p>5. RL.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p>	Transfer	
	<p>Students will be able to independently use their learning to...</p> <ul style="list-style-type: none"> Read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to fifth grade (from upper fourth grade to sixth grade), with scaffolding as needed at the high end of the range. 	
	Meaning	
	<p style="text-align: center;">ENDURING UNDERSTANDINGS</p> <p>Students will understand...</p> <ul style="list-style-type: none"> Inferences are based on information from a story that is not explicitly stated. Specific events from a text support inferences. An author’s choice of words and phrases affects the meaning and tone of a piece. Words and phrases carry meaning beyond their literal definitions. Similar themes can be presented in various ways within the same genre. 	<p style="text-align: center;">ESSENTIAL QUESTIONS</p> <p>Students will keep considering...</p> <ul style="list-style-type: none"> Why do readers read? How do readers construct meaning? How does word choice impact the overall meaning of the text? How does the author’s use of structure affect the meaning of the text? How does the author’s point of view and purpose shape and direct the text? How does a specific genre approach a particular theme? What is the most effective way to present a theme within a specific genre?
Acquisition		
<p>Students will know...</p> <ul style="list-style-type: none"> How to accurately find the words or phrases from text that supports their answer. How to make logical conclusions based on the evidence in the text. How to create lists of clues stated in the text to support their inference. How to determine the meaning of literal and figurative language (metaphors and similes) in text. 	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> Drawing inferences from a text. Quoting accurately from a text when explaining and inferences Using context clues to determine the meaning of unknown words. Recognizing figurative language and analyze its meaning. Using synonyms and antonyms to develop word knowledge. 	

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5TH GRADE – READING STANDARDS FOR LITERATURE

<p>5.RL.6 Describe how a narrator’s or speaker’s point of view (e.g., first person, third person) influences how events are described or how characters are developed and portrayed.</p> <p>5.RL.7. Analyze how visual and multimedia elements contribute to the meaning, tone, or personal appeal of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p>	<ul style="list-style-type: none"> • How to compare and contrast stories in the same genre for approach to theme and topic. 	<ul style="list-style-type: none"> • Identifying similes and metaphors.
Evidence		
Evaluative Criteria	Assessment Evidence	
<p>BASED ON STANDARDS-</p> <p>Teacher generated tests</p> <p>Student and/or Teacher Generated Rubrics</p> <p>Checklists</p> <p>Formal & Informal Observations</p> <p>Formal Assessments (ie PEAKS, Aimsweb, Edperformance)</p>	<p>PERFORMANCE TASK(S):</p> <p>To show evidence of meeting this standard, students will:</p> <ul style="list-style-type: none"> • Engage in small group discussions. • Engage in a debate on a given topic. • Respond to open-ended questions. • Read/Aloud and Think/Aloud. • Guided Reading. • Illustrations of examples of figurative languages. • Identifying literary elements in various texts. • Compare & contrast stories with similar themes within the same genre. • Genre study. 	
Vocabulary		
<p>Textual Evidence</p> <p>Inference</p> <p>Quote</p> <p>Explicit</p> <p>Theme</p> <p>Summarize</p> <p>Reflect</p> <p>Compare</p> <p>Contrast</p> <p>Interact</p> <p>Figurative Language</p>	<p>Literal Language</p> <p>Simile</p> <p>Metaphor</p> <p>Onomatopoeia</p> <p>Synonyms</p> <p>Antonyms</p> <p>Stanza</p> <p>Free Verse</p> <p>Chapter</p> <p>Scene</p>	<p>Structure</p> <p>Culture</p> <p>Perspective</p> <p>Multimedia</p> <p>Tone</p> <p>Genre</p> <p>Traditional</p> <p>Contemporary</p> <p>Mysteries</p> <p>Adventures</p>

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5TH GRADE – READING STANDARDS FOR LITERATURE

Technology Skills

I can...

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- Work cooperatively online with other students to create documents that have a variety of items like tables, graphs, pictures, and other graphics.
- Use a graphic organizer and presentation programs to make connections and display relationship.

5TH GRADE – READING STANDARDS FOR SPEAKING AND LISTENING

Desired Results

Desired Results		
<p>PRIORITY STANDARDS</p> <p>SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on fifth grade topics and texts, building on others’ ideas and expressing their own clearly;</p> <p>a) Come to discussions prepared, having read or studied required material.</p> <p>b) Explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>c) Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>d) Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>e) Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p> <p>SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>SUPPORTING STANDARDS</p> <p>SL.5.2 Summarize a written text, read aloud, or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	Transfer	
	Students will be able to independently use their learning to...	
	<ul style="list-style-type: none"> Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. 	
	Meaning	
	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	Students will understand...	Students will keep considering...
	<ul style="list-style-type: none"> That it is important to be prepared to participate in a discussion by reading or studying the appropriate material. That it is important to listen to and respect the ideas of others by following agreed upon rules. That by asking and answering questions, they can contribute to group discussions and gain knowledge. That topics, texts, and opinions can be supported by using facts and details. 	<ul style="list-style-type: none"> What is my role in communication (as a listener, speaker, thinker)? Why do I adapt my communication to different purposes and audiences?
	Acquisition	
	Students will know...	Students will be skilled at...
	<ul style="list-style-type: none"> How to engage effectively in discussions. To come to discussions prepared to share their ideas. How to follow rules for discussion and complete their role. How to pose and respond to questions in a discussion. How to review key ideas and draw conclusions after a discussion. How to give a report in a logical sequence. How to speak clearly and at a good pace. 	<ul style="list-style-type: none"> Following agreed upon rules for discussion. Engaging in conversations about grade-appropriate topics and texts. Participating in a variety of rich, structured conversations. Preparing for and contributing to the discussion through appropriate questions and comments. Drawing conclusions and justifying thinking based on information from the discussion. Sequencing ideas logically and supporting with relevant descriptive details.

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5TH GRADE – READING STANDARDS FOR SPEAKING AND LISTENING

<p>SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence (e.g., use a graphic organizer or note cards completed while listening to summarize or paraphrase key ideas presented by a speaker).</p> <p>SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes and to engage listeners more fully.</p> <p>SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See fifth grade Language standards 1 and 3 for specific expectations.)</p>		<ul style="list-style-type: none"> • Reporting on a topic or text or presenting an opinion • Speaking clearly at an understandable pace in a logical and coherent way.
Evidence		
Evaluative Criteria	Assessment Evidence	
<p>BASED ON STANDARDS</p> <p>Formal & Informal Observations</p> <p>Formal Assessment (ie Aimsweb, Edperformance)</p> <p>Teacher and/or student generated Rubrics</p> <p>Peer Evaluations</p>	<p>PERFORMANCE TASK(S):</p> <p>To show evidence of meeting this standard, students will:</p> <ul style="list-style-type: none"> • Move from pairs, to groups of four, to whole class discussion. • Use self-assessment checklists. • Participate in student-led discussions. • Reflect upon key ideas from previous discussions and write conclusions. • Gather information and formulate opinions. • State reasons supporting opinions during discussions/debates. • Research topics and record key points on note cards. • Use note cards to organize and present oral report. 	
Vocabulary		
<p>Structured Conversations</p> <p>Support Claims</p> <p>Collaborative Discussions</p>	<p>Text</p> <p>Sequencing</p> <p>Opinion</p>	<p>Relevant Details</p> <p>Theme</p> <p>Support</p>

5TH GRADE – READING STANDARDS FOR SPEAKING AND LISTENING**Technology Skills**

I can...

- Evaluate websites for accuracy, credibility, and reliability and tell if a source is biased and follow acceptable Use Policy guidelines set by my district.
- Understand Fair Use guidelines and their application to all forms of work.
- Save, retrieve, and delete files in addition to using pictures and movies in my projects.
- Work cooperatively online with other students to create documents that have a variety of items like tables, graphs, pictures, and other graphics.
- Use a graphic organizer and presentation programs to make connections and display relationship.

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5TH GRADE – WRITING STANDARDS

Desired Results

Desired Results		
<p>PRIORITY STANDARDS</p> <p>W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including fifth grade.)</p> <p>W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p>W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research;</p> <p>a) Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text [e.g., how characters interact, how conflicts are resolved].”).</p> <p>b) Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point[s].”).</p>	Transfer	
	Students will be able to independently use their learning to...	
	<ul style="list-style-type: none"> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. 	
	Meaning	
ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS	
Students will understand...	Students will keep considering...	
<ul style="list-style-type: none"> The importance of sharing ideas, learning from others, and reflecting on discussion. A speaker’s presentation must be clearly organized and logical to insure transfer of knowledge. 	<ul style="list-style-type: none"> How do we use different types of writing to communicate ideas? Why do we have a writing process? How can we make our writing more interesting? How do writers improve their own writing skills? How do writers gather and organize relevant information? How do writers paraphrase their text? 	
Acquisition		
Students will know...	Students will be skilled at...	
<ul style="list-style-type: none"> Clear writing has a purpose for different audiences and topics. Writing revision processes and strategies with peers, teachers, and self. Different ways to research and gather information from sources and experiences. 	<ul style="list-style-type: none"> Writing for a specific purpose. Choosing a structure appropriate to the task and grade level expectation. Planning a piece of writing using varied techniques and strategies (story frame, graphic organizer, story map, etc.). Recognizing spelling, grammar, and punctuation errors and having strategies to correct them (conferences, check sheets, and peer editing) using grade level conventions. Evaluating for task and purpose. 	

KPBSD ELA CURRICULUM

5TH GRADE – WRITING STANDARDS

SUPPORTING STANDARDS

W.5.1 Write opinion pieces on topics or texts, supporting a point of view with fact- or text-based reasons and information;

- a) Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.
- b) Provide logically ordered reasons that are supported by facts and details.
- c) Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically, most of all).
- d) Provide a concluding statement or section that reinforces or restates the opinion presented.

W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly;

- a) Introduce a topic clearly, provide a general observation and focus, and group related information logically.
- b) Include formatting (e.g., headings), labeled or captioned visuals/graphics, and multimedia when useful to aiding comprehension.
- c) Develop the topic with facts, definitions, concrete details, quotations, or other information and examples that support the topic.
- d) Link ideas within and across categories of information using words, phrases,

- Analyzing and strengthening their writing using various strategies (rubrics, peer conferences, rereading).
- Recalling relevant information from experience or from oral, print, or digital sources.
- Summarizing or paraphrasing relevant information in their own words.
- Listing their sources.

KPBSD ELA CURRICULUM

5TH GRADE – WRITING STANDARDS

<p>and clauses (e.g., in contrast, especially).</p> <p>e) Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>f) Provide a concluding statement or section that paraphrases the focus of the text or explanation presented.</p> <p>W.5.3 Use narrative writing to develop real or imagined characters, experiences, or events using effective narrative techniques (dialogue, description, elaboration, problem-solution, figurative language) and clear event sequences (chronology);</p> <p>a) Orient the reader by establishing a context or situation and introducing a narrator and/or characters.</p> <p>b) Organize an event sequence that unfolds naturally.</p> <p>c) Use narrative techniques, such as dialogue, description and elaboration, concrete and sensory details, literary devices, and pacing to describe actions, thoughts, and motivations and to develop experiences and events showing the responses of characters to situations, problems, or conflicts.</p> <p>d) Use a variety of transitional words, phrases, and devices (e.g., foreshadowing) to develop the pacing and sequence of events.</p> <p>e) Use concrete words and phrases, sensory details, and elaboration to convey experiences and events precisely.</p>		
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KPBSD ELA CURRICULUM 5TH GRADE – WRITING STANDARDS

<p>f) Provide a conclusion that follows from the narrated experiences or events.</p> <p>W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce, edit, and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p> <p>W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research;</p> <p>a) Apply fifth grade Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text [e.g., how characters interact, how conflicts are resolved].”).</p> <p>b) Apply fifth grade Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point[s].”).</p>		
Evidence		
Evaluative Criteria	Assessment Evidence	
<p>BASED ON STANDARDS</p> <p>Formal Assessments (District Quarterly Writing Assessments)</p> <p>Teacher generated writing prompts</p> <p>Student and/or Teacher generated Rubrics</p>	<p>PERFORMANCE TASK(S):</p> <p>To show evidence of meeting this standard, students will:</p> <ul style="list-style-type: none"> • Write narrative, persuasive, and informative/explanatory pieces using clear and coherent language and literary elements when applicable. • Apply rubric of self analysis of written draft (For example, informative / explanatory, persuasive and narrative pieces). 	

KPBSD ELA CURRICULUM

5TH GRADE – WRITING STANDARDS

Vocabulary

Introduction Opinion Phrase Clause Facts Details Topic Point of View Conclusion Transitional Words Text Explanatory Concrete Details	Quotations Precise Language Domain Specific Vocabulary Narrative Sequence Coherent Revising Editing Publish Collaborate Sources	Investigate Analyze Valid Plagiarism Paraphrase Analysis Reflection Research Evidence Reflection Revision
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Technology Skills

- I can...
- Evaluate websites for accuracy, credibility, and reliability and tell if a source is biased and follow acceptable Use Policy guidelines set by my district.
 - Understand Fair Use guidelines and their application to all forms of work.
 - Save, retrieve, and delete files in addition to using pictures and movies in my projects.
 - Work cooperatively online with other students to create documents that have a variety of items like tables, graphs, pictures, and other graphics.
 - Use a graphic organizer and presentation programs to make connections and display relationship.

Resource List for Grades 3-5

<u>Digital</u>	<u>Fluency</u>	<u>Instruction</u>	<u>Writing</u>	<u>Assessment</u>	<u>Cooperative Learning</u>	<u>Student Reflection</u>	<u>Speaking & Listening</u>	<u>Teacher Tools</u>
Starfall	Accelerated Reader	Daily Five	Write Tools	Edperformance	Kagan	Bloomz	Voki	Google Apps
BrainPop	Reading Counts	Lucy Calkins	6 Traits	ESGI testing software		See Saw	Shadow Puppet	Power Point
Discovery Ed	Raz Kids	Literature Circles	Handwriting Without Tears	AIMS web		Survey Monkey	Screen Cast a matic	Office 360
Pebble Go	Fry's top 100	Jan Richardson Guided Reading	Writer's Workshop	Common Quarterly Assessments		Google Forms	Voice Thread	Word Press
Epic	Read Naturally	Reading A To Z						Canvas
Readworks.org	Reading Rewards	Reading Counts						Bitly
National Geographic		<u>Lexia</u>						Symbaloo
World book		Moby Max						Drop Box
Tumble Books		IXL						Angela Watson's 40 Hour work week
Scholastic News		The Book Whisper						WordWork TPT
Spelling City		CK-12						
Smithsonian Tween Tribune		Readworks.org						
Brain Pop		Readwritethink.org						

Recommended Literature Lists

- [Harpercollins Children's Literature List Grades 2-3](#)
- [Harpercollins List Grades 4-5](#)
- [KPBSD Curriculum Support Center](#)

KPBSD ELA CURRICULUM

6TH GRADE UNIT 1

Desired Results

ESTABLISHED GOALS/STANDARDS	Transfer	
<p>W3: Narrative</p> <ul style="list-style-type: none"> • W4: Clear writing • W5: Edit and revise • W6: Use technology • W9: Draw evidence • L6: Use grade-appropriate language <p>RL1: Cite Textual Evidence</p> <ul style="list-style-type: none"> • RL5: Analyze structure of text <p>RL4: Determine Meaning of Words</p> <ul style="list-style-type: none"> • L4: Determine/clarify meaning of unknown words • L5: Figurative Language <p>SL1: Collaborative Discussions</p> <p>L1: Grammar-Writing/Speaking</p> <ul style="list-style-type: none"> • L3: Use knowledge of language <p>L2: Capitalization, Spelling, & Punctuation</p>	<p>Students will be able to independently use their learning to...</p> <ul style="list-style-type: none"> • Write a narrative paragraph. • Use textual evidence to support a conclusion. • Determine meaning of words. • Participate in collaborative discussions. • Use correct grammar and convention skills. 	
	Meaning	
	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	<p>Students will understand...</p> <ul style="list-style-type: none"> • A strong narrative paragraph includes a main idea/topic sentence, a body that includes textual evidence, and a conclusion that supports the main idea/ topic. • Determining the meaning of words requires the use of dictionaries and online resources. 	<p>Students will keep considering...</p> <ul style="list-style-type: none"> • What is the structure of a plot? • What are the two parts of setting? • What is the concept of theme? • How might readers determine meaning of words? • What skills are needed in collaborative discussion? • What skills are needed in the writing process (i.e. drafting, revising, and editing)?
Acquisition		
<p>Students will know...</p> <ul style="list-style-type: none"> • How to write a narrative paragraph (topic sentence, body, and conclusion). • How to use textual evidence to support a main idea/topic. • How to determine meaning of words. • How to participate in collaborative discussions. • How to use correct grammar skills. 	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> • Writing narrative paragraphs. • Using a print or online dictionary. 	

KPBSD ELA CURRICULUM

6TH GRADE UNIT 1

Evidence

Evaluative Criteria	Assessment Evidence	
District and Teacher Rubrics	<p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> • Write paragraphs describing personal experiences in groups, and independently. • Brainstorm connections with characters from short stories. • Work in collaborative groups to determine main idea of a text and present findings to class with supporting evidence. • Independently determine the main idea of a text. • Use word processing software to produce written work. • Produce conclusions to comprehensive textual questions written in complete sentences. • Use a print and digital dictionary to find meanings of words from a text. • Explain meaning of vocabulary from a text. • Summarize the main events from a text. • Recognize the two elements of setting from a text (time and location) independently and in groups. • Recognize main characters and their characteristics independently and in groups. • Recognize the elements of a plot independently and in groups. • Take notes from a digital or printed source. 	
6th grade paragraph checklist	<p>OTHER EVIDENCE: Checklist can be used in cross curricular classes for written assignments (i.e. journal entry, weekly written assignments, final project written assignments, research projects, etc.)</p>	
Vocabulary		
Exposition Theme Setting Plot Rising Action	Climax Falling Action Resolution Conflict Narrative	Conclusion Topic sentence/Main Idea Citing Evidence Text Dependent Analysis (TDA)

KPBSD ELA CURRICULUM

6TH GRADE UNIT 1

Technology Skills

I can...

- Use the home row and accurately type 30 wpm using proper techniques.
- Use electronic mail and attach documents appropriately.
- Apply my existing knowledge to emerging technology.
- Use spell and grammar proofing and thesaurus functions of a word processing program.
- Cut, paste, crop, and transfer from a variety of sources (scan, digital camera, clip art, graphics, etc.).
- Use a hyperlink.
- Use digital tools collaboratively.
- Use a course or learning management system to access class pages, portfolios, class calendars, and grades.

KPBSD ELA CURRICULUM

6TH GRADE UNIT 2

Desired Results

ESTABLISHED GOALS/STANDARDS	Transfer	
<p>W2: Informational/Explanatory</p> <ul style="list-style-type: none"> W4: Clear writing W5: Edit and revise W6: Use technology W7: Conduct research W8: Gather information W9: Draw evidence L6: Use grade-appropriate language <p>RL6: Author's Purpose</p> <ul style="list-style-type: none"> RL2: Determine theme RL3: Analyze elements of a story <p>RI1: Cite Textual Evidence</p> <ul style="list-style-type: none"> L4: Determine/clarify meaning of unknown words RI6: Determine author's purpose RI7: Integrate information from different media <p>RI4: Determine meaning of words and phrases</p> <ul style="list-style-type: none"> SL2: Analyze main ideas L4: Determine/clarify meaning of unknown words L5: Figurative language <p>SL1: Collaborative Discussions</p> <p>L1: Grammar-Writing/Speaking</p> <ul style="list-style-type: none"> L3: Use knowledge of language <p>L2: Capitalization, Spelling, & Punctuation</p>	<p>Students will be able to independently use their learning to...</p> <ul style="list-style-type: none"> Write an informative essay. Use textual evidence to support a conclusion. Determine theme and support it with textual evidence. Determine author's purpose in informative texts. Use correct grammar skills. Use collaborative skills. 	
	Meaning	
	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	<p>Students will understand...</p> <ul style="list-style-type: none"> Writing a strong informative paragraph requires textual evidence to support the conclusion. Determining the author's purpose and theme requires the use of multiple strategies. 	<p>Students will keep considering...</p> <ul style="list-style-type: none"> What is textual evidence? What is author's purpose? What are informative writing and texts? How might readers determine meaning of words? What skills are needed in collaborative discussion? What skills are needed in the writing process (i.e. drafting, revising, and editing)?
Acquisition		
<p>Students will know...</p> <ul style="list-style-type: none"> How to write informative paragraphs. How to use textual evidence to support a conclusion. How to determine theme and support it with textual evidence. How to determine author's purpose in informative texts. How to use correct grammar skills. How to use collaborative skills. 	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> Writing informative paragraphs. Finding textual evidence. Using collaborative skills. 	

KPBSD ELA CURRICULUM

6TH GRADE UNIT 2

Evidence		
Evaluative Criteria	Assessment Evidence	
District and Teacher Rubrics	<p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> • Write informational paragraphs supported with textual evidence independently and in groups. • Make inferences about a text. • Revise and self-edit writing. • Compare and contrast details from texts in an informative paragraph. • Write informative paragraphs identifying event outcomes from a text. • Identify a problem found in a text and present a possible solution in an informative paragraph. • Work in collaborative groups to determine theme of a text and present findings with supporting textual evidence. • Independently determine theme of a text. • Use word processing software to produce written work. • Produce conclusions to comprehensive textual questions written in complete sentences. • Use a print and digital dictionary to find meanings of words. • Determine the actual meaning of a word (denotative) and the emotional meaning of a word (connotative). • Summarize main events from a text. • Take notes from a digital source. • Read and summarize main ideas from an informative text. • After reading a text, compare and contrast it with the film or audio version. 	
6th grade paragraph checklist	<p>OTHER EVIDENCE: Checklist can be used in cross-curricular classes for written assignments (i.e. journal entry, weekly written assignments, final project written assignments, research projects, etc.)</p>	
Vocabulary		
Textual Evidence Summarize Theme Quote	Paraphrase Connotation Denotation Inference	Analysis Fact Compare/Contrast Text Dependent Analysis (TDA)

KPBSD ELA CURRICULUM

6TH GRADE UNIT 2

Technology Skills

I can...

- Use the home row and accurately type 30 wpm using proper techniques.
- Use electronic mail and attach documents appropriately.
- Apply my existing knowledge to emerging technology.
- Use spell and grammar proofing and thesaurus functions of a word processing program.
- Cut, paste, crop, and transfer from a variety of sources. (scan, digital camera, clip art, graphics, etc.)
- Use a hyperlink.
- Use the Internet to find information in an efficient way.
- Explain plagiarism and will behave in an ethical manner.
- Cite sources for information in an acceptable manner.
- Use digital tools collaboratively.
- Use a course or learning management system to access class pages, portfolios, class calendars, and grades.

KPBSD ELA CURRICULUM

6TH GRADE UNIT 3

Desired Results

ESTABLISHED GOALS/STANDARDS	Transfer	
<p>W1: Argument/Opinion</p> <ul style="list-style-type: none"> W4: Clear writing W5: Edit and revise W6: Use technology W7: Conduct research W8: Gather information W9: Draw evidence L6: Use grade-appropriate language <p>RL6: Author's Purpose</p> <ul style="list-style-type: none"> RL2: Determine theme RL3: Analyze elements of a story <p>RI1: Cite Textual Evidence</p> <ul style="list-style-type: none"> L4: Determine/clarify meaning of unknown words RI6: Determine author's purpose RI7: Integrate information from different media <p>RI4: Determine meaning of words and phrases</p> <ul style="list-style-type: none"> SL2: Analyze main ideas L4: Determine/clarify meaning of unknown words L5: Figurative language <p>SL1: Collaborative Discussions</p> <p>L1: Grammar-Writing/Speaking</p> <ul style="list-style-type: none"> L3: Use knowledge of language <p>L2: Capitalization, Spelling, & Punctuation</p>	<p>Students will be able to independently use their learning to...</p> <ul style="list-style-type: none"> Write an argumentative essay. Use textual evidence to support an opinion/argument. Determine the central idea and support it with textual evidence. Determine the difference in author's purposes from similar informational texts. Use correct grammar skills. Use collaborative skills. Create and present to peers. 	
	Meaning	
	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	<p>Students will understand...</p> <ul style="list-style-type: none"> Writing a strong argumentative paragraph requires textual evidence to support the conclusion. Determining the author's purpose directly relates to the central idea of the informational text. 	<p>Students will keep considering...</p> <ul style="list-style-type: none"> How is textual evidence used effectively? What is author's purpose? How are words used to influence meaning? What skills are needed in collaborative discussion? What skills are needed in the writing process (i.e. drafting, revising, and editing)?
Acquisition		
<p>Students will know...</p> <ul style="list-style-type: none"> How to write an argumentative paragraph. How to use textual evidence to support an opinion/argument. How to determine the central idea and support it with textual evidence. How to determine author's purpose. How to use correct grammar skills. How to use collaborative skills. How to create and present to peers. 	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> Writing an argumentative paragraph. Determining author's purpose. Determining theme/central idea. 	

KPBSD ELA CURRICULUM

6TH GRADE UNIT 3

Evidence		
Evaluative Criteria	Assessment Evidence	
District and Teacher Rubrics	<p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> • Write paragraphs arguing an opinion supported with textual evidence in groups, and independently. • Establish and support a position in response to a topic or issue. • Revise and self-edit writing. • Determine the effect of word choice in informational texts using supporting evidence. • Find evidence supporting the author’s argument in a text. • Use word processing software to produce written work. • Produce conclusions to comprehensive textual questions written in complete sentences for argumentative texts. • Explain the technical meaning of words in informational texts. • Summarize the main events from a text. • Create and present a digital presentation of an argument with textual evidence. • Take notes from a digital source. 	
Paragraph Writing Checklist	<p>OTHER EVIDENCE: Checklist can be used in cross curricular classes for written assignments (i.e. journal entry, weekly written assignments, final project written assignments, research projects, etc.)</p>	
Vocabulary		
Persuasion Argument Inference	Fact Opinion Author’s Purpose	Theme Central Idea Text Dependent Analysis (TDA)

KPBSD ELA CURRICULUM

6TH GRADE UNIT 3

Technology Skills

I can...

- Use the home row and accurately type 30 wpm using proper techniques.
- Use electronic mail and attach documents appropriately.
- Apply existing knowledge to emerging technology.
- Conduct research and compose a report using advanced formatting skills.
- Use spell and grammar proofing and thesaurus functions of a word processing program.
- Cut, paste, crop, and transfer from a variety of sources. (scan, digital camera, clip art, graphics, etc.)
- Use a hyperlink.
- Use the Internet to find information in an efficient way.
- Use advanced search features.
- Produce a multimedia product.
- Evaluate a presentation or product and make suggestions to improve it.
- Explain plagiarism and will behave in an ethical manner.
- Cite sources for information in an acceptable manner.
- Use digital tools collaboratively.
- Use a course or learning management system to access class pages, portfolios, class calendars, and grades.

KPBSD ELA CURRICULUM

6TH GRADE UNIT 4

Desired Results		
<p>ESTABLISHED GOALS/STANDARDS</p> <p>L1: Grammar-Writing/Speaking</p> <ul style="list-style-type: none"> • W4: Clear writing • W5: Edit and revise • W6: Use technology • W7: Conduct short research projects • L3: Use knowledge of language <p>RL1: Cite Textual Evidence</p> <ul style="list-style-type: none"> • RL9: compare fictional portrayal to historical <p>RL4: Determine Meaning of Words</p> <ul style="list-style-type: none"> • L4: Determine/clarify meaning of unknown words • L6: Use grade-appropriate language <p>L2: Capitalization, Spelling, & Punctuation</p> <p>SL1: Collaborative discussions</p> <p>SL4: Presentations</p> <ul style="list-style-type: none"> • SL5: Include multimedia • SL6: Adapt speech 	Transfer	
	<p>Students will be able to independently use their learning to...</p> <ul style="list-style-type: none"> • Conduct short research projects. • Use textual evidence to support their research. • Cite textual evidence in their research. • Use collaborative skills. • Create and present to peers. 	
	Meaning	
	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	<p>Students will understand...</p> <ul style="list-style-type: none"> • Textual evidence is required in quality research projects. • Collaborative skills are necessary to succeeding in life. • Resources need to be evaluated for validity. 	<p>Students will keep considering...</p> <ul style="list-style-type: none"> • What skills are needed in the writing process (i.e. drafting, revising, and editing)? • How is textual evidence used effectively? • What skills are needed in collaborative discussion? • How is textual evidence cited correctly? • How is multimedia used to present ideas?
	Acquisition	
<p>Students will know...</p> <ul style="list-style-type: none"> • How to conduct short research projects. • How to cite textual evidence to support research. • How to use correct grammar skills. • How to use collaborative skills. • How to create and present to peers. 	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> • Conducting short research projects. • Using textual evidence. • Using collaborative skills. • Creating and presenting. 	

KPBSD ELA CURRICULUM

6TH GRADE UNIT 4

Evidence		
Evaluative Criteria	Assessment Evidence	
Research Rubrics	PERFORMANCE TASK(S): <ul style="list-style-type: none"> Conduct short research projects, independently and collaboratively, using digital and print sources. Search for, evaluate, and select reliable sources for research. Correctly cite sources used in research. Use digital tools to present information. Revise and self-edit writing. Use word processing software to produce written work. 	
Vocabulary		
Research Citation	Evaluate Reliable	Text Dependent Analysis (TDA)
Technology Skills		
<p>I can...</p> <ul style="list-style-type: none"> Use the home row and accurately type 30 wpm using proper techniques. Use electronic mail and attach documents appropriately. Apply my existing knowledge to emerging technology. Conduct research and compose a report using advanced formatting skills. Use spell and grammar proofing and thesaurus functions of a word processing program. Cut, paste, crop, and transfer from a variety of sources. (scan, digital camera, clip art, graphics, etc.) Use a hyperlink. Use the Internet to find information in an efficient way. Use advanced search features. Produce a multimedia product. Evaluate a presentation or product and make suggestions to improve it. Explain plagiarism and will behave in an ethical manner. Cite sources for information in an acceptable manner. Use digital tools collaboratively. Use a course or learning management system to access class pages, portfolios, class calendars, and grades. Access online catalogs and databases for online research. Use age appropriate guidelines to evaluate websites and other resources for accuracy, perspective, credibility, and relevance. 		

6th Grade Recommended Genres

Novels	<ul style="list-style-type: none"> • Hatchet By Gary Paulsen • Brian’s Winter By Gary Paulsen • Two Old Women By Velma Wallis • A Fish in A Tree By Lynda Mullaly Hunt • Pax, By Sara Pennypacker • The Wild Robot By Peter Brown • Number the Stars By Lois Lowry • Maniac Magee By Jerry Spinelli • A Long Way from Chicago, By Richard Peck • On My Honor By Marion Dane Bauer • Touching Spirit Bear By Ben Mikaelson • The Lion, Witch, and Wardrobe By C.S.Lewis • A Wrinkle in Time By Madeline L’Engle
Short Stories	<ul style="list-style-type: none"> • Eleven By Sandra Cisneros • Dragon, Dragon By John Champlin Gardner • Zlateh the Goat By Isaac Singer and Maurice Sendak • Charles By Shirley Jackson • Greyling By Jane Yolen • Why Monkeys Live in Trees By Julius Lester • Lob’s Girl By Joan Aiken • The Wounded Wolf By Jean Craighead George • Stray By Evelyn M. Walsh • The King of Mazy Hay By Jack London • The Homecoming By Ray Bradbury
Informational/Nonfiction	<ul style="list-style-type: none"> • Race to the End of the Earth By Amundsen and Scott • Jackie Robinson: Justice at Last
Poetry	<ul style="list-style-type: none"> • Casey at the Bat By Ernest L. Thayer and Christopher Bing • Jabberwocky By Lewis Carroll
Drama	<ul style="list-style-type: none"> • The Phantom Tollbooth By Norton Juster

Recommended Literature Lists

- [Harpercollins Children’s Literature List Grades 6-8](#)
- [Scholastic Common Sense Book List Grades 6-8](#)
- [ELA Grades 6-8 Book List](#)
- [KPBSD Curriculum Support Center](#)

KPBSD ELA CURRICULUM

7TH GRADE UNIT 1

Desired Results		
<p>ESTABLISHED GOALS/STANDARDS</p> <p>W3: Narrative</p> <ul style="list-style-type: none"> • W4: Clear writing • W5: Edit and revise • W6: Use technology • W9: Draw evidence • L6: Use grade-appropriate language <p>RL1: Cite Textual Evidence</p> <ul style="list-style-type: none"> • RL5: Analyze structure of text • RL7: Compare written to staged/audio <p>RL4: Determine Meaning of Words</p> <ul style="list-style-type: none"> • L4: Determine/clarify meaning of unknown words • L5: Figurative Language <p>SL1: Collaborative Discussions</p> <p>L1: Grammar-Writing/Speaking</p> <ul style="list-style-type: none"> • L3: Use knowledge of language <p>L2: Capitalization, Spelling, & Punctuation</p>	Transfer	
	<p>Students will be able to independently use their learning to...</p> <ul style="list-style-type: none"> • Write a narrative paragraph. • Use textual evidence to support a conclusion. • Determine meaning of words. • Participate in collaborative discussions. • Use correct grammar skills. 	
	Meaning	
	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	<p>Students will understand...</p> <ul style="list-style-type: none"> • Writing a strong narrative paragraph requires textual evidence to support the conclusion. • Determining the meaning of words requires the use of multiple strategies. 	<p>Students will keep considering...</p> <ul style="list-style-type: none"> • What is the structure of a plot? • What are the two parts of setting? • What is the concept of theme? • How might readers determine meaning of words? • What skills are needed in collaborative discussion? • What skills are needed in the writing process (i.e. drafting, revising, and editing)?
Acquisition		
<p>Students will know ...</p> <ul style="list-style-type: none"> • How to write a narrative paragraph. • How to use textual evidence to support a conclusion. • How to determine meaning of words. • How to participate in collaborative discussions. • How to use correct grammar skills. 	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> • Writing narrative paragraphs. 	

KPBSD ELA CURRICULUM

7TH GRADE UNIT 1

Evidence		
Evaluative Criteria	Assessment Evidence	
District and Teacher Rubrics	<p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> • Write paragraphs describing an opinion supporting with personal narrative in groups, and independently. • Brainstorm connections with characters from short stories. • Peer edit each other's writing and then finish with teacher edit. • Work in collaborative groups to determine theme of a text together and present findings to class with supporting evidence. • Independently determine the theme of a text. • Use word processing software to produce written work that is double spaced, includes a specific header, and an academic font and size. • Produce conclusions to comprehensive textual questions written in complete sentences. • Use a print and digital dictionary to find meanings of words from a text. • Explain meaning of vocabulary from a text in their own words and can make connections with those words. • Summarize the main events from a text. • Recognize main characters and their characteristics independently and in groups. • Recognize the two elements of setting from a text independently and in groups. • Take notes from a digital source. 	
Paragraph Writing Checklist	<p>OTHER EVIDENCE: Checklist can be used in cross curricular classes for written assignments (i.e. journal entry, weekly written assignments, final project written assignments, research projects, etc.)</p>	
Vocabulary		
Exposition Setting Plot Falling Action	Personal Narrative Opinion Fact Resolution	Conflict Text Dependent Analysis (TDA) Rising Action

KPBSD ELA CURRICULUM

7TH GRADE UNIT 1

Technology Skills

I can...

- Use the home row and accurately type 40 words or more per minute using proper techniques.
- Use electronic mail appropriately, attach documents, and communicate with others from a variety of cultures or places.
- Apply my existing knowledge to emerging technology.
- Use spell and grammar proofing and thesaurus functions of a word processing program.
- Transfer text, graphics, and charts from one document to another.
- Use the Internet to find information in an efficient way.
- Use advanced search features.
- Back up files on storage medium.
- Apply my existing knowledge to emerging technology.
- Use headers and footers.
- Use advanced keyword searches and choose relevant sources when creating a product.
- Use digital tools collaboratively.
- Use a course or learning management system to access class pages, portfolios, class calendars, and grades.

KPBSD ELA CURRICULUM

7TH GRADE UNIT 2

Desired Results

ESTABLISHED GOALS/STANDARDS	Transfer	
<p>W2: Informational/Explanatory</p> <ul style="list-style-type: none"> • W4: Clear writing • W5: Edit and revise • W6: Use technology • W9: Draw evidence • W7: Conduct research • W8: Gather information • L6: Use grade-appropriate language <p>RL1: Cite Textual Evidence</p> <ul style="list-style-type: none"> • RL7: Compare written to staged/audio <p>RL2: Determine Theme</p> <ul style="list-style-type: none"> • RL3: Analyze elements of a story • RL6: Analyze author's purpose <p>RI1: Cite Textual Evidence</p> <ul style="list-style-type: none"> • RI4: Determine meaning of words and phrases • L4: Determine/clarify meaning of unknown words • L5: Figurative language <p>RI6: Determine Author's Purpose</p> <ul style="list-style-type: none"> • RI5: Analyze structure author uses • RI9: Analyze multiple author's writing on same topic • SL2: Analyze main ideas <p>SL1: Collaborative Discussions</p> <p>L1: Grammar-Writing/Speaking</p> <ul style="list-style-type: none"> • L3: Use knowledge of language <p>L2: Capitalization, Spelling, & Punctuation</p>	<p>Students will be able to independently use their learning to...</p> <ul style="list-style-type: none"> • Write an informative paragraph. • Use textual evidence to support a conclusion. • Determine theme and support it with textual evidence. • Determine author's purpose in informative texts. • Use correct grammar skills. • Use collaborative skills. 	
	Meaning	
	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	<p>Students will understand...</p> <ul style="list-style-type: none"> • Writing a strong informative paragraph requires textual evidence to support the conclusion. • Determining the author's purpose and theme requires the use of multiple strategies. 	<p>Students will keep considering...</p> <ul style="list-style-type: none"> • What is textual evidence? • What is author's purpose? • What is the purpose of informative texts? • How might readers determine meaning of words? • What skills are needed in collaborative discussion? • What skills are needed in the writing process (i.e. drafting, revising, and editing)?
Acquisition		
<p>Students will know...</p> <ul style="list-style-type: none"> • How to write an informative paragraph. • How to use textual evidence to support a conclusion. • How to determine theme and support it with textual evidence. • How to determine author's purpose in informative texts. • How to use correct grammar skills. • How to use collaborative skills. 	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> • Writing informative paragraphs. 	

KPBSD ELA CURRICULUM

7TH GRADE UNIT 2

Evidence	
Evaluative Criteria	Assessment Evidence
District and Teacher Rubrics	<p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> • Write paragraphs describing an opinion supporting with textual evidence in groups, and independently. • Brainstorm inferences about a text. • Peer edit each other's writing and then finish with teacher edit. • Compare and contrast two characters from a text in an informative paragraph. • Identify what events caused certain outcomes in a text and write an informative paragraph. • Identify a problem found in a text and present a possible solution to the problem in an informative paragraph. • Work in collaborative groups to determine theme of a text together and present findings to class with supporting textual evidence. • Independently determine the theme of a text and use textual evidence to support. • Use word processing software to produce written work that is double spaced, includes a specific header, and an academic font and size. • Produce conclusions to comprehensive textual questions written in complete sentences. • Use a print and digital dictionary to find meanings of words from a text and determine between the actual meaning of a word (denotative) to the emotional meaning of a word (connotative). • Summarize the main events from a text. • Recognize main characters and their characteristics independently and in groups. • Recognize the two elements of setting from a text independently and in groups. • Take notes from a digital informative text. • Read and summarize main ideas from an informative text. • Analyze specific lines from informational and literary texts and recognize their meaning to the overall text. • Watch a movie version of a text and can compare and contrast the two versions.
<u>Paragraph Writing Checklist</u>	<p>OTHER EVIDENCE:</p> <p>Checklist can be used in cross-curricular classes for written assignments (i.e. journal entry, weekly written assignments, final project written assignments, research projects, etc.)</p>

KPBSD ELA CURRICULUM

7TH GRADE UNIT 2

Vocabulary		
Textual Evidence Quote Connotation Denotation	Paraphrase Analysis Fact	Text Dependent Analysis (TDA) Inference Opinion
Technology Skills		
<p>I can...</p> <ul style="list-style-type: none"> • Use the home row and accurately type 40 words or more per minute using proper techniques. • Use electronic mail appropriately, attach documents, and communicate with others from a variety of cultures or places. • Apply my existing knowledge to emerging technology. • Use spell and grammar proofing and thesaurus functions of a word processing program. • Transfer text, graphics, and charts from one document to another. • Use the Internet to find information in an efficient way. • Use advanced search features. • Back up files on storage medium. • Cite sources appropriately (e.g. MLA, APA, footnotes, endnotes, internal citation, bibliography, etc.). • Apply my existing knowledge to emerging technology. • Use headers and footers. • Use advanced key word searches and choose relevant sources when creating a product. • Explain plagiarism and behave in an ethical manner. • Use digital tools collaboratively. • Use a course or learning management system to access class pages, portfolios, class calendars, and grades. 		

KPBSD ELA CURRICULUM

7TH GRADE UNIT 3

Desired Results		
<p>ESTABLISHED GOALS/STANDARDS</p> <p>W1: Argument/Opinion</p> <ul style="list-style-type: none"> • W4: Clear writing • W5: Edit and revise • W6: Use technology • W9: Draw evidence • W7: Conduct Research • W8: Gather Information • L6: Use grade-appropriate language <p>RI1: Cite Textual Evidence</p> <ul style="list-style-type: none"> • RI4: Determine meaning of words and phrases • L4: Determine/clarify meaning of unknown words • L5: Figurative language <p>RI2: Determine Central idea</p> <ul style="list-style-type: none"> • RI3: Analyze interactions • RI8: Trace and evaluate argument and claims • SL3: Delineate a speaker's argument <p>RI6: Determine Author's purpose</p> <ul style="list-style-type: none"> • RI7: Compare written to audio/media version • RI9: Analyze multiple author's writing on same topic • SL2: Analyze main ideas <p>SL1: Collaborative Discussions</p> <p>SL4: Presentations</p> <ul style="list-style-type: none"> • SL5: Include multimedia • SL6: Adapt speech <p>L1: Grammar-Writing/Speaking</p> <ul style="list-style-type: none"> • L3: Use knowledge of language <p>L2: Capitalization, Spelling, & Punctuation</p>	Transfer	<p>Students will be able to independently use their learning to...</p> <ul style="list-style-type: none"> • Write an argumentative paragraph. • Use textual evidence to support an opinion/argument. • Determine the central idea and support it with textual evidence. • Determine the difference in author's purposes from similar informational texts. • Use correct grammar skills. • Use collaborative skills. • Create and present to peers.
	Meaning	
	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	<p>Students will understand...</p> <ul style="list-style-type: none"> • Writing a strong argumentative paragraph requires textual evidence to support the conclusion. • Determining the author's purpose directly relates to the central idea of the informational text. 	<p>Students will keep considering...</p> <ul style="list-style-type: none"> • How is textual evidence used effectively? • What is author's purpose? • How are words used to influence meaning? • What skills are needed in collaborative discussion? • What skills are needed in the writing process (i.e. drafting, revising, and editing)?
Acquisition		
<p>Students will know...</p> <ul style="list-style-type: none"> • How to write an argumentative paragraph. • How to use textual evidence to support an opinion/argument. • How to determine the central idea and support it with textual evidence. • How to determine the difference in author's purposes from similar informational texts. • How to use correct grammar skills. • How to use collaborative skills. • How to create and present to peers. 	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> • Writing an argumentative paragraph. 	

KPBSD ELA CURRICULUM

7TH GRADE UNIT 3

Evidence		
Evaluative Criteria	Assessment Evidence	
District and Teacher Rubrics	<p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> • Write paragraphs describing an opinion supporting with textual evidence from multiple sources in groups and independently. • Brainstorm multiple positions to a controversial issue. • Compare arguments from multiple authors on similar topics. • Peer edit each other's writing and then finish with teacher edit. • Work in collaborative groups to determine the effect of word choice in informational texts and present findings to class with supporting evidence. • Independently determine the effectiveness of an argument. • Use word processing software to produce written work that is double spaced, includes a specific header, and an academic font and size. • Produce conclusions to comprehensive textual questions written in complete sentences for informational texts. • Explain connotative (emotional) meaning of words from informational texts. • Summarize the main events from a text. • Recognize main character's similarities between texts both literary and informational independently and in groups. • Create and present a digital presentation of an argument with textual evidence from multiple sources. • Take notes from a digital source. • Compare a written speech to its delivery. 	
Paragraph Writing Checklist	<p>OTHER EVIDENCE: Checklist can be used in cross curricular classes for written assignments (i.e. journal entry, weekly written assignments, final project written assignments, research projects, etc.)</p>	
Vocabulary		
Persuasion Ethos Pathos	Logos Argument Fact	Opinion Text Dependent Analysis (TDA)

KPBSD ELA CURRICULUM

7TH GRADE UNIT 3

Technology Skills

I can...

- Use the home row and accurately type 40 words or more per minute using proper techniques.
- Use electronic mail appropriately, attach documents, and communicate with others from a variety of cultures or places.
- Apply my existing knowledge to emerging technology.
- Conduct research and compose a report using advanced formatting skills.
- Use spell and grammar proofing and thesaurus functions of a word processing program.
- Transfer text, graphics, and charts from one document to another.
- Explain and use a hyperlink within my work.
- Use the Internet to find information in an efficient way.
- Use advanced search features.
- Produce a multimedia product.
- Back up files on storage medium.
- Cite sources appropriately (e.g. MLA, APA, footnotes, endnotes, internal citation, bibliography, etc.).
- Apply existing knowledge to emerging technology.
- Use headers and footers.
- Use advanced key word searches and choose relevant sources when creating a product.
- Develop and use criteria to evaluate a presentation or product and make suggestions to improve it.
- Explain plagiarism and behave in an ethical manner.
- Use digital tools collaboratively.
- Use a course or learning management system to access class pages, portfolios, class calendars, and grades.
- Access online catalogs and databases for online research.
- Use age appropriate guidelines to evaluate websites and other resources for accuracy, perspective, credibility, and relevance.

KPBSD ELA CURRICULUM

7TH GRADE UNIT 4

Desired Results		
<p>ESTABLISHED GOALS/STANDARDS</p> <p>RL4: Determine Meaning of Words</p> <ul style="list-style-type: none"> ● L4: Determine/clarify meaning of unknown words ● L5: Figurative language <p>RL1: Cite Textual Evidence</p> <ul style="list-style-type: none"> ● RL9: compare fictional portrayal to historical <p>L1: Grammar-Writing/Speaking</p> <ul style="list-style-type: none"> ● W4: Clear writing ● W5: Edit and revise ● W6: Use technology <p>L2: Capitalization, Spelling, & Punctuation</p> <p>SL1: Collaborative discussions</p> <p>SL4: Presentations</p> <ul style="list-style-type: none"> ● SL5: Include multimedia ● SL6: Adapt speech 	Transfer	
	<p>Students will be able to independently use their learning to...</p> <ul style="list-style-type: none"> ● Write a narrative story with all story elements. ● Use figurative language. ● Use textual evidence to support a conclusion about poetry. ● Use correct grammar skills. ● Use collaborative skills. ● Create and present to peers. 	
	Meaning	
	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	<p>Students will understand that...</p> <ul style="list-style-type: none"> ● Writing a strong narrative short story or poem requires the use of figurative language to support the conclusion. ● Using figurative language enhances a piece of writing. ● Using textual evidence in poetry supports a conclusion. 	<p>Students will keep considering...</p> <ul style="list-style-type: none"> ● What are the story elements? ● How do elements of a story interact? ● How do authors use figurative language? ● How do authors create tone? ● What skills are needed in the writing process (i.e. drafting, revising, and editing)?
Acquisition		
<p>Students will know...</p> <ul style="list-style-type: none"> ● How to write a narrative story with all story elements. ● How to use figurative language. ● How to use textual evidence to support a conclusion about poetry. ● How to use correct grammar skills. ● How to use collaborative skills. ● How to create and present to peers. 	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> ● Writing narrative short stories and poetry. 	
Evidence		
Evaluative Criteria	Assessment Evidence	

KPBSD ELA CURRICULUM

7TH GRADE UNIT 4

Creative Writing Rubrics	PERFORMANCE TASK(S): <ul style="list-style-type: none"> • Write a poem mimicking the structure of a famous poem (i.e. I'm Nobody by Emily Dickens) in groups and independently. • Brainstorm multiple ideas from a creative writing prompt. • Peer edit each other's writing and then finish with teacher edit. • Recognize the structure of a poem and can understand how it affects meaning. • Use word processing software to produce written work that is double spaced, includes a specific header, and an academic font and size. • Create multiple styles of poems with figurative language. • Create at least one short story with all five story elements. 	
Vocabulary		
Exposition Theme Setting Plot Rising Action	Falling Action Resolution Conflict Simile Metaphor	Personification Figurative Literal Text Dependent Analysis (TDA)
I can... <ul style="list-style-type: none"> • Use the home row and accurately type 40 words or more per minute using proper techniques. • Use electronic mail appropriately, attach documents, and communicate with others from a variety of cultures or places. • Apply existing knowledge to emerging technology. • Conduct research and compose a report using advanced formatting skills. • Use spell and grammar proofing and thesaurus functions of a word processing program. • Transfer text, graphics, and charts from one document to another. • Use the Internet to find information in an efficient way. • Produce a multimedia product. • Backup files on storage medium. • Use headers and footers. • Use advanced keyword searches and choose relevant sources when creating a product. • Use digital tools collaboratively. • Use a course or learning management system to access class pages, portfolios, class calendars, and grades. • Access online catalogs and databases for online research. • Use age appropriate guidelines to evaluate websites and other resources for accuracy, perspective, credibility, and relevance. 		

7th Grade Recommended Genres

Novels	<ul style="list-style-type: none"> • Stuck in Neutral By Terry Trueman • Two Old Women By Velma Wallis • Touching Spirit Bear By Ben Mikaelson • The Outsiders By S.E. Hinton • Island od Blue Dolphins By Scott O’Dell • Stargirl By Jerry Spinelli
Short Stories	<ul style="list-style-type: none"> • Eleven, By Sandra Cisneros • Seventh Grade By Gary Soto • All Summer in a Day By Ray Bradbury • The Sniper By Liam O’Flaherty • From an American Childhood By Annie Dillard • Young Ladies Don’t Slay Dragons By Joyce Hovelsrud • My Father and the Hippopotamus By Leon Hago • Broken Chain By Gary Soto
Informational/Nonfiction	<ul style="list-style-type: none"> • 10 Life Lessons of a Navy Seal By Admiral William H. McRaven
Poetry	<ul style="list-style-type: none"> • The Cremation of Sam McGee By Robert W. Service • The Charge of the Light Brigade By Alfred, Lord Tennyson • The Highwayman By Alfred Noyes • The Road Not Taken By Robert Frost

Recommended Literature Lists

- [Harpercollins Children’s Literature List Grades 6-8](#)
- [Scholastic Common Sense Book List Grades 6-8](#)
- [ELA Grades 6-8 Book List](#)
- [KPBSD Curriculum Support Center](#)
- [Poetry Foundation](#)

KPBSD ELA CURRICULUM

8TH GRADE UNIT 1

Desired Results		
<p>ESTABLISHED GOALS/STANDARDS</p> <p>W3: Narrative</p> <ul style="list-style-type: none"> ● W4: Clear writing ● W5: Edit and revise ● W6: Use technology ● W9: Draw evidence ● L6: Use grade-appropriate language <p>RL1: Cite Textual Evidence</p> <ul style="list-style-type: none"> ● RL4: Determine the meaning of words ● RL9: Analyze modern works draw on traditional <p>RL2: Determine theme and analyze</p> <ul style="list-style-type: none"> ● RL3: Analyze how lines propel action ● RL5: Analyze structure of a text <p>L1: Grammar-Writing/Speaking</p> <ul style="list-style-type: none"> ● L3: Use knowledge of language <p>L2: Capitalization, Spelling, & Punctuation</p>	Transfer	
	<p>Students will be able to independently use their learning to...</p> <ul style="list-style-type: none"> ● Write a narrative paragraph. ● Explain a conclusion using textual evidence. ● Explain a theme using textual evidence. ● Determine meaning of words. ● Participate in collaborative discussions. ● Use correct grammar skills. 	
	Meaning	
	<p style="text-align: center; font-weight: bold;">ENDURING UNDERSTANDINGS</p> <p>Students will understand that...</p> <ul style="list-style-type: none"> ● Writing a strong narrative paragraph requires textual evidence to support the conclusion. ● Justifying a theme requires the use of textual evidence. ● Determining the meaning of words requires the use of multiple strategies. 	<p style="text-align: center; font-weight: bold;">ESSENTIAL QUESTIONS</p> <p>Students will keep considering...</p> <ul style="list-style-type: none"> ● What are the cultural elements of setting (i.e. dialectic, cultural norms, expected traditions)? ● What are common themes found in literature? ● How might readers determine meaning of figurative language? ● What skills are needed in collaborative discussion? ● What skills are needed in the writing process (i.e. drafting, revising, and editing)?
Acquisition		
<p>Students will know...</p> <ul style="list-style-type: none"> ● How to write a narrative paragraph. ● How to explain a conclusion using textual evidence. ● How to explain a theme using textual evidence. ● How to determine meaning of words. ● How to participate in collaborative discussions. ● How to use correct grammar skills. 	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> ● Writing narrative paragraphs. 	

KPBSD ELA CURRICULUM

8TH GRADE UNIT 1

Evidence		
Evaluative Criteria	Assessment Evidence	
District and Teacher Rubrics	<p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> • Write paragraphs/essays describing an opinion supported with personal narrative in groups and independently. • Brainstorm connections with characters from short stories. • Peer edit each other's writing and then finish with teacher edit. • Work in collaborative groups to determine skills needed in a collaborative discussion and in the writing process. • Independently determine the theme of a text. • Use word processing software to produce written work that is double spaced, includes a specific header, and an academic font and size. • Produce conclusions to comprehensive textual questions written in complete sentences. • Use a print and digital dictionary to find meanings of words from a text. • Explain meaning of vocabulary from a text in their own words and can make connections with those words. • Summarize the main events from a text. • Recognize main characters and their characteristics independently and in groups. • Recognize the two elements of setting from a text independently and in groups. • Take notes from a digital source. 	
<u>Paragraph Writing Checklist</u>	<p>OTHER EVIDENCE: Checklist can be used in cross curricular classes for written assignments (i.e. journal entry, weekly written assignments, final project written assignments, research projects, etc.)</p>	
Vocabulary		
Exposition Theme Setting Plot	Rising Action Falling Action Resolution Conflict	Personal Narrative Fact Opinion Text Dependent Analysis (TDA)

KPBSD ELA CURRICULUM

8TH GRADE UNIT 1

Technology Skills

I can...

- Use the home row and accurately type 40 words or more per minute using proper techniques.
- Use electronic mail appropriately, attach documents, and communicate with others from a variety of cultures or places.
- Apply existing knowledge to emerging technology.
- Use spell and grammar proofing and thesaurus functions of a word processing program.
- Transfer text, graphics, and charts from one document to another.
- Use the Internet to find information in an efficient way.
- Use advanced search features.
- Backup files on storage medium.
- Apply my existing knowledge to emerging technology.
- Use headers and footers.
- Use advanced keyword searches and choose relevant sources when creating a product.
- Use digital tools collaboratively.
- Be respectful when discussing similarities and differences to solve problems.

KPBSD ELA CURRICULUM

8TH GRADE UNIT 2

Desired Results

ESTABLISHED GOALS/STANDARDS	Transfer	
<p>W2: Informational/Explanatory</p> <ul style="list-style-type: none"> ● W4: Clear writing ● W5: Edit and revise ● W6: Use technology ● W9: Draw evidence ● W7: Conduct research ● W8: Gather information ● L6: Use grade-appropriate language <p>R1: Cite Textual Evidence</p> <ul style="list-style-type: none"> ● RL4: Determine the meaning of words ● RL7: Analyze filmed version <p>RL2: Determine theme and analyze</p> <ul style="list-style-type: none"> ● RL3: Analyze how lines propel action <p>RL6: Analyze author's purpose with different POV</p> <ul style="list-style-type: none"> ● RL5: Analyze structure of a text <p>RI1: Cite Textual Evidence</p> <ul style="list-style-type: none"> ● RI4: Determine the meaning of words ● RI5: Analyze structure of paragraphs ● RI6: Determine author's purpose <p>SL4: Presentations</p> <ul style="list-style-type: none"> ● SL1: Collaborative discussions ● SL2: Analyze the purpose of information <p>L1: Grammar-Writing/Speaking</p> <ul style="list-style-type: none"> ● L3: Use knowledge of language <p>L2: Capitalization, Spelling, & Punctuation</p>	<p>Students will be able to independently use their learning to...</p> <ul style="list-style-type: none"> ● Write an informative essay. ● Explain a conclusion with textual evidence. ● Explain common themes with textual evidence. ● Explain author's purpose in informative texts. ● Use correct grammar skills. ● Use collaborative skills. ● Create and present to peers. 	
	Meaning	
	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	<p>Students will understand that...</p> <ul style="list-style-type: none"> ● Writing a strong informative paragraph/essay requires textual evidence to support the conclusion and identify common themes. ● Determining the author's purpose and theme requires the use of multiple strategies. ● There are different text structures that they can recognize and use. 	<p>Students will keep considering...</p> <ul style="list-style-type: none"> ● What is relevant textual evidence? ● What is author's purpose? ● What is the purpose of informative texts? ● How might readers determine connotative and denotative meaning of words in a text? ● What skills are needed in collaborative discussion? ● What skills are needed in the writing process (i.e. drafting, revising, and editing)?
Acquisition		
<p>Students will know...</p> <ul style="list-style-type: none"> ● How to write informative essays. ● How to explain a conclusion with textual evidence. ● How to explain common themes with textual evidence. ● How to explain author's purpose in informative texts. ● How to use correct grammar skills. ● How to use collaborative skills. 	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> ● Writing informative essays. 	

KPBSD ELA CURRICULUM

8TH GRADE UNIT 2

- How to create and present to peers.

Evidence

Evaluative Criteria	Assessment Evidence
District and Teacher Rubrics	<p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> • Write paragraphs/essays describing an opinion supported with textual evidence in groups and independently. • Brainstorm inferences about a text. • Peer edit each other's writing and then finish with teacher edit. • Compare and contrast two character's points of view from a text in an informative paragraph/essay. • Identify what events caused certain outcomes in a text and write an informative paragraph/essay. • Identify a problem found in a text and present a possible solution to the problem in an informative paragraph/essay. • Work in collaborative groups or individually to determine theme of a text together and present findings to class with supporting textual evidence. • Write a collaborative essay explaining the theme of a text and how conflict, characters, setting, and plot demonstrate that theme. • Independently determine the theme of a text and use textual evidence to support. • Use word processing software to produce written work that is double spaced, includes a specific header, and an academic font and size. • Produce conclusions to comprehensive textual questions written in complete sentences. • Use a print and digital dictionary to find meanings of words from a text and determine between the actual meaning of a word (denotative) to the emotional meaning of a word (connotative). • Summarize the main events from a text. • Recognize main characters and their characteristics independently and in groups. • Recognize the two elements of setting from a text independently and in groups. • Take notes from a digital informative text. • Read and summarize main ideas from an informative text. • Analyze specific lines from informational and literary texts and recognize their meaning to the overall text. • Watch a movie version of a text and compare and contrast the two versions.
Paragraph Writing Checklist	<p>OTHER EVIDENCE:</p> <p>Checklist can be used in cross-curricular classes for written assignments (i.e. journal entry, weekly written assignments, final project written assignments, research projects, etc.)</p>

KPBSD ELA CURRICULUM

8TH GRADE UNIT 2

Vocabulary		
Textual Evidence Quote Paraphrase Connotation	Denotation Inference Analysis	Fact Opinion Text Dependent Analyze (TDA)
Technology Skills		
<p>I can...</p> <ul style="list-style-type: none"> • Use the home row and accurately type 40 words or more per minute using proper techniques. • Use electronic mail appropriately, attach documents, and communicate with others from a variety of cultures or places. • Apply existing knowledge to emerging technology. • Use spell and grammar proofing and thesaurus functions of a word processing program. • Transfer text, graphics, and charts from one document to another. • Use the Internet to find information in an efficient way. • Backup files on storage medium. • Cite sources appropriately (e.g. MLA, APA, footnotes, endnotes, internal citation, bibliography, etc.). • Use headers and footers. • Use advanced keyword searches and choose relevant sources when creating a product. • Explain plagiarism and behave in an ethical manner. • Use digital tool collaboratively. • Be respectful when discussing similarities and differences to solve problems. • Work on improving productive participation in partner or group tasks and projects. 		

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8TH GRADE UNIT 3

Desired Results

Desired Results		
<p>STABLISHED GOALS/STANDARDS</p> <p>W1: Argument/Opinion</p> <ul style="list-style-type: none"> W4: Clear writing W5: Edit and revise W6: Use technology W9: Draw evidence W7: Conduct Research W8: Gather Information L6: Use grade-appropriate language <p>RL6: Analyze author’s purpose with different point of view.</p> <ul style="list-style-type: none"> RL5: Analyze structure of a text <p>RI1: Cite Textual Evidence</p> <ul style="list-style-type: none"> RI4: Determine the meaning of words RI5: Analyze structure of paragraphs RI6: Determine author’s purpose <p>RI8: Delineate and evaluate arguments and claims</p> <ul style="list-style-type: none"> RI2: Determine central idea and subtopics RI5: Analyze structure of paragraphs RI7: Evaluate different mediums SL3: Evaluate soundness of reasoning <p>RI9: Analyze texts providing conflicting info</p> <ul style="list-style-type: none"> RI3: Analyze connections RI6: Determine author’s purpose <p>SL4: Presentations</p> <ul style="list-style-type: none"> SL1: Collaborative discussions SL2: Analyze the purpose of information <p>SL5: Integrate multimedia and visual displays</p> <ul style="list-style-type: none"> SL6: Adapt speech to a variety of context and task <p>L1: Grammar-Writing/Speaking</p> <ul style="list-style-type: none"> L3: Use knowledge of language 	Transfer	
	<p>Students will be able to independently use their learning to...</p> <ul style="list-style-type: none"> Write an effective argument. Explain how textual evidence supports an opinion/argument. Determine the difference in author's purposes from similar informational texts and evaluate their effectiveness. Use correct grammar skills. Use collaborative skills. Create and present to peers. 	
	Meaning	
	<p style="text-align: center;">ENDURING UNDERSTANDINGS</p> <p>Students will understand that...</p> <ul style="list-style-type: none"> Writing a strong argumentative paragraph and essay requires textual evidence to support the conclusion. Word choice can affect the overall message of a text in reading and writing. Determining the author’s purpose directly relates to the central idea of the informational text and word choice chosen. 	<p style="text-align: center;">ESSENTIAL QUESTIONS</p> <p>Students will keep considering...</p> <ul style="list-style-type: none"> How is textual evidence used effectively? How do authors purposes vary on the same topic? How are words used to influence meaning? What skills are needed in collaborative discussion? What skills are needed in the writing process (i.e. drafting, revising, and editing)? What skills are needed to effectively argue a point?
Acquisition		
<p>Students will know...</p> <ul style="list-style-type: none"> How to write an effective argument. How to explain how textual evidence supports an opinion/argument. How to determine the difference in author's purposes from similar informational texts and evaluate their effectiveness. How to use correct grammar skills. 	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> Writing an argumentative essay. 	

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L2: Capitalization, Spelling, & Punctuation	<ul style="list-style-type: none"> • How to use collaborative skills. • How to create and present to peers. 	
Evidence		
Evaluative Criteria	Assessment Evidence	
District and Teacher Rubrics	<p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> • Write paragraphs and essays describing an opinion, supported with textual evidence from multiple sources in groups and independently. • Brainstorm multiple positions to a controversial issue. • Compare arguments from multiple authors on similar topics. • Peer edit each other's writing and then finish with teacher edit. • Work in collaborative groups to determine the effectiveness of word choice in informational texts and present findings to class with supporting evidence. • Independently determine the effectiveness of an argument. • Use word processing software to produce written work that is double spaced, includes a specific header, and an academic font and size. • Produce conclusions to comprehensive textual questions written in complete sentences for informational texts. • Explain connotative (emotional) meaning of words from informational texts. • Summarize the main events from a text. • Recognize main character's similarities between texts both literary and informational. • Create and present a digital presentation of an argument with textual evidence from multiple sources. • Take notes from a digital source. • Compare a written speech to its delivery. 	
Paragraph Writing Checklist	<p>OTHER EVIDENCE: Checklist can be used in cross-curricular classes for written assignments (i.e. journal entry, weekly written assignments, final project written assignments, research projects, etc.)</p>	
Vocabulary		
Persuasion Ethos Pathos Logos	Argument Fact Opinion	Supporting Evidence Claim Text dependent analysis (TDA)

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8TH GRADE UNIT 3

Technology Skills

I can...

- Use the home row and accurately type 40 words or more per minute using proper techniques.
- Use electronic mail appropriately, attach documents, and communicate with others from a variety of cultures or places.
- Apply existing knowledge to emerging technology.
- Conduct research and compose a report using advanced formatting skills.
- Use spell and grammar proofing and thesaurus functions of a word processing program.
- Transfer text, graphics, and charts from one document to another.
- Explain and use a hyperlink within my work.
- Use the Internet to find information in an efficient way.
- Produce a multimedia product.
- Backup files on storage medium.
- Cite sources appropriately (e.g. MLA, APA, footnotes, endnotes, internal citation, bibliography, etc.).
- Use headers and footers.
- Use advanced keyword searches and choose relevant sources when creating a product.
- Develop and use criteria to evaluate a presentation or product and make suggestions to improve it.
- Explain plagiarism and behave in an ethical manner.
- Be respectful when discussing similarities and differences to solve problems.
- Use digital tools collaboratively.

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8TH GRADE UNIT 4

Desired Results

Desired Results		
<p>ESTABLISHED GOALS/STANDARDS</p> <p>RL6: Analyze Author’s Purpose</p> <ul style="list-style-type: none"> • L4: Determine/clarify meaning of unknown words • L5: Figurative language <p>RL1: Cite Textual Evidence</p> <ul style="list-style-type: none"> • RL4: Determine the meaning of words <p>L1: Grammar-Writing/Speaking</p> <ul style="list-style-type: none"> • W4: Clear writing • W5: Edit and revise • W6: Use technology <p>L2: Capitalization, Spelling, & Punctuation</p> <p>SL4: Presentations</p> <ul style="list-style-type: none"> • SL1: Collaborative discussions • SL6: Adapt speech <p>SL5: Integrate multimedia and visual displays</p> <ul style="list-style-type: none"> • SL6: Adapt speech to a variety of context and tasks 	Transfer	
	<p>Students will be able to independently use their learning to...</p> <ul style="list-style-type: none"> • Write a narrative story with developed story elements. • Use figurative language in poetry. • Use textual evidence to support a conclusion about poetry. • Use correct grammar skills. • Use collaborative skills. • Create and present to peers. 	
	Meaning	
	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	<p>Students will understand that...</p> <ul style="list-style-type: none"> • Writing a strong narrative short story or poem requires the use of figurative language to support the conclusion. • Using figurative language enhances a piece of writing. • Using textual evidence in poetry supports a conclusion. • Figurative language enhances their meaning in writing. 	<p>Students will keep considering...</p> <ul style="list-style-type: none"> • What are the story elements? • How do elements of a story interact? • How do authors use figurative language? • How do authors create tone? • What skills are needed in the writing process (i.e. drafting, revising, and editing)?
	Acquisition	
<p>Students will know...</p> <ul style="list-style-type: none"> • How to write a narrative story with developed story elements. • How to use figurative language in poetry. • How to use textual evidence to support a conclusion about poetry. • How to use correct grammar skills. • How to use collaborative skills. • How to create and present to peers. 	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> • Writing narrative short stories and poetry. 	
Evidence		
Evaluative Criteria	Assessment Evidence	

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8TH GRADE UNIT 4

Creative Writing Rubrics	<p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> • Write a poem mimicking the structure of a famous poem (i.e. I’m Just by EE Cummins) in groups and independently. • Brainstorm multiple ideas from a creative writing prompt. • Peer edit each other's writing and then finish with teacher edit. • Recognize the structure of a poem and understand how it affects meaning. • Use word processing software to produce written work that is double spaced, includes a specific header, and an academic font and size. • Create multiple styles of poems with figurative language. • Create at least one short story with all five story elements. • Present at least one piece of creative writing using some digital source.
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Vocabulary

Exposition Theme Setting Plot Rising Action	Falling Action Resolution Conflict Simile Metaphor	Personification Figurative Literal Text Dependent Analysis (TDA)
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Technology Skills

<p>I can...</p> <ul style="list-style-type: none"> • Use the home row and accurately type 40 words or more per minute using proper techniques. • Use electronic mail appropriately, attach documents, and communicate with others from a variety of cultures or places. • Apply existing knowledge to emerging technology. • Conduct research and compose a report using advanced formatting skills. • Use spell and grammar proofing and thesaurus functions of a word processing program. • Transfer text, graphics, and charts from one document to another. • Use the Internet to find information in an efficient way. • Produce a multimedia product. • Backup files on storage medium. • Use headers and footers. • Use advanced keyword searches and choose relevant sources when creating a product. • Use digital tools collaboratively.
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8th Grade Recommended Genres

Novels	<ul style="list-style-type: none"> • The Giver By Lois Lowry • Ender's Game By Orson Scott Card • The Hunger Games By Suzanne Collins • Life as We Knew It By Susan Beth Pfeffer • The Maze Runner By James Dashner • The Uglies By Scott Westerfeld
Short Stories	<ul style="list-style-type: none"> • Abbreviated: The Odyssey By Homer • Sundiata By T.D. Niane • Alladin: Tales from Arabian Nights • Robin Hood • Raven By Edgar Allan Poe • Black Skin • Harrison Bergeron By Kurt Vonnegut • There Will Come Soft Rains By Ray Bradbury
Informational/Nonfiction	<ul style="list-style-type: none"> • How they Croaked By George Bragg • The Learning Myth By Sal Kahn
Poetry	<ul style="list-style-type: none"> • The Ballad of Mulan By Mulan • There Will Come Soft Rains By John Philip Johnson
Drama	<ul style="list-style-type: none"> • A Midsummer Night's Dream By William Shakespeare

Recommended Literature Lists

- [Harpercollins Children's Literature List Grades 6-8](#)
- [Scholastic Common Sense Book List Grades 6-8](#)
- [ELA Grades 6-8 Book List](#)
- [KPBSD Curriculum Support Center](#)
- [Poetry Foundation](#)

Resource List for Grades 6-8

<u>Digital</u>	<u>Fluency</u>	<u>Instruction</u>	<u>Writing</u>	<u>Assessment</u>	<u>Cooperative Learning</u>	<u>Student Reflection</u>	<u>Speaking & Listening</u>	<u>Teacher Tools</u>
OpenEd	Accelerated Reader	Daily Five	Write Tools	Edperformance	Kagan	Bloomz	Voki	Google Apps
BrainPop	Scholastic Reading Counts	Lucy Calkins Readers and Writers Workshop	6 Traits	MAPs	Google Documents	See Saw	Shadow Puppet	Power Point
Discovery Ed	Read Naturally	Literature Circles	Handwriting without Tears	PEAKS	Google Presentation	Youtube	Screen Cast O matic	Office 365
Pebble Go	Reading Rewards	CK-12	Writer's Workshop	Scholastic Reading Counts	Canvas groups	Canvas	Voice Thread	Word Press
Epic		Reading A To Z	Education Northwest	Scholastic Reading Inventory	Google Classroom	Recap	Youtube	Canvas
Readworks.org		Scholastic Reading Counts	OWL	Common Quarterly Writing Assessment		Blogger	Flipgrid	OpenEd
National Geographic		Lexia	Essay scorer				Listenwise	Symbaloo
World Book Online		Moby Max	Paperrater.com				OpenEd	Drop Box
Tumble Books		IXL						WordWork
Scholastic News		The Book Whisperer						TPT
Spelling City		Nancie Atwell						Pinterest

Smithsonian Tween Tribune		poet.org						Twitter
Newsela		Ted.ed						
Overdrive								
Project Gutenberg								

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9th GRADE – GENRE AND THEME

ELA 9: Genre and Theme

This course will provide an overview of literature across the major forms and genres (short story, novel, poetry, drama, and literary nonfiction) in order for students to prepare for focused literary study in subsequent grades.

PLEASE NOTE that ELA Curriculum documents are:

- Living documents that will continue to evolve. They are not static and feedback is welcome. You should print a new copy at regular intervals to stay abreast of the updates.
- Shared resources for all those teaching this content area. ***Please share new resources you and your students find as you explore the course content and personalize learning.***
- A guideline, not a regime. All requirements for the course are met by this plan, but in personalized learning there will be expected variation.

ELA 9 Course Navigation:

Unit 1 – Literary Nonfiction – Reflection (the Memoir, the Essay and the Speech)

Unit 2 – Literary Elements and the Short Story

Unit 3 – Poetry and Drama

Unit 4 – The Novel

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9th GRADE – GENRE AND THEME

Course Name: LA 9 - Genre & Theme

BIG IDEA:

This course will provide an overview of literature across the major forms and genres (short story, novel, poetry, drama, and literary nonfiction) in preparation for focused literary study in the subsequent grades.

[Standards Pacing Guide](#)

Writing Assessment Foci:

Semester 1 - Narrative and Expository

Semester 2 - Persuasive and Research

SEMESTER 1 (UNITS 1-2)

Unit 1: Literary Nonfiction - Reflection (the Memoir, the Essay, and the Speech)

ENDURING UNDERSTANDING(S):

Students recognize and appreciate the effective use of literary devices in nonfiction.

ESSENTIAL QUESTIONS:

- What are the characteristics of a memoir?
- What are the effects of rhetorical strategies in speeches such as alliteration, repetition, and extended metaphors?
- What are the characteristics of various types of essays (e.g., literary and narrative)?

STUDENT LEARNER OUTCOMES (standards)

What will students know and be able to do as a result of this topic/unit?

Students will... (state standards)

- RL.2 - Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; restate and summarize main ideas or events, in correct sequence, after reading a text.
- RL.4 - Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
- RL.9 - Analyze seminal U.S. and world documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address,

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9th GRADE – GENRE AND THEME

Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.

- RI.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.2 - Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; restate and summarize main ideas or events, in correct sequence when necessary, after reading a text.
- RI.3 - Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
- RI.4 - Determine the meaning of words and phrases as they are used in various genres, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
- RI.5 - Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g. a section or chapter).
- RI.6 - Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
- RI.7 - Analyze various accounts of a subject told in different media (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.
- RI.8 - Delineate and evaluate the argument and specific claims in a text (e.g., bias and propaganda techniques, emotional effect of specific word choices and sentence structures, well-supported logical arguments), assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
- RI.9 - Analyze seminal U.S. and world documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.
- W.3 - Use narrative writing to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
 - Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
 - Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
 - Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
 - Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
 - Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- SL.1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
 - Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence

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from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

- Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
- SL.3 - Identify and evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
- SL.4 - Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- SL.6 - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate and addressing intended audience needs and knowledge level. (See grades 9–10 Language standards 1 and 3 for specific expectations.)
- L.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - Use parallel structure.
 - Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
- L.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
 - Use a colon to introduce a list or quotation.
 - Spell correctly.
- L.3 - Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
 - Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, *Turabian’s Manual for Writers*) appropriate for the discipline and writing type.

I CAN... (student-friendly language)

- RL.2
 - Identify the main idea or the theme of a text after reading the piece.
 - Find specific evidence of a main idea or theme within a text.
 - Reword main ideas or events that are found in a text and put them into the correct sequence.
- RL.4
 - Determine the meaning of a word or phrase from context or when it is used in literary devices.

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- Analyze and explain how an author’s word choice can change the meaning or tone of a text.
- RI.1
 - Find and refer to specific, relevant examples from a text (both explicit and inferred) to support an opinion about the text.
- RI.2
 - Determine the main idea of a piece of informational text.
 - Explain how details develop the main idea.
 - Summarize a text.
- RI.3
 - Determine the organization of an author’s main points, ideas, or textual events.
 - Examine the effectiveness of a text’s argument using my knowledge of an author’s organizational strategy.
- RI.4
 - Determine the meaning of a word when it appears in writing from multiple genres.
 - Analyze and explain how an author’s word choice can change the meaning or tone of a piece of writing.
- RI.5
 - Analyze sentences, paragraphs, or chapters of an author’s work to see how the author developed the main idea.
 - Provide textual evidence from sentences, paragraphs, or chapters to prove the development of an idea.
- RI.6
 - Determine an author’s point of view or purpose in a piece of literature.
 - Analyze how an author’s word choice and rhetoric impact the point of view or purpose of a piece of literature.
- RI.7
 - Closely examine multiple accounts of a subject from different media sources.
 - Identify the similarities and differences between various accounts of a subject.
- RI.8
 - Identify key points or claims made in an argument or text.
 - Connect key points or claims to specific persuasive techniques.
 - Use specific, relevant supporting evidence to determine if an argument’s key point or claim is well supported.
 - Identify false statements or reasoning by their supporting evidence.
- RI.9
 - Closely read important U.S. or world historical or literary documents.
 - Identify themes or main concepts in historical or literary documents.
 - Identify or accurately hypothesize the impact of specific historical or literary documents on a specific theme or concept.
- W.3 - Narrative
 - Capture a reader’s attention with an effective narrative hook.
 - Create character(s) and narrator(s) who have depth and a recognizable character arc.

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- Choose the most effective point of view of a piece of narrative writing and maintain it throughout the written piece.
- Effectively organize narrative plot elements.
- Apply narrative techniques (e.g., dialogue, pacing, description, reflection, plot, etc.) to create depth in a narrative piece.
- Create an engaging narrative using precise, descriptive language and sensory details.
- Provide an effective and satisfying conclusion to a narrative piece.
- SL.1
 - Refer to evidence from research during a discussion on a specific topic.
 - Work with my peers to create effective and fair discussion expectations.
 - Appropriately pose and respond to questions in a group setting.
 - Actively listen and respond appropriately and thoughtfully to my peers during a discussion.
 - Summarize my peers' points and appropriately agree or disagree with those points.
 - Explain my reasoning to my peers and justify maintaining or changing my original stance on a specific topic.
- SL.3
 - Identify a speaker's key points or claims.
 - Connect key points or claims to specific persuasive techniques.
 - Use specific, relevant supporting evidence to determine if an argument's key point or claim is well supported.
 - Identify false statements or reasoning by their supporting evidence.
- SL.4
 - Present findings clearly and logically in a way appropriate for the purpose and audience.
- SL.6
 - Effectively adapt a speech to various contexts, tasks, and audiences.
- L.1
 - Effectively use parallel structure while writing or speaking.
 - Communicate effectively while writing or speaking through the use of grammatical phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial).
- L.2
 - Capitalize, punctuate, and spell correctly in my written work.
 - Link independent clauses using semicolons or conjunctive adverbs.
 - Use a colon to introduce a list or a quotation in my written work.
- L.3
 - Adapt my use of the English language for varied contexts and situations while reading, listening, or writing.
 - Adjust my writing to conform to specified style guidelines (e.g., APA, MLA, etc.).

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SUGGESTED WORKS

(E) indicates a CCSS exemplar text; (EA) indicates a text from a writer with other works identified as exemplars; (OOP) indicates a text that is no longer sold nor published.

Literary & Informational Texts

Memoirs & Essays

- Lincoln and the Gettysburg Awakening (Glenn LaFantasie) (excerpts) [Link](#)
- Avant-Garde and Kitsch (Clement Greenberg) [Link](#)
- Lear, Tolstoy, and The Fool (George Orwell) [Link](#)
- Life on the Mississippi (Mark Twain) (EA) (excerpts) [Link](#)
- Politics and the English Language (George Orwell) (E) (This is a CCSS exemplar text for grades 11 and 12.) [Link](#)
- Preface to Lyrical Ballads (William Wordsworth)
- Excerpts from The 100 Most Influential Books Ever Written: The History of Thought from Ancient Times to Today (Martin Seymour-Smith)
- The Lost Childhood (Graham Greene)
- Memoirs A Four Hundred Year Old Woman (Bharati Mukherjee)
- A Sketch of the Past (Virginia Woolf) [Link](#)
- Learning to Read and Write (Frederick Douglass) (EA) [Link](#)
- A Childhood: The Biography of a Place (Harry E. Crews)
- In Search of Our Mothers' Gardens (Alice Walker) (EA) [Link](#)
- Notes of a Native Son (James Baldwin)
- One Writer's Beginnings (Eudora Welty)
- Running in the Family (Michael Ondaatje)
- The Woman Warrior: Memoirs of a Girlhood Among Ghosts (Maxine Hong Kingston)
- Unbroken: A World War II Story of Survival, Resilience, and Redemption (Laura Hillenbrand)

Speeches

- Brandenburg Gate Address (June 12, 1987) (Ronald Reagan) [Link](#)
- Gettysburg Address (Abraham Lincoln) (E) [Link](#)
- Letter from a Birmingham Jail (Martin Luther King, Jr.) (E) [Link](#)
- Address at the March on Washington (Martin Luther King, Jr.) (E) [Link](#)
- Nobel Prize in Literature Acceptance Speech, 1949 (William Faulkner) (EA)

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- Second Inaugural Address (Abraham Lincoln) (E) [Link](#)
- Sinews of Peace Address (Winston Churchill) [Link](#)

Art, Music, and Media Art

- Albrecht Dürer, Self-Portrait at the age of 13 (1484) [Link](#)
- Artemisia Gentileschi, Self-Portrait as the Allegory of Painting (1630s) [Link](#)
- Balthus, Le roi des chats (The king of cats) (1935) [Link](#)
- Sir Francis “Side of” Bacon, Self-Portrait (1973) [Link](#)
- Gustave Courbet, The Desperate Man (self-portrait) (1843) [Link](#)
- Jacob Lawrence, Self-Portrait (1977) [Link](#)
- Jan van Eyck, Self-Portrait (1433) [Link](#)
- Leonardo da Vinci, Possible Self-Portrait of Leonardo da Vinci (c.1513)
- Louisa Matthíasdóttir, Self-Portrait with Dark Coat (No Date) [Link](#)
- Pablo Picasso, Self-Portrait (1907) [Link](#)
- Rembrandt van Rijn, Self-Portrait at an early age (1628) [Link](#)
- Rembrandt van Rijn, Self-Portrait at the Age of 63 (1669) [Link](#)
- Vincent van Gogh, Self-Portrait (1889) [Link](#)

Additional Online Resources

- Online Bank of American Speeches (americanrhetoric.com)
- Annotated List of Memoirs (ReadWriteThink)
- Introducing the Essay: Twain, Douglass, and American Nonfiction (National Endowment for the Humanities) (RI.9- 10.5)

ASSESSMENTS

What evidence will demonstrate student achievement of their learning?

- Students analyze how rhetorical techniques support an author’s point of view. [Example](#) (RI.6)
- Students analyze differences between two versions. [Example](#) (RI.7, RI.7)
- Theme: students track development of theme and cite evidence supporting their identification of theme. [Example 1](#) [Example 2](#) (RI.2, RI.1)
- Potential essay question prompts for RI.2, RI.1: A. What is the main idea of this piece? Cite 2-3 details that support your assertion. B. In your own words, summarize this piece in 4-6 sentences.
- Potential essay question prompt for RI.3, RI.1: Consider this author’s explanation of (INSERT EVENT OR PHENOMENON). Why do you think the author chose to explain it in this order? Make sure to reference the way in which points are introduced and connected.

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- Potential essay question prompt for RI.5, RI.1: Choose one of the author’s main ideas and cite their strongest support that develops that idea. Make sure to explain how your chosen excerpt (quote) helps develop the main claim or idea.
- Potential essay question prompt for RI.6, RI.1: What is the author’s purpose in this piece (to inform, entertain, persuade, reflect)? Cite 2-3 examples from the text that support your assertion.
- Potential essay question prompt for RI.7: Compare the two different accounts of (INSERT EVENT OR BIOGRAPHICAL SUBJECT) Answer the following: Choosing a detail emphasized in only one account (it may even be missing from the other), explain why you think this specific portrayal emphasized this detail. Consider: What might the author have been trying to accomplish?
- RI.9: After reading a seminal text (suggestions include Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, and MLK’s “Letter from Birmingham Jail”), have students analyze its historical and/or literary significance, including how they treat related themes (i.e. freedom, equality).
- RI.8: Using the text from RI.8, have students evaluate reasoning and rhetorical devices in the argument, assessing the use of logic and evidence (including faulty logic or distortions of evidence).
- SL.3: Using a famous speech (likely in conjunction with RI.8 and/or RI.9, see above), students will write a critique in which they evaluate the argument for its use of logic and rhetorical devices, citing any fallacious logic or distortions of evidence.

WRITING FOCI: NARRATIVE WRITING

Potential Writing Prompts

- Each of us have people in our lives that we admire, respect, want to know more about, and feel that we can learn from. Identify a person in your life who fits into one of these categories, conduct an interview with them, and write a biographical narrative that illustrates why you admire them, why you respect them, what makes them interesting or what you learned from them.
- Think about a story that involves your name. Retell the story, and in retelling the story make sure that you reveal something about you. Remember to focus on one story, be very specific, and develop your ideas thoroughly.
- Retell a story that reveals a family tradition or ritual and why this tradition or ritual is important to you and your family.
- Choose a family story or legend to retell. In retelling show why the story is important to you or your family.
- Tell a story that reveals the roles or responsibilities of individuals in your family. In telling your story, make sure to reveal why these roles or responsibilities are important or meaningful to you or your family.
- Childhood Event. Choose a vivid time from your childhood: you might think of the first time that you rode a school bus, of a time when you went to the principal's office, the first “A” you earned on a test or paper, earning money to buy something that you really wanted, and so on. Narrate the events related to the childhood memory that you've chosen so that your readers will understand why the event was important and memorable.
- Standing Up. Choose a time when you did something that took a lot of nerve, a time when you didn't follow the crowd or a time when you stood up for your beliefs. Perhaps your friends were urging you to do something that you were uncomfortable with and you chose not to cave into peer pressure. Maybe you took a stance on a political issue that was important in your community. Whatever you choose, think about the details of the event and

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write a story that tells about what happened. Your narrative should show your readers why you decided to make a stand or try something that took nerve, give specifics on the events, and share how you felt after the event.

- 650 Narrative or Personal Writing Prompts from the NY Times: <https://www.nytimes.com/2016/10/20/learning/lesson-plans/650-prompts-for-narrative-and-personal-writing.html>.

VOCABULARY

Abstract/universal essay
Alliteration
Autobiography
Chronological order
Classification and division

Compare-and-contrast essay
Ethos, pathos, logos
Exemplification
Extended metaphor
Memoir

Objective/factual essay
Personal/autobiographical essay
Repetition
Satire

TECH SKILLS

I CAN...

- Recognize, explain, and avoid plagiarism.
- Review, annotate, comment, or “track changes” using collaborative digital tools or cloud-based documents.
- Backup files on appropriate storage mediums (school servers, online storage, flash drives).
- Use efficient note taking strategies to become a better observer and listener, and cross check and verify the accuracy of information used.
- Cite sources appropriately (e.g. MLA, APA, headers, footnotes, page numbers, endnotes, internal citation, bibliography, page breaks, etc.).
- Use collaborative digital tools, including reviewing, annotating, and commenting.

Unit 2: Literary Elements and the Short Story

ENDURING UNDERSTAND(S):

Students use the short story as a means for reviewing common literary elements, as well as for appreciating the art of great storytelling.

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ESSENTIAL QUESTIONS:

- What is the structure of a plot (i.e. exposition, rising action, crisis/climax, falling action, resolution/denouement) in short stories?
- How do authors create setting in a short story?
- What is the concept of theme and what are the themes within the stories read?
- What are characterization techniques in short stories?
- What are the types of figurative language used in short stories and how are those types used?
- How does point of view affect the reader’s interpretation of a story?

STUDENT LEARNER OUTCOMES (standards)

What will students know and be able to do as a result of this topic/unit?

STUDENTS WILL... (state standards)

- RL.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as implicit inferences drawn from the text.
- RL.5 - Analyze how an author’s choices concerning how to structure a text, use literary devices appropriate to genre (e.g., foreshadowing, imagery, allusion or symbolism), order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
- RL.6 - Analyze a particular point of view or cultural experience reflected in a work of literature (e.g., mythology, colonialism, local culture), drawing on a wide reading of world literature.
- W.2 - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
 - a) Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - b) Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
 - c) Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - d) Use precise language and domain-specific vocabulary to manage the complexity of the topic.
 - e) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - f) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
- W.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - a) Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work

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[e.g., how Shakespeare treats a theme or topic from Ovid or how a later author draws on a play by Shakespeare]”).

- b) Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text [e.g., bias and propaganda techniques, emotional effect of specific word choices and sentence structures, well-supported logical arguments], assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).
- SL.1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
 - a) Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
 - b) Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
 - c) Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
 - d) Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
- L.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a) Use parallel structure.
 - b) Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
- L.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - a) Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
 - b) Analyze nuances in the meaning of words with similar denotation (definition) or determine the meaning of analogies.

I CAN... (student-friendly language)

- RL.1
 - Properly cite textual evidence using APA format.
 - Support my analysis of a text using specific evidence.
- RL.5
 - Identify the way an author organizes or structures a text.
 - Identify and provide examples of literary devices in a text (e.g., foreshadowing, allusion, imagery, symbolism, etc.).
 - Accurately order events within a text, including events manipulated by pacing or flashbacks.
 - Recognize how an author’s writing technique impacts a reader’s emotional response (e.g., mystery, tension, surprise, etc.).
- RL.6
 - Read a variety of world literature.

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- Recognize, compare, contrast, and analyze points of view or cultural experiences in works of literature.
- W.2 - Expository
 - Brainstorm multiple topics or ideas.
 - Choose a single, supportable topic from a variety of choices.
 - Use an outline to organize an essay on a specific topic.
 - Write a clear thesis statement.
 - Use formatting to logically organize my essay.
 - Use valid and reliable evidence (e.g., quotations, facts, definitions) to support my thesis.
 - Determine which informational graphics or additional multimedia best support my thesis and apply them to a piece of writing.
 - Explain my thoughts in a logical order to support the evidence of my thesis.
 - Choose appropriate and varied transition words effectively in my writing.
 - Determine what style and tone are appropriate for the audience of my writing.
 - Apply specific vocabulary choices in my writing to maintain an appropriate style or tone for my audience.
 - Provide a strong closing statement or paragraph which supports my thesis.
- W.9
 - Plan and write an analysis, reflection, or research paper using evidence from literature or informational texts.
- SL.1
 - Refer to evidence from research during a discussion on a specific topic.
 - Work with my peers to create effective and fair discussion expectations.
 - Appropriately pose and respond to questions in a group setting.
 - Actively listen and respond appropriately and thoughtfully to my peers during a discussion.
 - Summarize my peers' points and appropriately agree or disagree with those points.
 - Explain my reasoning to my peers and justify maintaining or changing my original stance on a specific topic.
- L.1
 - Effectively use parallel structure while writing or speaking.
 - Communicate effectively while writing or speaking through the use of grammatical phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial).
- L.5
 - Recognize figurative language (e.g. literary devices) in a selection of text.
 - Examine how figurative language impacts a text.
 - Recognize words which have similar meanings.
 - Recognize analogies in a selection of text.
 - Determine if an analogy makes an appropriate comparison.

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SUGGESTED WORKS

(E) indicates a CCSS exemplar text; (EA) indicates a text from a writer with other works identified as exemplars; (OOP) indicates a text that is no longer sold nor published.

Literary Texts

Short Stories

- Drinking Coffee Elsewhere: Stories (ZZ Packer) [Link](#)
- Everyday Use (Alice Walker) (EA) [Link](#)
- How Much Land Does a Man Need? (Leo Tolstoy) [Link](#)
- Points of View: An Anthology of Short Stories (James Moffett and Kenneth L. McElheny, eds.) (1968 edition)
- The Black Cat (Edgar Allan Poe) (EA) [Link](#)
- The Cask of Amontillado (Edgar Allan Poe) (EA) [Link](#)
- The Gift of the Magi (O. Henry) (E) [Link](#)
- The Kitchen Boy (Alaa Al Aswany) [Link](#)
- The Minister's Black Veil (Nathaniel Hawthorne) (EA) [Link](#)
- The Most Dangerous Game (Richard Connell) [Link](#)
- The Overcoat (Nikolai Gogol) (EA) [Link](#)
- The Scarlet Ibis (James Hurst) [Link](#)
- The Secret Life of Walter Mitty (James Thurber) (EA) [Link](#)
- The Tell-Tale Heart (Edgar Allan Poe) (EA) [Link](#)

Informational Texts - None for this unit

Art, Music, and Media Art

Prompt: How do artists create visual narratives in photography and painting?

Art

- Emanuel Leutze, Washington Crossing The Delaware in a Hat (1851) [Link](#)
- Jacob Lawrence, On The Way (1990) [Link](#)
- Michelangelo, The Creation of Adam, Sistine Chapel (c. 1511) [Link](#)
- Pablo Picasso, Young Acrobat on a Ball (1905) [Link](#)
- Roy DeCarava, Rapsallions (1950) [Link](#)

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- Sultan Muhammad, From a Khamseh of Nizami (1539-1543) [Link](#)
- Tina Barney, Marina's Room (1987) [Link](#)

Film

- Ang Lee, dir., Chosen (and other [BMW short films](#))
- Ken Burns, dir., Brooklyn Bridge (1981) [Link](#)
- Martin Scorsese, dir., No Direction Home (2005)

Music

- Clothesline Saga (Bob Dylan)
- Me and Bobby McGee (Kris Kristofferson and Fred Foster)
- Peter and The Wolf (Sergei Prokofiev)
- The Bonnie Lass o'Fyvie (Peggy-O) (Folk Ballad)
- Variations on an Original Theme (Worcester) (Edward Elgar)

Additional Online Resources

- The Minister's Black Veil Study Questions (Mr. Burnett's Classroom) (RL.9-10.1, RL.9-10.2, RL.9-10.3) [Link](#)
- Lesson Plans for "The Scarlet Ibis" (WebEnglishTeacher) (RL.9-10.2) [Link](#)
- Analyzing Irony and Symbolism in a Short Story (Louisiana Department of Education) (RL.9-10.4, RL.9-10.5) [Link](#)

ASSESSMENTS

What evidence will demonstrate student achievement of their learning?

- Plot analysis: students chart the plot of a narrative, identifying climax and key points as well as characters, setting, and other elements. [Example](#) (also a good way to plan narrative writing)(RL3, RL5)
- Potential essay question prompt for RL5, RL1: RL5, 1: Using your knowledge of literary devices (including imagery, allusion, and symbolism) and/or plot structure (including parallel plots, pacing, foreshadowing, and flashbacks), choose 2-3 examples from the text and explain how the author used these to create tension, surprise, or mystery.

WRITING FOCUS: EXPOSITORY WRITING

Potential Writing Prompts

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- Adapt essay questions (see above) into an expository essay prompt.
- Drawing upon personal experience, in an explanatory essay show how you or someone you have known showed courage. In your essay explain clearly what the situation or experience was, who was involved, how and why it was an act of courage.
- What can you do that few people know about? Think of the things that few other friends or family members are able to do, or a skill that is passed down in your family. Maybe you can bake bread, wiggle your ears, do a back-flip, or play the accordion, etc. Choose one of these things you think is unique or interesting and explain the process behind this activity; explain the chronological steps necessary to perform your task so others may try to emulate you.
- Choose two or more stories from the unit and provide a thematic analysis that compares and contrasts the treatment of a theme in the stories.
- Explain the significance of stories to you, your community, or your country.
- Based upon your reading of the short stories in this unit, identify a thematic topic-love, tolerance, greed, friendship, etc.-and define what that abstract term means.
- Examine the decisions one of the characters makes in one of the stories you read. In your examination, explain the cause and effect relationships in their decisions and how that cause and effect relationship led to self-knowledge on the part of the character.

VOCABULARY

Character, characterization
 Figurative language
 Irony (e.g., dramatic, situational, verbal)
 Narrator
 Parable

Plot (i.e., exposition, rising action, crisis/climax,
 falling action, resolution/denouement)
 Point of view
 Sensory imagery
 Setting

Style
 Symbol, symbolism
 Theme
 Tone

TECH SKILLS

- I CAN:**
- Use the internet to efficiently locate various credible, relevant and current sources by prioritizing search strategies and eliminating information “white noise,” avoiding a “one-stop-shop” approach.
 - Recognize, explain, and avoid plagiarism.
 - Use KPBSD subscriptions (digital library, SLED resources including EBSCO/ERIC/Academic Search Premier) to find pertinent research.
 - Find pertinent research by searching appropriate keywords in databases.
 - Recognize spurious or false information while analyzing resources and avoid their use in work produced individually or in a group.
 - Use advanced keywords searches and choose multiple relevant, balanced sources when creating a product.

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- Use efficient note taking strategies to become a better observer and listener, and cross check and verify the accuracy of information used.
- Cite sources appropriately (e.g. MLA, APA, headers, footnotes, page numbers, endnotes, internal citation, bibliography, page breaks, etc.).
- Use collaborative digital tools, including reviewing, annotating, and commenting.
- Consider my goals for a task I want to complete in order to deliver it more carefully and critically, making use of program features available
- Copy/paste and/or embed digital media into documents, media projects, or presentations.

Semester 2 (Units 3-4)

Unit 3: Poetry and Drama

ENDURING UNDERSTANDING(S):

Students understand how poetry is different from prose and examine the power of imagery and other kinds of figurative language.

Students understand the elements of drama in preparation for other dramatic works throughout high school.

ESSENTIAL QUESTION(S):

- What are poetic devices, such as alliteration, assonance, consonance, and enjambment?
- How do poetic devices help to reveal the theme(s) of a poem?
- What are the distinguishing characteristics of various kinds of poetry, such as ballads, odes, lyric poetry, blank verse, haiku, and sonnets?
- How is poetry different from prose?
- What are the general elements of drama?

STUDENT LEARNER OUTCOMES (standards)

What will students know and be able to do as a result of this topic/unit?

STUDENTS WILL... (state standards)

- RL.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as implicit inferences drawn from the text.
- RL.2 - Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; restate and summarize main ideas or events, in correct sequence, after reading a text.
- RL.3 - Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- RL.4 - Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the

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cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

- RL.5 - Analyze how an author’s choices concerning how to structure a text, use literary devices appropriate to genre (e.g., foreshadowing, imagery, allusion or symbolism), order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
- RL.7 - Analyze the representation of a subject or a key scene in two different artistic media, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).
- RL.9 - Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or how a later author draws on a play by Shakespeare).
- RI.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.2 - Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; restate and summarize main ideas or events, in correct sequence when necessary, after reading a text.
- W.1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
 - Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
 - Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.
 - Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - Provide a concluding statement or section that follows from and supports the argument presented.
- W.8 - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- W.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or how a later author draws on a play by Shakespeare].”).
 - Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text [e.g., bias and propaganda techniques, emotional effect of specific word choices and sentence structures, well-supported logical arguments], assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.”).
- SL.1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
 - Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence

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from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

- Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
- SL.2 - Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source and noting any discrepancies among data or information.
- SL.3 - Identify and evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
- SL.4 - Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- L.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a) Use parallel structure.
 - b) Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
- L.3 - Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
 - a) Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, *Turabian's Manual for Writers*) appropriate for the discipline and writing type.
- L.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - a) Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
 - b) Analyze nuances in the meaning of words with similar denotation (definition) or determine the meaning of analogies.
- L.6 - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

I CAN... (student-friendly language)

- RL.1
 - Support my analysis of a text using specific evidence.
- RL.2
 - Identify the main idea or the theme of a text after reading the piece.

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- Find specific evidence of a main idea or theme within a text.
- Reword main ideas or events that are found in a text and put them into the correct sequence.
- RL.3
 - Identify main and supporting characters in a text.
 - Cite specific character traits about main or supporting characters throughout a text.
 - Track relationships between main or supporting characters throughout a text.
 - Identify and cite how character development affects a text’s plot or theme.
- RL.4
 - Determine the meaning of a word or phrase from context or when it is used in literary devices.
 - Analyze and explain how an author’s word choice can change the meaning or tone of a text.
- RL.5
 - Identify the way an author organizes or structures a text.
 - Identify and provide examples of literary devices in a text (e.g., foreshadowing, allusion, imagery, symbolism, etc.).
 - Accurately order events within a text, including events manipulated by pacing or flashbacks.
 - Recognize how an author’s writing technique impacts a reader’s emotional response (e.g., mystery, tension, surprise, etc.).
- RL.7
 - Compare details between different accounts of a subject.
- RL.9
 - Identify literary allusions made within a text.
 - Examine and explain how literary allusions impact a secondary text.
- RI.1
 - Find and refer to specific, relevant examples from a text (both explicit and inferred) to support an opinion about the text.
- RI.2
 - Identify the main idea or the theme of a text after reading the piece.
 - Find specific evidence of a main idea or theme within a text.
 - Reword main ideas or events that are found in a text and put them into the correct sequence.
- W.1 - Persuasive
 - Write a clear thesis statement.
 - Use valid and reliable evidence to support my thesis.
 - Explain my thoughts in a logical order to support the evidence to my thesis.
 - Introduce evidence which supports my thesis into the body paragraphs of my essay.
 - Acknowledge evidence which goes against my thesis and explain why my support is stronger.
 - Determine what style and tone are appropriate for the audience of my essay.
 - Provide a strong closing statement or paragraph which supports my thesis.

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- W.8
 - Find and use multiple sources of information, both in print and digital formats.
 - Determine which sources are most effective to answer a posed research question.
 - Effectively integrate research in my writing, while citing that research accurately
- W.9
 - Plan and write an analysis, reflection, or research paper using evidence from literature or informational texts.
- SL.1
 - Refer to evidence from research during a discussion on a specific topic.
 - Work with my peers to create effective and fair discussion expectations.
 - Appropriately pose and respond to questions in a group setting.
 - Actively listen and respond appropriately and thoughtfully to my peers during a discussion.
 - Summarize my peers' points and appropriately agree or disagree with those points.
 - Explain my reasoning to my peers and justify maintaining or changing my original stance on a specific topic.
- SL.2
 - Interpret details from a variety of media.
 - Evaluate data and identify discrepancies.
- SL.3
 - Identify a speaker's key points or claims.
 - Connect key points or claims to specific persuasive techniques.
 - Use specific, relevant supporting evidence to determine if an argument's key point or claim is well supported.
 - Identify false statements or reasoning by their supporting evidence.
- SL.4
 - Present findings clearly and logically in a way appropriate for the purpose and audience.
- L.1
 - Effectively use parallel structure while writing or speaking.
 - Communicate effectively while writing or speaking through the use of grammatical phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial).
- L.3
 - Adapt my use of the English language for varied contexts and situations while reading, listening, or writing.
 - Adjust my writing to conform to specified style guidelines (e.g., APA, MLA, etc.).
- L.5
 - Recognize figurative language (e.g. literary devices) in a selection of text.
 - Examine how figurative language impacts a text.
 - Recognize words which have similar meanings.

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- Recognize analogies in a selection of text.
- Determine if an analogy makes an appropriate comparison.

SUGGESTED WORKS

(E) indicates a CCSS exemplar text; (EA) indicates a text from a writer with other works identified as exemplars; (OOP) indicates a text that is no longer sold nor published.

Literary Texts

Poetry

- A Lemon (Pablo Neruda) (EA) [Link](#)
- Bogland, Digging, and/or The Underground (Seamus Heaney)
- Buffalo Dusk (Carl Sandburg) [Link](#)
- Campo di Fiori (Czesław Miłosz) [Link](#)
- Complete Poems (Marianne Moore) [Link](#)
- Dream Variations (Langston Hughes) (EA) [Link](#)
- Elegy Written in A Country Churchyard (Thomas Gray) [Link](#)
- Grass (Carl Sandburg) [Link](#)
- Haiku selections
- Homecoming (Julia Alvarez) (EA)
- I Ask My Mother to Sing (Li-Young Lee)
- I Wandered Lonely as a Cloud (William Wordsworth)
- Lord Randall (Anonymous)
- Love Is (Nikki Giovanni) (EA)
- Mending Wall (Robert Frost) (E) (This is a CCSS exemplar text for grades 11 and 12.)
- Morning Glory (Naomi Shihab Nye)
- Ozymandias (Percy Bysshe Shelley) (E) [Link](#)
- Phantom Limbs (Anne Michaels)
- Psalm 96 (King James Bible)
- Saturday's Child (Countee Cullen) (EA)
- Sonnet 73 (William Shakespeare) (E) [Link](#)
- The Bison (Hilaire Belloc) [Link](#)
- The Darkling Thrush (Thomas Hardy)

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- The Lady of Shalott (Alfred, Lord Tennyson)
- The Raven (Edgar Allan Poe) (E) [Link](#)
- The Reader, In Trackless Woods (Richard Wilbur)
- The Sound of the Sea (Henry Wadsworth Longfellow) (EA)
- Walking Distance (Debra Allbery)
- We Grow Accustomed to the Dark (Emily Dickinson) (E)
- With Sincerest Regrets (Russell Edson) [Link](#)

Drama

- Antigone (Sophocles) (EA)
- Oedipus the King (Sophocles) (E)
- Romeo and Juliet (William Shakespeare) (E)
- A Raisin in the Sun (Lorraine Hansberry) [Link](#)
- Inherit the Wind

Informational Texts

Nonfiction

- “Crediting Poetry,” the Nobel Prize Lecture, 1995 (Seamus Heaney) (excerpts)
- Faulkner in the University: Class Conferences at the University of Virginia 1957-1958 (William Faulkner, Frederick L. Gwynn, ed.) (excerpts)
- Poetics (Aristotle) (excerpt on comedy and tragedy)

Art, Music, and Media

Art

- Chartres Cathedral (1193 and 1250)
- Frank Lloyd Wright, Frederick C. Robie House (1909)
- Greek, Terracotta Hydria (ca. 510 BCE)
- Leonardo da Vinci, Mona Lisa (1503-1506)
- David, Michelangelo (1504)
- Sandro Botticelli, Venus on a Clamshell (1486)
- The Parthenon (447-432 BC)
- Vincent van Gogh, Starry Night (1889)
- Artemisia Gentileschi, Judith and Her Maidservant with the Head of Holofernes (1625)
- Michelangelo Merisi da Caravaggio, The Death of the Virgin (1604-1606)

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- Pablo Picasso, *The Tragedy* (1903)

Music

- Giacomo Puccini, “O mio butтино caro” (Gianni Schicchi, 1918)
- Giacomo Puccini, “Un bel di, vedremo” (Madama Butterfly, 1904)

Additional Online Resources

- Robert Frost reads “Mending Wall” View Lesson Plan for Robert Frost's Mending Wall” (National Endowment for the Humanities)
- Seamus Heaney reads “Bogland”
- Seamus Heaney reads “Digging”
- Seamus Heaney reads “The Underground”
- Listening to Poetry: Sounds of the Sonnet (National Endowment for the Humanities) (RL.9-10.4, RL.9-10.5)
- Oedipus the King: An Introduction to Greek Drama (PBS) (RL.9-10.4, RL.9-10.10)
- Antigone and the Ancient Greek Theater (National Endowment for the Humanities) (RL.9-10.4, RL.9-10.10)
- Shakespeare’s Romeo and Juliet: “You Kiss by the Book” (National Endowment for the Humanities) (RL.9-10.4, RL.9- 10.10)

ASSESSMENTS

What evidence will demonstrate student achievement of their learning?

- Potential essay question prompts for RL.2, RL.1: a. What is the theme of this piece? Cite 2-3 details that support your assertion. b. In your own words, summarize this piece in 4-6 sentences.
- Potential essay question prompt for RL.3, RL.1: a. How is (INSERT CHARACTER NAME) different at the end of the story than at the beginning? Cite 2-3 events from the story that were influential in the change. Make sure to explain how the event is related to the change. b. Imagine how the story would have been different had it not been for (INSERT CHARACTER NAME). Choose 2-3 decisions made by this character that either influence the plot, demonstrate the theme, or both. Make sure to explain how the decision/action connects with the plot or theme.
- Potential essay question prompt for RL.4, RL.1: What is the tone of this piece? Cite 2-3 examples of language used by the author that contribute to the tone. Make sure to explain how the word choice is related to the tone.
- Potential essay question prompt for RL.5, RL.1: Using your knowledge of literary devices (including imagery, allusion, and symbolism) and/or plot structure (including parallel plots, pacing, foreshadowing, and flashbacks), choose 2-3 examples from the text and explain how the author used these to create tension, surprise, or mystery.
- Potential essay question prompts for RL.7: 1. (To be used in a text/movie comparison) Choose a specific scene found in both the book and the film and think about what was emphasized or absent in one representation compared to the other. Answer the following: a. How does this difference affect the story? b. Why do you think they chose to make the adaptation different from the original? 2. Choose a character found in both the text and the

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film and think about what was emphasized or absent in one representation compared to the other. Answer the following: a. How does this difference affect the story or character development? b. Why do you think they chose to make the character in the adaptation different from in the original?

- Potential essay question prompt for RL.9, RL.1: Of the (literary, historical) allusions made in the text, choose one and explain why you think the author chose it. Consider: Does it improve the piece? Does the allusion “work”? You may need to make a direct comparison between the allusion and the situation in which we find it in the text.
- Potential essay question prompts for RI.2, RI.1: 1. What is the main idea of this piece? Cite 2-3 details that support your assertion. 2. In your own words, summarize this piece in 4-6 sentences.
- SL.4 (possibly SL.5): Persuasive speeches. Using persuasive essays as a starting point, students develop speeches arguing an issue, making sure to identify and refute the main point(s) from the opposing argument. Delivery of speeches can be used to satisfy other Speaking and Listening standards, including SL.6 and SL.5 (if the student uses multimedia to support their speech).
- SL.2, 3 (possibly RI.8 as well): Speech critiques. Students choose a classmate’s speech to critique, making sure to evaluate the logic of the argument (SL.3, RI.8) as well as any use of multimedia (if it was used—SL.2). Argument critique can also be done as part of a debate.

WRITING FOCUS: PERSUASIVE (RESEARCH) WRITING

Potential Writing Prompts

- Adapt essay questions (see above) into a persuasive essay prompt.
- Identify a local, national or international issue that interests you. Write a letter to the editor that develops an argument on the topic, whether an argument to inform, to persuade, or to provide a solution.
- Develop an argument about the importance of poetry in a community/culture.
- Examine the argument presented in one of the poems studied during this unit and how the poet created their argument.
- After finishing one of the plays in this unit, analyze the cultural, historical or social commentary it provides.
- NY Times Argumentative Writing prompts: <https://www.nytimes.com/2017/03/01/learning/lesson-plans/401-prompts-for-argumentative-writing.html>

VOCABULARY

Alliteration
Analogy
Assonance
Ballad
Blank Verse
Consonance

Enjambment
Figurative Language
Free Verse
Haiku
Heroic Couplet
Imagery

Narrative Poetry
Octet
Ode
Rhyme
Rhyme Scheme
Rhythm

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Diction Dramatic Poetry	Lyric Poetry Meter	Sestet Sonnet (Petrarchan, Shakespearean)
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Unit 4: The Novel

ENDURING UNDERSTANDING(S):

Students focus on the novel as a literary form.

ESSENTIAL QUESTIONS:

- What are the similarities and differences in the use of literary elements between novels and short stories?
- What characterization techniques are used and how are the techniques used for major and minor characters in the novel?
- What is the importance of point of view in a novel and how would it be different if told from someone else's point of view?

STUDENT LEARNER OUTCOMES (standards)

What will students know and be able to do as a result of this topic/unit?

STUDENTS WILL... (state standards)

- RL.2 - Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; restate and summarize main ideas or events, in correct sequence, after reading a text.
- RL.3 - Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- RL.6 - Analyze a particular point of view or cultural experience reflected in a work of literature (e.g., mythology, colonialism, local culture), drawing on a wide reading of world literature.
- RI.3 - Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
- W.2 - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
 - a) Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - b) Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and

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- examples appropriate to the audience’s knowledge of the topic.
- c) Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - d) Use precise language and domain-specific vocabulary to manage the complexity of the topic.
 - e) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - f) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
- W.7 - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
 - W.8 - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
 - SL.2 - Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source and noting any discrepancies among data or information.
 - SL.4 - Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
 - SL.5 - Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
 - L.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a) Use parallel structure.
 - b) Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
 - L.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
 - a) Determine meanings of unfamiliar words by using knowledge of derivational roots and affixes, including cultural derivations (e.g., the root of photography and photosynthesis; kayak), context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence), dialectical English (e.g., Huck Finn), idiomatic expressions (e.g., “it drives me up a wall”) as clues to the meaning of a word or phrase.
 - b) Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).
 - c) Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation

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of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

- d) Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

I CAN... (student-friendly language)

- RL.2
 - Identify the main idea or the theme of a text after reading the piece.
 - Find specific evidence of a main idea or theme within a text.
 - Reword main ideas or events that are found in a text and put them into the correct sequence.
- RL.3
 - Identify main and supporting characters in a text.
 - Cite specific character traits about main or supporting characters throughout a text.
 - Track relationships between main or supporting characters throughout a text.
 - Identify and cite how character development affects a text’s plot or theme.
- RL.6
 - Read a variety of world literature.
 - Recognize, compare, contrast, and analyze points of view or cultural experiences in works of literature.
- RI.3
 - Determine the organization of an author’s main points, ideas, or textual events.
 - Examine the effectiveness of a text’s argument using my knowledge of an author’s organizational strategy.
- W.2 - Expository
 - Brainstorm multiple topics or ideas.
 - Choose a single, supportable topic from a variety of choices.
 - Use an outline to organize an essay on a specific topic.
 - Write a clear thesis statement.
 - Use formatting to organize my essay in a logical manner.
 - Use valid and reliable evidence (e.g., quotations, facts, definitions) to support my thesis.
 - Determine which informational graphics or additional multimedia best support my thesis and apply them to a piece of writing.
 - Explain my thoughts in a logical order to support the evidence of my thesis.
 - Choose appropriate and varied transition words effectively in my writing.
 - Determine what style and tone are appropriate for the audience of my writing.
 - Apply specific vocabulary choices in my writing to maintain an appropriate style or tone for my audience.
 - Provide a strong closing statement or paragraph, which supports my thesis.
- W.7
 - Brainstorm and choose a question to answer or solve that will guide a long-term research project.

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- Adjust my research area of focus as needed for my project.
- Combine information from multiple sources to support my research and findings.
- W.8
 - Find and use multiple sources of information, both in print and digital formats.
 - Determine which sources are most effective to answer a posed research question.
 - Effectively integrate research in my writing, while citing that research accurately.
- SL.2
 - Interpret details from a variety of media.
 - Evaluate data and identify discrepancies.
- SL.4
 - Present findings clearly and logically in a way appropriate for the purpose and audience
- SL.5
 - Incorporate digital media into a presentation in a way that enhances the presentation.
- L.1
 - Effectively use parallel structure while writing or speaking.
 - Communicate effectively while writing or speaking using grammatical phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial).
- L.4
 - Figure out and define unknown words.
 - Clarify the difference between words with multiple meanings.
 - Use roots or cultural knowledge to determine a word's meaning.
 - Use context clues to determine a word's meaning.
 - Recognize dialect or idiomatic expressions within a piece of literature.
 - Identify how words will change to become different parts of speech.
 - Gather information from a variety of reference materials.
 - Find information on how to pronounce a word.
 - Check whether my guess at a word's definition is correct and change my definition as needed.

SUGGESTED WORKS

(E) indicates a CCSS exemplar text; (EA) indicates a text from a writer with other works identified as exemplars; (OOP) indicates a text that is no longer sold nor published.

Literary Texts

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Note: Alternatives to *To Kill a Mockingbird* are provided. The theme of honor could be considered in any of the texts listed here. It is also possible to find excellent novels with themes not relating to honor.

Novels

- All Quiet on the Western Front (Erich Maria Remarque)
- Black Boy (Richard Wright) (E) Note: This is an exemplar text in grades 11 and 12.
- Of Mice and Men (John Steinbeck) (EA)
- The Color Purple (Alice Walker) (EA)
- The Killer Angels (Michael Shaara) (E)
- To Kill A Mockingbird (Harper Lee) (E)
- Fahrenheit 451 (Ray Bradbury)

Informational Texts

Essays

- “In Search of Our Mothers’ Gardens” (Alice Walker) (EA) (to accompany The Color Purple)

Nonfiction

- Brother, Can You Spare a Dime? The Great Depression of 1929 - 1933 (Milton Melzer)
- Only Yesterday (Frederick Lewis Allen) (excerpts, e.g., chapters XII-XIV)

Speeches

- First Inaugural Speech, March 4, 1933 (Franklin D. Roosevelt) [Link](#)

Art, Music, and Media

- America from the Great Depression to World War II: Photographs from the FSA-OWI, 1935-1945 (Library of Congress) [Link](#)
- Selected photographs by Dorothea Lange, taken for the Farm Security Administration (Library of Congress) [Link](#)
- Film Robert Mulligan, dir., To Kill A Mockingbird (1962)

Additional Online Resources

- American Life Histories: Manuscripts from Federal Writers Project (The Library of Congress)
- [Famous American Trials: "The Scottsboro Boys" Trials](#) (1931-1937) (University of Missouri-Kansas School of Law) (Note: This website contains both primary and secondary source accounts of the trial.)
- St. Louis Federal Reserve Resources and References for The Great Depression View The History of Jim Crow (JimCrowHistory.org) (RI.9-10.2)

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- To Kill a Mockingbird and the Scottsboro Boys Trial: Profiles in Courage (National Endowment for the Humanities) (RI.9-10.7, RI.9-10.8)
- Harper Lee’s To Kill a Mockingbird: Profiles in Courage (National Endowment for the Humanities.) (RL.9-10.2, RL.9- 10.3)

ASSESSMENTS

What evidence will demonstrate student achievement of their learning?

- Character development map: students use an organizer to track character development over the course of a story. [Example](#) (RL.3)
- Plot analysis: students chart the plot of a narrative, identifying climax and key points as well as characters, setting, and other elements. [Example](#) (also a good way to plan narrative writing)(RL.3, RL.5).
- Theme: students track development of theme and cite evidence supporting their identification of theme. [Example 1](#) [Example 2](#) (RL.2, RL.1)
- Potential essay question prompts for RL.2, RL.1: A. What is the theme of this piece? Cite 2-3 details that support your assertion. B. In your own words, summarize this piece in 4-6 sentences.
- Potential essay question prompt for RL.3, RL.1: A. How is (INSERT CHARACTER NAME) different at the end of the story than at the beginning? Cite 2-3 events from the story that were influential in the change. a. Make sure to explain how the event is related to the change. b. Imagine how the story would have been different had it not been for (INSERT CHARACTER NAME). Choose 2-3 decisions made by this character that either influence the plot, demonstrate the theme, or both. Make sure to explain how the decision/action connects with the plot or theme.
- SL.4, SL.5: Research presentations. Students create a presentation (slideshow, video, etc.) that utilize multimedia (photos, charts, graphs, maps, videos, audio files, etc.) to share the results of their research with the class (or other audience). This presentation can also be used to assess Speaking and Listening standards such as SL.6.
- SL.2, SL.3: Presentation critiques. Students will critique a classmate’s presentation, evaluating the flow of logic as well as the effectiveness of the supporting multimedia.

WRITING FOCUS: RESEARCH WRITING

Potential Writing Prompts

- Adapt essay questions (see above) into an essay prompt.
- Choose an issue in “To Kill a Mockingbird”, or a different novel in the unit, that still applies today. Conduct research and write an explanatory or argumentative essay examining the issue.
- Using research from multiple sources as evidence, defend an idea or issue that is important to you.
- Using research from multiple sources as evidence, examine an issue related to media in order to reach a conclusion.
- Using research from multiple sources as evidence, analyze one of the novels from this unit.

VOCABULARY

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Antagonist Characterization Characters: major and minor Conflict	Extended Metaphor Motif Parallel plots	Protagonist Setting Theme
TECH SKILLS		
<p>I CAN...</p> <ul style="list-style-type: none"> • Use the internet to efficiently locate various credible, relevant and current sources by prioritizing search strategies and eliminating information “white noise,” avoiding a “one-stop-shop” approach. • Recognize, explain, and avoid plagiarism. • Use KPBSD subscriptions (digital library, SLED resources including EBSCO/ERIC/Academic Search Premier) to find pertinent research. • Find pertinent research by searching appropriate keywords in databases. • Recognize spurious or false information while analyzing resources and avoid their use in work produced individually or in a group. • Use advanced keywords searches and choose multiple relevant, balanced sources when creating a product. • Use efficient note taking strategies to become a better observer and listener, and cross check and verify the accuracy of information used. • Cite sources appropriately (e.g. MLA, APA, headers, footnotes, page numbers, endnotes, internal citation, bibliography, page breaks, etc.). • Use collaborative digital tools, including reviewing, annotating, and commenting. 		

KPBSD ELA CURRICULUM

10th GRADE – WORLD LITERATURE

ELA 10: World Literature

This course will examine the relationship between literature, culture, and historical events in different regions of the world in order for students to better understand the world view of the people of certain regions and continually evolving relationships between regions.

PLEASE NOTE that ELA Curriculum documents are:

- Living documents that will continue to evolve. They are not static and feedback is welcome. You should print a new copy at regular intervals to stay abreast of the updates.
- Shared resources for all those teaching this content area. ***Please share new resources you and your students find as you explore the course content and personalize learning.***
- A guideline, not a regime. All requirements for the course are met by this plan, but in personalized learning there will be expected variation.

ELA 10 Course Navigation:

[Unit 1](#) - Latin America

[Unit 2](#) - Asia

[Unit 3](#) - Russia

[Unit 4](#) - Africa & Middle East

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10th GRADE – WORLD LITERATURE

Course Name: ELA 10 - World Literature

BIG IDEA:

This course will examine the relationship between literature, culture, and historical events in different regions of the world in order to better understand the world view of the people of that region and continually evolving relationships between the regions.

[Standards Pacing Guide](#)

Writing Assessment Foci:

Semester 1 - Narrative and Expository

Semester 2 - Persuasive and Research

SEMESTER 1 (UNITS 1 & 2)

Unit 1: World Literature: Latin and Central America

ENDURING UNDERSTANDING(S):

Students explore themes central to Latin and Central American literature (the fantastical, gender roles, social realism, time, and magic), how those themes are intrinsic representations of the culture and historical events of the region, and how this impacts current events.

ESSENTIAL QUESTIONS:

- What are the defining themes in Latin and Central American Literature, such as “Social Realism”?
- How does the genre of Magical Realism convey a reaction to the historical events of the region and portray key aspects of the culture?
- How does the structure of narratives and short stories from Latin America allude to the role of time in that region?
- How do the literary devices of tone and mood convey aspects of Social Realism?

STUDENT LEARNER OUTCOMES (standards)

What will students know and be able to do as a result of this topic/unit?

STUDENTS WILL... (state standards)

- RL.2 - Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; restate and summarize main ideas or events, in correct sequence, after reading a text.
- RL.3 - Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- RL.5 - Analyze how an author’s choices concerning how to structure a text, use literary devices appropriate to genre (e.g., foreshadowing, imagery, allusion or symbolism), order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as

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mystery, tension, or surprise.

- RL.6 - Analyze a particular point of view or cultural experience reflected in a work of literature (e.g., mythology, colonialism, local culture), drawing on a wide reading of world literature.
- RL.9 - Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or how a later author draws on a play by Shakespeare).
- RI.5 - Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
- RI.6 - Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
- W.3 - Use narrative writing to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. e. Provide a conclusion that follows from the narrated experiences or events.
- SL.3 - Identify and evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
- L.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - a) Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
 - b) Analyze nuances in the meaning of words with similar denotation (definition) or determine the meaning of analogies.

I CAN... (student-friendly language)

- RL.2
 - Identify the main idea or the theme of a text after reading the piece.
 - Find specific evidence of a main idea or theme within a text.
 - Reword main ideas or events that are found in a text and put them into the correct sequence.
- RL.3
 - Identify main and supporting characters in a text.
 - Cite specific character traits about main or supporting characters throughout a text.
 - Track relationships between main or supporting characters throughout a text.
 - Identify and cite how character development affects a text’s plot or theme.
- RL.5
 - Identify the way an author organizes or structures a text.
 - Identify and provide examples of literary devices in a text (e.g., foreshadowing, allusion, imagery, symbolism, etc.).
 - Accurately order events within a text, including events manipulated by pacing or flashbacks.
 - Recognize how an author’s writing technique impacts a reader’s emotional response (e.g., mystery, tension, surprise, etc.).

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- RL.6
 - Read a variety of world literature.
 - Recognize, compare, contrast, and analyze points of view or cultural experiences in works of literature.
- RL.9
 - Identify literary allusions made within a text.
 - Examine and explain how literary allusions impact a secondary text.
- RI.5
 - Analyze sentences, paragraphs, or chapters of an author’s work to see how the author developed the main idea.
 - Provide textual evidence from sentences, paragraphs, or chapters to prove the development of an idea.
- RI.6
 - Determine an author’s point of view or purpose in a piece of literature.
 - Analyze how an author’s word choice and rhetoric impact the point of view or purpose of a piece of literature.
- W.3 - Narrative
 - Capture a reader’s attention with an effective narrative hook.
 - Create character(s) and narrator(s) who have depth and a recognizable character arc.
 - Choose the most effective point of view of a piece of narrative writing and maintain it throughout the written piece.
 - Effectively organize narrative plot elements.
 - Apply narrative techniques (e.g., dialogue, pacing, description, reflection, plot, etc.) to create depth in a narrative piece.
 - Create an engaging narrative using precise, descriptive language and sensory details.
 - Provide an effective and satisfying conclusion to a narrative piece
- SL.3
 - Identify a speaker’s key points or claims.
 - Connect key points or claims to specific persuasive techniques.
 - Use specific, relevant supporting evidence to determine if an argument’s key point or claim is well supported.
 - Identify false statements or reasoning by their supporting evidence.
- L.5
 - Recognize figurative language (e.g. literary devices) in a selection of text.
 - Examine how figurative language impacts a text.
 - Recognize words which have similar meanings.
 - Recognize analogies in a selection of text.
 - Determine if an analogy makes an appropriate comparison.

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SUGGESTED WORKS

E) indicates a CCSS exemplar text; (EA) indicates a text from a writer with other works identified as exemplars; (OOP) indicates a text that is no longer sold nor published.

Literary Texts

Note: Texts can be combined in a number of ways. Students, for example, can read either one midlength novel or two short novels, in addition to a play, a selection of poems by various authors, and a nonfiction essay.

Novels

Chile

- The House of the Spirits (Isabel Allende and Magda Bogin, trans.)

Mexico

- Like Water for Chocolate (Laura Esquivel and Thomas Christensen, trans.)
- The Book of Lamentations (Rosario Castellanos)
- The Old Gringo (Carlos Fuentes and Margaret Sayers Peden, trans.)
- The Underdogs: A Novel of the Mexican Revolution (Mariano Azuela and Sergio Waisman, trans.) [Link](#)

Columbia

- One Hundred Years of Solitude (Gabriel García Márquez) (L1410)

Plays

Mexico

- The Impostor: A Play for Demagogues (Rodolfo Usigli and Ramon Layera, trans.)

Poetry

Chile

- Book of Twilight (Pablo Neruda)
- Gabriela Mistral: A Reader (Gabriela Mistral, Maria Giachetti, trans., Marjorie Agosin, ed.) (selections)
- Twenty Love Poems and a Song of Despair (Pablo Neruda and W.S. Merwin, trans.) (selections) [Link](#)
- Nothing but Death (Pablo Neruda) [Link](#)

Mexico

- Eagle or Sun? (prose poems) (Octavio Paz) (selections)

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Short Stories

Argentina

- End of the Game (Julio Cortázar)
- Letter to a Young Lady in Paris (Julio Cortázar)
- The Garden of Forking Paths (Jorge Luis Borges) [Link](#)
- The Secret Miracle (Jorge Luis Borges) [Link](#)

Chile

- The Stories of Eva Luna (Isabel Allende) (selections)

Cuba

- Journey Back to the Source (Alejo Carpentier) [Link](#)

Colombia

- Chronicle of a Death Foretold (Gabriel García Márquez) [Link](#)
- No One Writes to the Colonel (Gabriel García Márquez) [Link](#)
- The Sea of Lost Time (Gabriel García Márquez)
- A Very Old Man with Enormous Wings” (Gabriel García Márquez) [Link](#)

Informational Texts

Nonfiction

- Against All Hope: A Memoir of Life in Castro's Gulag (Armando Valladares) [Link](#)
- Complex Feelings about Borges in The Noé Jitrik Reader: Selected Essays on Latin American Literature (Noé Jitrik and Susan E. Benner, trans.) (selections)
- The Noé Jitrik Reader: Selected Essays on Latin American Literature (Noé Jitrik and Susan E. Benner, trans.)
- The Testimony of Contemporary Latin American Authors (Doris Meyer, ed.) (excerpts)

Speeches

- The Solitude of Latin America Nobel Prize Acceptance Speech, 1982 (Gabriel García Márquez) [Link](#)

Art, Music, and Media Art

Honduras

- Deity Figure (Honduras, third to sixth century) [Link](#)

Colombia

- Masked Figure Pendant (Colombia, tenth to sixteenth century) [Link](#)

Costa Rica

- Bird Pendant (Costa Rica, first century BCE to first century CE) [Link](#)

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Guatemala

- Tripod Bird Bowl (Guatemala, third to fourth century) [Link](#)

Mexico

- Diego Rivera, The History of Mexico: The Ancient Indian World (1929-1935) [Link](#)
- Murals at Bonampak (Mayan, ca. 580 to 800 CE) [Link](#)
- Murals from Teotihuacan (Tetitla, ca. 100 BCE to 250 CE) [Link](#)

Peru

- Drinking Vessel (Peru, late fifteenth to early sixteenth century) [Link](#)

Additional Online Resources

- Author Gabriel García Márquez was Born on This Day (ReadWriteThink) (RL.9-10.6) [Link](#)

ASSESSMENTS

What evidence will demonstrate student achievement of their learning?

- **Narrative Writing:** Write a short story inspired by any of the works in the unit. Read it aloud to the class and invite discussion about which work might have inspired it and how. Your teacher may give you the option of adding a multimedia component, either creating a digital slide presentation or a movie where your narrative becomes the audio portion. (W.10.3, SL.10.1, SL.10.5)
- **Reading Literature, Language Usage, Speaking and Listening:** Your teacher will select passages from the works in this unit. In your journal or on a shared online spreadsheet, identify the figures of speech and interpret them in complete sentences. Then select the abstract nouns and figures of speech in the passage and discuss the nuances and various connotations of each. Discuss with your classmates which connotations you think the author intends. (L.10.5)
- **Reading Informational Text, Reading Literature, Informative Writing Seminar:** What does Márquez mean by "solitude" in his Nobel Prize acceptance speech, "The Solitude of Latin America," and his novel One Hundred Years of Solitude? How is solitude a metaphor? Is it a fitting metaphor? Why or why not? Use specific textual evidence to discuss. After the seminar, write an informative/explanatory essay using at least two pieces of textual evidence to support a clear thesis from both his speech and his novel. (RL.10.4, RI.10.8, W.10.2, W.10.4, W.10.9, SL.10.1, SL.10.3)
- **Art, Speaking and Listening:** View the images painted in prehistoric Latin America. What do you see in the murals? What colors and symbols are prominent? Why do you think the artist used these colors and these symbols? What do you see in Diego Rivera's murals in comparison to the ancient murals? Do the modern-day murals include any iconography from prehistoric Latin America? Why do you think the artist is interested in the Aztec and Mayan cultures? What symbolism did Rivera use? (SL.10.1, SL.10.2)

Formal writing samples

- See prompts below. (W.10.3, 10.4, 10.5, 10.6, 10.10)

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WRITING FOCI: Quarter 1 - Narrative

Potential Writing Prompts

Narrative

- Write a narrative integrating magical realism into the plot. Provide a secondary paragraph providing explanation of what the magical realism elements are and how your own cultural experiences contributed to them. (W.10.2, 10.3)
- Write a narrative that intentionally utilizes at least one alternative (non-linear) plot structure and incorporates non-traditional use of time (e.g. flashback, flashforward). (W.10.3)
- Write a narrative of an experience where you experienced a different culture and what you learned from that experience. (W.10.2, 10.3)

Additional prompts can support reading standards and/or units

Informational

- Select a passage from a Latin American text that exemplifies Social Realism. Analyze the passage to determine the elements that make it Social Realism, then research historical events surrounding the creation of that passage to identify connections between history and the literature. (RL.10.1 or RI.10.1, RL.10.2 or RI.10.2, RL.10.6 or RI.10.6, W.10.7, 10.8, 10.9)
- Compare 2-3 examples of Latin American literature identifying the key cultural components and historical events and how they are portrayed. Cite evidence from the text to demonstrate your thinking. (RL.10.1 or RI.10.1, RI.10.7, W.10.2)

Argument

- Analyze a male character from a Latin American story. Reinterpret the character from a female perspective in Latin American society. Argue for or against whether the experience would be significantly different from this perspective. Include evidence from a specific scene in the story. (RL.10.1 or RI.10.1, RL.10.3 or RI.10.3, RL.10.6 or RI.10.6, W.10.2)
- Identify the tone and mood from a Latin American story. Construct an argument of which literary device (tone or mood) plays a more significant role in the piece. Include in your argument the impact of it on the reader and support your stance with evidence from the text. (RL.10.1 or RI.10.1, RL.10.5 or RI.10.5, L.10.5, W.10.1)

Research

- Research a current event with ties to Latin America. Articulate how the event is a reflection worldview presented in the literature of the region. (R.10.1, RI.10.2, W.10.2, W.10.7, 10.8, 10.9)

VOCABULARY

Extended metaphor
First-person point of view
Foreshadowing
Imagery

Irony
Magical realism
Metaphor
Paradox

Rhetoric
Symbolism
Theme
Third-person omniscience

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TECH SKILLS

I CAN...

- Recognize, explain, and avoid plagiarism.
- Review, annotate, comment, or “track changes” using collaborative digital tools or cloud-based documents.
- Backup files on appropriate storage mediums (school servers, online storage, flash drives).
- Use efficient note taking strategies to become a better observer and listener, and cross check and verify the accuracy of information used.
- Cite sources appropriately (e.g. MLA, APA, headers, footnotes, page numbers, endnotes, internal citation, bibliography, page breaks, etc.).
- Use collaborative digital tools, including reviewing, annotating, and commenting.

Unit 2: World Literature: Asia

ENDURING UNDERSTAND(S):

Students explore themes central to Asian literature (collectivism, honor, harmony, hierarchy, ritual), how those themes are intrinsic representations of the culture and historical events of the region, and how this impacts current events.

ESSENTIAL QUESTIONS:

- What are the defining themes of Asian literature, such as collectivism?
- What are the key tenets of Eastern Philosophies and how do they impact both literature and modern culture?
- How are the societal concepts of collectivism and hierarchy demonstrated in character development in Asian literature?
- How are literary devices such as allegory and paradox founded in the ancient history of the Asian region?
- How do literary devices in poetry and drama reflect unique and varied cultural beliefs or values?

STUDENT LEARNER OUTCOMES (standards)

What will students know and be able to do as a result of this topic/unit?

STUDENTS WILL... (state standards)

- RL.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as implicit inferences drawn from the text.
- RL.2 - Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges

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and is shaped and refined by specific details; restate and summarize main ideas or events, in correct sequence, after reading a text.

- RL.3 - Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- RL.5 - Analyze how an author's choices concerning how to structure a text, use literary devices appropriate to genre (e.g., foreshadowing, imagery, allusion or symbolism), order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
- RL.6 - Analyze a particular point of view or cultural experience reflected in a work of literature (e.g., mythology, colonialism, local culture), drawing on a wide reading of world literature.
- RL.9 - Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or how a later author draws on a play by Shakespeare).
- RI.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.2 - Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; restate and summarize main ideas or events, in correct sequence when necessary, after reading a text.
- RI.3 - Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
- W.2 - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
 - a) Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - b) Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
 - c) Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - d) Use precise language and domain-specific vocabulary to manage the complexity of the topic.
 - e) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - f) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
- W.2 - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
 - a) Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - b) Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other

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information and examples appropriate to the audience’s knowledge of the topic.

- c) Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d) Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- e) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
- W.7 - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- W.8 - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- W.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - a) Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or how a later author draws on a play by Shakespeare].”).
 - b) Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text [e.g., bias and propaganda techniques, emotional effect of specific word choices and sentence structures, well-supported logical arguments], assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.”).
- L.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - a) Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
 - b) Analyze nuances in the meaning of words with similar denotation (definition) or determine the meaning of analogies.

I CAN... (student-friendly language)

- RL.1
 - Properly cite textual evidence using APA format.
 - Support my analysis of a text using specific evidence.
- RL.2
 - Identify the main idea or the theme of a text after reading the piece.
 - Find specific evidence of a main idea or theme within a text.
 - Reword main ideas or events that are found in a text and put them into the correct sequence.
- RL.3

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- Identify main and supporting characters in a text.
- Cite specific character traits about main or supporting characters throughout a text.
- Track relationships between main or supporting characters throughout a text.
- Identify and cite how character development affects a text's plot or theme.
- RL.5
 - Identify the way an author organizes or structures a text.
 - Identify and provide examples of literary devices in a text (e.g., foreshadowing, allusion, imagery, symbolism, etc.).
 - Accurately order events within a text, including events manipulated by pacing or flashbacks.
 - Recognize how an author's writing technique impacts a reader's emotional response (e.g., mystery, tension, surprise, etc.).
- RL.6
 - Read a variety of world literature.
 - Recognize, compare, contrast, and analyze points of view or cultural experiences in works of literature.
- RL.9
 - Identify literary allusions made within a text.
 - Examine and explain how literary allusions impact a secondary text.
- RI.1
 - Find and refer to specific, relevant examples from a text (both explicit and inferred) to support an opinion about the text.
- RI.2
 - Identify the main idea or the theme of a text after reading the piece.
 - Find specific evidence of a main idea or theme within a text.
 - Reword main ideas or events that are found in a text and put them into the correct sequence.
- RI.3
 - Determine the organization of an author's main points, ideas, or textual events.
 - Examine the effectiveness of a text's argument using my knowledge of an author's organizational strategy.
- W.2 - Expository
 - Brainstorm multiple topics or ideas.
 - Choose a single, supportable topic from a variety of choices.
 - Use an outline to organize an essay on a specific topic.
 - Write a clear thesis statement.
 - Use formatting to logically organize my essay.
 - Use valid and reliable evidence (e.g., quotations, facts, definitions) to support my thesis.
 - Determine which informational graphics or additional multimedia best support my thesis and apply them to a piece of writing.
 - Explain my thoughts in a logical order to support the evidence of my thesis.

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- Choose appropriate and varied transition words effectively in my writing.
- Determine what style and tone are appropriate for the audience of my writing.
- Apply specific vocabulary choices in my writing to maintain an appropriate style or tone for my audience.
- Provide a strong closing statement or paragraph which supports my thesis.
- W.7
 - Brainstorm and choose a question to answer or solve that will guide a long-term research project.
 - Adjust my research area of focus as needed for my project.
 - Combine information from multiple sources to support my research and findings.
- W.8
 - Find and use multiple sources of information, both in print and digital formats.
 - Determine which sources are most effective to answer a posed research question.
 - Effectively integrate research in my writing, while citing that research accurately.
- W.9
 - Plan and write an analysis, reflection, or research paper using evidence from literature or informational texts.
- L.5
 - Recognize figurative language (e.g. literary devices) in a selection of text.
 - Examine how figurative language affects a text.
 - Recognize words that have similar meanings.
 - Recognize analogies in a selection of text.
 - Determine if an analogy makes an appropriate comparison.

SUGGESTED WORKS

(E) indicates a CCSS exemplar text; (EA) indicates a text from a writer with other works identified as exemplars; (OOP) indicates a text that is no longer sold nor published.

Literary Texts

Note: Texts can be combined in a number of ways. Students, for example, can read excerpts from an ancient work; one novel; one play; several short stories; and a long poem or selection of poems. Or teachers might choose two novels or two plays instead of one novel and one play. Students should consult informational texts and secondary sources, online and in the library, for their essays.

Novels

China

- Dream of the Red Chamber (Cao Xueqin) (selections) [Link](#)

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- Family (Pa Jin)

India

- In Custody (Anita Desai)
- Midnight's Children (Salman Rushdie)
- Nectar in a Sieve (Kamala Markandaya)
- The God of Small Things (Arundhati Roy)

Japan

- After Dark (Haruki Murakami)
- Norwegian Wood (Haruki Murakami)
- The Sound of Waves (Yukio Mishima)

Short Stories

China

- Strange Tales from a Chinese Studio (Pu Songling, ed.) [Link](#)
- Under The Red Flag (Ha Jin) (selections)
- On the Road to Thistle Gate (Cheng Danlu) [Link](#)
- Records of the Grand Historian (Sima Qian) [Link](#)
- The Lady Knight Errant (Liao Chih Chih) [Link](#)

India

- The Banyan Tree (Ruskin Bond) [Link](#)
- The Kitemaker (Ruskin Bond) [Link](#)

Japan

- Rashomon and Other Stories (Ryunosuke Akutagawa) [Link](#)

Vietnam

- The General Retires and Other Stories (Nguyen Huy Thiep)

Poetry

Sanskrit

- The Ramayana (attributed to the Hindu sage Valmiki) [Link](#)

China

- A Song of Ch'ang-kan (Li Bai*) (E) (excerpts) (This author is referenced in Appendix B of the CCSS as Li Po, another transliteration of the author's name.) [Link](#)
- On a Gate-tower at Yuzhou (Chen Zi'ang) (excerpts) [Link](#)
- Substance, Shadow, and Spirit (T'ao Ch'ien) (excerpts) [Link](#)

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- The Jade Mountain: A Chinese Anthology, Being Three Hundred Poems of the T'ang Dynasty 618-906 (Kiang Hang-Hu and Witter Bynner, trans.) (selections) [Link](#)

India

- Song VII (Rabindranath Tagore) (E) [Link](#)
- The Golden Craft (Rabindranath Tagore) (OOP) (EA) [Link](#)

Plays

China

- Thunderstorm (Cao Yu) [Link](#)

India

- The Post Office (Rabindranath Tagore) (EA) [Link](#)

Japan

- Atsumori (Seami) [Link](#)

Informational Texts

Autobiographies

- Six Records of a Floating Life (Shen Fu) (China)

Nonfiction

- Historical Dictionary of Modern Japanese Literature and Theater (J. Scott Miller)
- Li Bai, A Hero among Poets, in the Visual, Dramatic, and Literary Arts of China (Kathlyn Maureen Liscomb) [Link](#)
- The Analects (Confucius) (selections) [Link](#)
- The Columbia Companion to Modern East Asian Literature (Joshua Mostow, ed.)
- The I Ching (transmitted by Fei Zhi) [Link](#)
- The Scandal of Empire: India and the Creation of Imperial Britain (Nicholas B. Dirks)
- The Tao of Pooh and The Te of Piglet (Benjamin Hoff) (selections)
- The Tao Te Ching (Lao Tzu) (selections) [Link](#)
- Trading Places: The East India Company and Asia, 1600-1834 (Anthony Farrington) (OOP)

Art, Music, and Media Art

Film

- Akira Kurosawa, dir., Rashomon (1950) [Link](#)
- Zhang Yimou, dir., Curse of the Golden Flower (2006)

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Media

- Chinese Poems of the Tang and Sung Dynasties: Read by Lo Kung-Yuan in Northern Chinese, Peking Dialect (Folkways Records, 1963)

China

- Han Clothing (pre-seventeenth century) [Link](#)
- Ma Lin, wall scroll (1246) [Link](#)
- Moon-shaped flask with birds (1723-1725) [Link](#)

Japan

- Ando Hiroshige, One Hundred Views of Edo (1856) [Link](#)
- Arita, Porcelain plate with design of dragon (1690s-1730s) [Link](#)
- Kimono with carp, water lilies, and morning glories (1876) [Link](#)

South Asian and Himalayan

- Box with lid (Indian, late sixteenth century) [Link](#)
- Four Mandala Vajravali Thangka (Tibetan, ca. 1430) [Link](#)
- Scenes from the Life of Buddha (Pakistan or Afghanistan, ca. late second to early third century) [Link](#)

Additional Online Resources

- Poems by Li Bai (Li Po) (PoemHunter.com) [Link](#)
- Being in the Noh: An Introduction to Two Japanese Noh Plays (National Endowment for the Humanities) (RL.9-10.6) [Link](#)
- Lessons of the Indian Epics: The Ramayana (National Endowment for the Humanities) (RL.9-10.3) [Link](#)

ASSESSMENTS

What evidence will demonstrate student achievement of their learning?

- **Film, Reading Literature, Informative Writing** Analyze Akutagawa’s story “In a Bamboo Grove” and Kurosawa’s film Rashomon. How do the story and the film portray the characters’ psychological states? (Note: Kurosawa’s Rashomons based on Akutagawa’s “In a Bamboo Grove,” not on his “Rashomon,” though a few details from the latter story appear in the film.) Write an informative/explanatory essay using at least three pieces of textual evidence to support an original thesis statement. (RL.10.7, SL.10.1, W.10.2)
- **Reading Literature, Argument Writing** What does Amal teach the other characters in Rabindranath Tagore’s The Post Office?(Identify a passage where a character teaches another?) Do these teachings reflect the values of Confucianism or Taoism? Write an argument using at least three pieces of textual evidence to support your position. (RL.10.1, SL.10.1, W.10.2,W.10.9)
- **Reading Poetry, Reading Informational Text, Argument Writing** Does the poem “Spirit, Substance, Shadow” connect to the teachings of Lao Tzu or Confucius? Identify a poem reflecting the teachings of Eastern Philosophy. Identify the philosophy and explain how it is reflected in the poem. What does the poem reveal about this philosophy? Write an argument using at least three pieces of textual evidence from multiple sources to support your position (SL.10.1, W.10.2, W.10.9)

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- **Reading Literature, Reading Informational Text, Informative Writing** Seminar: How is the novel *Midnight's Children* or *Nectar in a Sieve* an allegorical text? What does the allegory reveal about the author's point of view? Use evidence from reference texts *Trading Places: The East India Company and Asia, 1600–1834* and *The Scandal of Empire: India and the Creation of Imperial Britain* to enhance your argument. Write an informative/explanatory essay using at least three pieces of evidence from the novels and the reference texts to support an original thesis statement. Your teacher may give you the opportunity to share your initial thoughts on the classroom blog in order to get feedback from your classmates. (SL.10.1, W.10.2, W.10.9)
- **Art, Speaking and Listening** Examine a painting or object from each culture. What iconography do you see in each? Do you see cross-cultural connections in the artwork (i.e., which culture seems to have borrowed ideas from others)? How do you know? What imagery might you interpret as specific to one culture (e.g., designs, patterns, lines, or shapes)? Why does this imagery stand out to you? (SL. 10.1, SL. 10.2)

Formal writing samples

- See prompts below. (W.10.2, 10.4, 10.5, 10.6, 10.7, 10.8, 10.9; RL.10.9)

WRITING FOCUS: EXPOSITORY WRITING

Potential Writing Prompts

Informational

- Choose one of the authors in the unit and write a well-researched informative/explanatory essay that discusses the ways in which the author's work reflects or questions one of his or her country's cultural traditions (e.g., arranged marriages or the caste system). (RL.10.1 or RI.10.1, RL.10.6 or RI.10.6, W.10.2)
- Identify a common theme in two or more Asian works. Compare and contrast how the works vary in their treatment of the themes. Cite specific examples from the texts as examples. (RL.10.1 or RI.10.1, RL.10.2 or RI.10.2, RI.10.7, W.10.2)

Additional prompts can support reading standards and/or units

Argument

- Identify works of Asian Literature which either honor or rebel against cultural tradition (i.e. behaving appropriately in the social hierarchy, following social norms for collectivism by putting the group before the individual). Construct an argument that supports your original thesis statement and uses textual evidence to support your position. (RL.10.1 or RI.10.1, RL.10.2 or RI.10.2, W.10.1, possible SL standards)
- Present an argument about the benefits and detriments of a globalist society. (W.10.1, possible SL standards)

Research

- Research an eastern philosophy. Articulate how this philosophy is present in modern society and the impacts that it has. (RI.10.1, RI.10.2, W.10.2, 10.7, 10.8, 10.9)

Narrative

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- Write a narrative in the form of an allegory or illustrating a paradox. Write a secondary paragraph that explains how you have seen device you chose (allegory or paradox) in an Asian literary work. (W.10.3, W.10.2, RL.10.5, L.10.5)
- Write a poem or short play (W.10.3)

VOCABULARY

Absurd
Allegory
Confucianism
Figurative language
Filial piety
First-person perspective
Foreshadowing

Internal monologue
Irony
Metaphor
Paradox
Perfect rhyme
Perspective
Poetic translation

Simile
Stream of consciousness
Symbol
Taoism
Theme
Third-person omniscience
Tone (Chinese)

TECH SKILLS

I CAN:

- Use the internet to efficiently locate various credible, relevant and current sources by prioritizing search strategies and eliminating information “white noise,” avoiding a “one-stop-shop” approach.
- Recognize, explain, and avoid plagiarism.
- Use KPBSD subscriptions (digital library, SLED resources including EBSCO/ERIC/Academic Search Premier) to find pertinent research.
- Find pertinent research by searching appropriate keywords in databases.
- Recognize spurious or false information while analyzing resources and avoid their use in work produced individually or in a group.
- Use advanced keywords searches and choose multiple relevant, balanced sources when creating a product.
- Use efficient note taking strategies to become a better observer and listener, and cross check and verify the accuracy of information used.
- Cite sources appropriately (e.g. MLA, APA, headers, footnotes, page numbers, endnotes, internal citation, bibliography, page breaks, etc.).
- Use collaborative digital tools, including reviewing, annotating, and commenting.
- Consider my goals for a task I want to complete in order to deliver it more carefully and critically, making use of program features available.
- Copy/paste and/or embed digital media into documents, media projects, or presentations.

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Semester 2 (Units 3 & 4)

Unit 3: World Literature: Russia

ENDURING UNDERSTANDING(S):

In order for students to understand how Russian history impacts current events, they will explore topics central to Russian literature (social criticism, duplicity, religion, suffering, love) and how those themes are intrinsic representations of the culture and history of the region.

ESSENTIAL QUESTIONS:

- What are the defining themes of Russian literature, such as social criticism, duplicity, and suffering, and how are they exemplified through literary devices such as irony and parody?
- How does Russia play the role of bridge between the “East” and the “West” and what is the impact of such a role?
- How have Russian arts (theatre, music, art, etc.) had an impact on the rest of the world?
- How do formal speeches, such as revolutionary rally cries, utilize rhetoric, demonstrate bias, and impact the literature of the region?

STUDENT LEARNER OUTCOMES (standards)

What will students know and be able to do as a result of this topic/unit?

STUDENTS WILL... (state standards)

- RL.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as implicit inferences drawn from the text.
- RL.7 - Analyze the representation of a subject or a key scene in two different artistic media, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Brughel’s *Landscape with the Fall of Icarus*).
- RL.9 - Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or how a later author draws on a play by Shakespeare).
- RI.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.2 - Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; restate and summarize main ideas or events, in correct sequence when necessary, after reading a text.
- RI.3 - Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
- RI.5 - Analyze in detail how an author’s ideas or claims are developed and refined in particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
- RI.6 - Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
- RI.7 - Analyze various accounts of a subject told in different media (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.

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- RI.8 - Delineate and evaluate the argument and specific claims in a text (e.g., bias and propaganda techniques, emotional effects of specific word choices and sentence structures, well-supported logical arguments), assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
- RI.9 - Analyze seminal U.S. and world documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.
- W.1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
 - a) Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
 - b) Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.
 - c) Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - d) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - e) Provide a concluding statement or section that follows from and supports the argument presented.
- W.7 - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- W.8 - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- W.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - a) Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or how a later author draws on a play by Shakespeare].”).
 - b) Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text [e.g., bias and propaganda techniques, emotional effect of specific word choices and sentence structures, well-supported logical arguments], assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.”).
- SL.2 - Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source and noting any discrepancies among data or information.
- SL.3 - Identify and evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
- L.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - a) Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

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b) Analyze nuances in the meaning of words with similar denotation (definition) or determine the meaning of analogies.

I CAN... (student-friendly language)

- RL.1
 - Properly cite textual evidence using APA format.
 - Support my analysis of a text using specific evidence.
- RL.7
 - Compare the way a key scene or subject is presented in two different media forms.
 - Find similarities and differences between two representations of a key scene or subject.
- RL.9
 - Identify literary allusions made within a text.
 - Examine and explain how literary allusions impact a secondary text.
- RI.1
 - Find and refer to specific, relevant examples from a text (both explicit and inferred) to support an opinion about the text.
- RI.2
 - Identify the main idea or the theme of a text after reading the piece.
 - Find specific evidence of a main idea or theme within a text.
 - Reword main ideas or events that are found in a text and put them into the correct sequence.
- RI.3
 - Determine the organization of an author's main points, ideas, or textual events.
 - Examine the effectiveness of a text's argument using my knowledge of an author's organizational strategy.
- RI.5
 - Analyze sentences, paragraphs, or chapters of an author's work to see how the author developed the main idea.
 - Provide textual evidence from sentences, paragraphs, or chapters to prove the development of an idea.
- RI.6
 - Determine an author's point of view or purpose in a piece of literature.
 - Analyze how an author's word choice and rhetoric impact the point of view or purpose of a piece of literature.
- RI.7
 - Closely examine multiple accounts of a subject from different media sources.
 - Identify the similarities and differences between various accounts of a subject.
- RI.8
 - Identify key points or claims made in an argument or text.
 - Connect key points or claims to specific persuasive techniques.
 - Use specific, relevant supporting evidence to determine if an argument's key point or claim is well supported.

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- Identify false statements or reasoning by their supporting evidence.
- RI.9
 - Closely read important U.S. or world historical or literary documents.
 - Identify themes or main concepts in historical or literary documents.
 - Identify or accurately hypothesize the impact of specific historical or literary documents on a specific theme or concept.
- W.1 - Persuasive
 - I can write a clear thesis statement.
 - Use valid and reliable evidence to support my thesis.
 - Explain my thoughts in a logical order to support the evidence to my thesis.
 - Introduce evidence, which supports my thesis into the body paragraphs of my essay.
 - Acknowledge evidence, which goes against my thesis, and explain why my support is stronger.
 - Determine what style and tone are appropriate for the audience of my essay.
 - Provide a strong closing statement or paragraph, which supports my thesis.
- W.7
 - Brainstorm and choose a question to answer or solve that will guide a long-term research project.
 - Adjust my research area of focus as needed for my project.
 - Combine information from multiple sources to support my research and findings.
- W.8
 - Find and use multiple sources of information, both in print and digital formats.
 - Determine which sources are most effective to answer a posed research question.
 - Effectively integrate research in my writing, while citing that research accurately.
- W.9
 - Plan and write an analysis, reflection, or research paper using evidence from literature or informational texts.
- SL.2
 - Compare and contrast multiple, varied sources of information (e.g., visual, quantitative, oral, etc.) and determine which are the most credible and accurate.
- SL.3
 - Identify a speaker's key points or claims.
 - Connect key points or claims to specific persuasive techniques.
 - Use specific, relevant supporting evidence to determine if an argument's key point or claim is well supported.
 - Identify false statements or reasoning by their supporting evidence.
- L.5
 - Recognize figurative language (e.g. literary devices) in a selection of text.
 - Examine how figurative language impacts a text.
 - Recognize words which have similar meanings.

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- Recognize analogies in a selection of text.
- Determine if an analogy makes an appropriate comparison.

SUGGESTED WORKS

(E) indicates a CCSS exemplar text; (EA) indicates a text from a writer with other works identified as exemplars; (OOP) indicates a text that is no longer sold nor published.

Literary Texts

Note: Texts can be selected and combined in a number of ways. Teachers may substitute a story for another story by the same author, or they may substitute one author for another major author from the same period. The selections should combine well, and there should be a balance of nineteenth- and twentieth-century literature. Roughly four to five weeks should be devoted to nineteenth-century works, and two to four weeks to a pivotal text; roughly four to five weeks should be devoted to a twentieth-century work and historical readings.

Plays

- The Inspector-General: A Comedy in Five Acts (Nikolai Gogol) (EA) [Link](#)
- The Seagull (Anton Chekhov) (EA) [Link](#)

Novellas

- Notes from the Underground (Fyodor Dostoevsky) (EA) [Link](#)
- One Day in the Life of Ivan Denisovich (Aleksandr Solzhenitsyn)
- The Death of Ivan Ilyich (Leo Tolstoy)

Novels

- A Dead Man's Memoir (Mikhail Bulgakov)

Poetry

- The Twelve (Aleksandr Blok)
- To Urania (Joseph Brodsky) [Link](#)

Short Stories

- Diary of a Madman and Other Stories (Nikolai Gogol) (EA)
- Home (Anton Chekhov) (E) [Link](#)
- Rothschild's Fiddle (Anton Chekhov) (EA) [Link](#)

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- Sleepy (Anton Chekhov) (EA) [Link](#)
- Tales of the Late Ivan Petrovich Belkin (Alexander Pushkin) (selections) [Link](#)
- The Duel (Anton Chekhov) (EA) [Link](#)
- The Head-Gardener’s Story (Anton Chekhov) (EA) [Link](#)
- The Nose (Nikolai Gogol) (E) [Link](#)
- The Overcoat (Nikolai Gogol) (EA) [Link](#)
- The Steppe (Anton Chekhov) (EA) [Link](#)
- The Tale of How Ivan Ivanovich Quarrelled with Ivan Nikiforovich (Nikolai Gogol) (EA) [Link](#)
- Today I Wrote Nothing: The Selected Works of Daniil Kharms (Daniil Kharms) (selections)
- Ward No. 6 (Anton Chekhov) (EA) [Link](#)

Informational Texts

Nonfiction

- A Slap in the Face of Public Taste (Velimir Khlebnikov, Aleksey Kruchenykh and Vladimir Mayakovsky) [Link](#)
- Dostoyevsky’s Metaphor of the ‘Underground (Monroe C. Beardsley)
- Everyday Stalinism: Ordinary Life in Extraordinary Times: Soviet Russia in the 1930s (Sheila Fitzpatrick) (Chapters One, Five and Eight) [Link](#)
- Literary St. Petersburg: A Guide to the City and Its Writers (Elaine Blair) (selections)
- My Pushkin (Marina Tsvetaeva)
- Night Wraps the Sky: Writings By and About Mayakovsky (Vladimir Mayakovsky and Michael Almerayda, ed.) (selections)
- Nikolai Gogol (Vladimir Nabokov) (Chapter One)
- Poets With History and Poets Without History (Marina Tsvetaeva)
- Russia and the Soviet Union: An Historical Introduction from the Kievan State to the Present (John M. Thompson) (Chapters Nine through Twelve)
- The Gulag Archipelago: An Experiment in Literary Investigation (Aleksandr Solzhenitsyn) (excerpts) [Link](#)
- The Proud Tower: A Portrait of the World Before the War, 1890-1914 (Barbara Tuchman) (Chapter Two)

Art, Music, and Media Art

Art

- Marc Chagall, I and the Village (1911) [Link](#)
- St. Basil's Cathedral (Moscow, Russia, 1555-1561) [Link](#)
- Wassily Kandinsky, Moscow I (1916) [Link](#)

Music

- Dmitri Shostakovich, The Nose (1928)

Russia

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- Marc Chagall, I and the Village (1911) [Link](#)
- St. Basil's Cathedral (Moscow, Russia, 1555-1561) [Link](#)
- Wassily Kandinsky, Moscow I (1916) [Link](#)

Additional Online Resources

- REESWeb: The World Wide Web Virtual Library for Russian and Eastern European Studies (University Center for International Studies, University of Pittsburgh) [Link](#)
- Friends & Partners—Linking U.S.-Russia Across the Internet [Link](#)

ASSESSMENTS

What evidence will demonstrate student achievement of their learning?

- **Vocabulary, Language Usage:** While reading the texts in this unit, keep a record in a journal or on a shared spreadsheet of words with multiple connotations. List some possible synonyms for the word as you think the author intended it to be understood. (L.9-10.4, L.9-10.5)
- **Art, Speaking and Listening:** Look at two artists who were born in Russia and migrated to Western Europe: Kandinsky and Chagall. What do you see in their artworks? How does the fantastic interact with the figurative? Does this remind you of any of the literary works you are reading in this unit? Are these works abstract in a typical way, or in different ways? (SL.10.1, SL.10.2)
- **Art, Speaking and Listening:** Examine the architecture of St. Basil's Cathedral. What do you see? How does the color, style, and opulence affect your perception of religion in Russia? How might you categorize this type of architecture? Is this distinctly Russian architecture, or do you see a hybridization of eastern and western European elements? (SL.10.1, SL.10.2)
- **Reading Literature, Performance:** Recite a favorite passage from one of the stories in this unit. Include an introduction that states: From where it is excerpted, who wrote it, and its literary significance. Record your recitation using a video camera so you can evaluate your performance for accuracy. (RL.9-10.2, SL.9-10.4, SL.9-10.6)

Formal writing samples:

- See prompts below (W.10.1, 10.4, 10.5, 10.6, 10.7, 10.8, 10.9, 10.10; RI.10.8, RI.10.9 or RL.10.9)

WRITING FOCUS: ARGUMENT

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Potential Writing Prompts

Argument

- Write an argumentative essay in which you analyze the purpose of absurdity in a piece of Russian literature. How does it contribute or detract from the effectiveness of the piece? (RL.10.1 or RI.10.1, RL.10.2 or RI.10.2, RL.10.6 or RI.10.6, W.10.1)
 - How reliable is the narrator in the short story "The Nose"? What does the loss of the nose symbolize? Why does the author use the absurd in his writing? Use at least three in-text citations from the "The Nose" and three pieces of evidence from nonfiction text to support an original thesis statement.
- Argue the position held by a Russian author (which they express in a piece of literature you read) by utilizing evidence from fiction and nonfiction texts. (RL.10.1 or RI.10.1, RI.10.8, W.10.1)
 - Why does Dostoevsky's "Underground Man" reject the idea of the Crystal Palace? Use textual evidence in an argumentative essay in which you persuade your audience of Dostoevsky's position on social issues in Russia at the time. To support your response, use both in-text citations from "Notes From the Underground" and evidence from non-fiction text.
- Look at a piece of modern Russian art (sculpture, architecture, music, paintings, anything but literature) and persuade an audience of how it shows the influence of past social criticism by Russian writers. (W.10.1)

Additional prompts can support reading standards and/or units

Narrative

- Write a story that employs one or more strategies from Russian literature (antihero, absurdity, fantasy, etc.) to make a statement about society. Create a statement of what you want to convey and make use of symbolism, irony, dialogue, or other strategies to express this. (W.10.3, W.10.2, L.10.5)
- Write a personal narrative where you detail an event which made you question your personal views of the world around you. Use vivid language to describe this crisis and how it was resolved (or not resolved). (W.10.3)

Research

- Choose an important event in Russian history (e.g., the Bolshevik Revolution) and write a research essay in which you discuss its impact on a selection from Russian literature. Begin by defining a research question (and refining it as necessary as research is conducted). Determine and execute a strategy for locating primary and secondary sources that will enrich your understanding of the historical event in question. The paper should include the following sections: Summary of the historical event in question (i.e., causes, brief history, significant details, and effects), key ideas (including passages) from the author's work that support the thesis about the impact of the historical event, and a reflective conclusion about the event and its short- and long-term effects on Russian literature. The essay should reflect a synthesis of sources consulted, a balance of paraphrasing and quoting from sources, and proper citation of sources. (RI.10.1, W.10.2, 10.7, 10.8, 10.9)
- Conduct and present research on the life of one of the authors whose work you have read for this course. How did historical events affect the author's point of view? How does the author express his or her point of view through the use of a narrator? Cite at least three pieces of textual evidence to support an original thesis statement. (RI.10.1, RI.10.6, W.10.2, 10.7, 10.8, 10.9)

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- Select a piece of nonfiction text which proposes social change or demonstrates new political ideas and write an informative essay in which you explain the historical context from which it originated, how it was received, and how it impacted Russian society. (RI.10.1, RI.10.2, RI.10.3, RI.10.6, W.10.2)
 - Write an informative/explanatory essay using at least three textual details to support an original thesis in which you discuss "A Slap in the Face of Public Taste" and its connection to the historical context in which it was written. Refer to literary and informational texts to support your response.
- In an informative essay including fiction and nonfiction textual evidence, students should identify multiple ways in which an author commentates on Russian society through devices such as symbolism, parody, and satire. They should also relate this to an overarching theme throughout Russian literature. (RL.10.1, RL.10.2, RI.10.1, RI.10.2, W.10.2, L.10.5)
 - Compose an informative/explanatory essay in which you address: Dostoyevsky laments the fate of the "nineteenth century intellectual ... who has been affected by education and European civilization." Beardsley argues that this man, Dostoyevsky's Underground Man, has a "need for absolute freedom." How does the protagonist of Notes rebel? How does his condemnation of the 108,000 logarithms fit into his rebellion? How does he grapple with his need for freedom?
- Write an informative/explanatory essay in which you trace the emotional and spiritual evolution of a character from a short story or longer work in this unit. Identify key points in the character's journey, especially ones of symbolic significance. (RL.10.1, RL.10.3, W.10.2)
 - Track the emotional and spiritual development of Ivan Ilyich in Tolstoy's "The Death of Ivan Ilyich" or of Dr. Ragin in Chekhov's "Ward No. 6." How and why does the main character change throughout the story? Write an informative/explanatory essay using three to six pieces of textual evidence to support an original thesis statement.

VOCABULARY

The Absurd
Allusion
Antihero
Bolshevik Revolution
Carnavalesque
Communism

Digression
Fantasy
Fate
Grotesque
Gulag
Irony

Narrator Reliability
Paranormal
Persona
Repetition
Stalinism
Verse (syllabic, accentual, syllabic-accentual)

TECH SKILLS

I CAN...

- Locate and interpret pertinent research in non-text formats such as video, photos, infographics, maps, charts, graphs, and audio recordings/podcasts.
- Use efficient note taking strategies to become a better observer and listener, and cross check and verify the accuracy of information used.

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- Cite sources appropriately (e.g. MLA, APA, headers, footnotes, page numbers, endnotes, internal citation, bibliography, page breaks, etc.).
- Work in groups to establish a purpose, audience, and message in order to find a solution to a problem.
- Use collaborative digital tools, including reviewing, annotating, and commenting.
- Use screencasts and/or movie editing software to create a permanent presentation.
- Create slideshows (including digital media such as photos, graphs, maps, charts, infographics, and/or videos) to present my work to an audience.

Unit 4: World Literature: Africa and the Middle East

ENDURING UNDERSTAND(S):

Students explore themes central to African and Middle Eastern literature (kinship, oppression, colonialism, conflict, religion) and how those themes are intrinsic representations of the culture and historical events of the region and how this impacts current events.

ESSENTIAL QUESTIONS:

- What are the defining characteristics of literature from the African and Middle Eastern region?
- What cultural aspects from this region are similar to the Native Alaskan cultures, specifically in colonialism, kinship and traditional religion?
- Why are the oral literature traditions pervasive in this region and what are the important elements of oration?
- How is poetry an expression of unique and varied culture in this region, specifically conflict and oppression?

STUDENT LEARNER OUTCOMES (standards)

What will students know and be able to do as a result of this topic/unit?

STUDENTS WILL... (state standards)

- RL.7 - Analyze the representation of a subject or a key scene in two different artistic media, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Brughel's *Landscape with the Fall of Icarus*).
- RL.9 - Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or how a later author draws on a play by Shakespeare).
- RI.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.2 - Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; restate and summarize main ideas or events, in correct sequence when necessary, after reading a text.
- RI.3 - Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

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- RI.5 - Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
- RI.6 - Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
- RI.7 - Analyze various accounts of a subject told in different media (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.
- RI.9 - Analyze seminal U.S. and world documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.
- W.7 - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- W.8 - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- W.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - a) Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or how a later author draws on a play by Shakespeare].”).
 - b) Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text [e.g., bias and propaganda techniques, emotional effect of specific word choices and sentence structures, well-supported logical arguments], assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.”).
- SL.2 - Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source and noting any discrepancies among data or information.
- SL.3 - Identify and evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
- SL.5 - Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

I CAN ... (student-friendly language)

- RL.7
 - Compare the way a key scene or subject is presented in two different media forms.
 - Find similarities and differences between two representations of a key scene or subject.
- RL.9
 - Identify literary allusions made within a text.
 - Examine and explain how literary allusions impact a secondary text.
- RI.1
 - Find and refer to specific, relevant examples from a text (both explicit and inferred) to support an opinion about the text.

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- RI.2
 - Identify the main idea or the theme of a text after reading the piece.
 - Find specific evidence of a main idea or theme within a text.
 - Reword main ideas or events that are found in a text and put them into the correct sequence.
- RI.3
 - Determine the organization of an author’s main points, ideas, or textual events.
 - Examine the effectiveness of a text’s argument using my knowledge of an author’s organizational strategy.
- RI.5
 - Analyze sentences, paragraphs, or chapters of an author’s work to see how the author developed the main idea.
 - Provide textual evidence from sentences, paragraphs, or chapters to prove the development of an idea.
- RI.6
 - Determine an author’s point of view or purpose in a piece of literature.
 - Analyze how an author’s word choice and rhetoric impact the point of view or purpose of a piece of literature.
- RI.7
 - Closely examine multiple accounts of a subject from different media sources.
 - Identify the similarities and differences between various accounts of a subject.
- RI.9
 - Closely read important U.S. or world historical or literary documents.
 - Identify themes or main concepts in historical or literary documents.
 - Identify or accurately hypothesize the impact of specific historical or literary documents on a specific theme or concept.
- W.7
 - Brainstorm and choose a question to answer or solve that will guide a long-term research project.
 - Adjust my research area of focus as needed for my project.
 - Combine information from multiple sources to support my research and findings.
- W.8
 - Find and use multiple sources of information, both in print and digital formats.
 - Determine which sources are most effective to answer a posed research question.
 - Effectively integrate research in my writing, while citing that research accurately.
- W.9
 - Plan and write an analysis, reflection, or research paper using evidence from literature or informational texts.
- SL.2
 - Compare and contrast multiple, varied sources of information (e.g., visual, quantitative, oral, etc.) and determine which are the most credible and accurate.
- SL.3
 - Identify a speaker’s key points or claims.

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- Connect key points or claims to specific persuasive techniques.
- Use specific, relevant supporting evidence to determine if an argument’s key point or claim is well supported.
- Identify false statements or reasoning by their supporting evidence.
- SL.5
 - Clarify information given in presentations by using digital media as support.

SUGGESTED WORKS

(E) indicates a CCSS exemplar text; (EA) indicates a text from a writer with other works identified as exemplars; (OOP) indicates a text that is no longer sold nor published.

Literary Texts

Note: Texts can be combined in a number of ways. Students, for example, could read one novel or two short novels, a play, a selection of poems by various authors, and a nonfiction essay. Teachers might choose to include ancient and medieval works, or they may focus on modern works. Where possible, teachers should play audio recordings of the poetry read in the original language, so that the students may become familiar with its sounds.

Novels

Egypt

- The Thief and the Dogs (Naguib Mahfouz) (L930) [\(Excerpt\)](#)

Kenya

- The River Between (Ngũgĩ wa Thiong’o)

Lebanon

- Beirut Blues (Hanan al-Shaykh)

Nigeria

- The Joys of Motherhood (Buchi Emecheta)
- Things Fall Apart (Chinua Achebe) (E) (L890)

Senegal

- So Long a Letter (Mariama Ba)

South Africa

- Cry, the Beloved Country (Alan Paton) (L860)
- Waiting for the Barbarians or Life and Times of Michael K (J. M. Coetzee)

Turkey

- My Name is Red (Orhan Pamuk)

United Kingdom

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- Martha Quest (Doris Lessing)

Plays

Nigeria

- Death and the King's Horseman: A Play (Wole Soyinka) (E) [Link](#)
- King Baabu (Wole Soyinka) (EA)

South Africa

- Master Harold... and the Boys (Athol Fugard) (E) [Link](#)
- Woza Albert! (Percy Mtwa, Mbongeni Ngema, and Barney Simon) [Link](#)

Poetry

General

- Poems of Black Africa (Wole Soyinka, ed.) (selections)
- The Epic of Gilgamesh (ancient poem from Mesopotamia) [Link](#)

Iran

- The Conference of the Birds: A Sufi Allegory (Farid ud-Din Attar) [Link](#)
- The Illuminated Rumi (Jalal Al-Din Rumi, Michael Green, and Coleman Barks, trans.) (selections)

Israel

- Open Closed Open: Poems (Yehuda Amichai) (selections) [Link](#)

Palestine

- The Butterfly's Burden (Mahmoud Darwish)

Collections

(*NOTE: These sites are updated continually and the content is not guaranteed to be appropriate. Self-selection for appropriateness is required.)

- Iranian Poetry Collection [Link](#)
- Contemporary Arab Poetry [Link](#)
- Online African Poetry Collection [Link](#)

Short Stories

Iraq

- One Thousand and One Nights or Arabian Nights [Link](#)

Botswana

- The Collector of Treasures and Other Botswana Village Tales (Bessie Head) [Link](#)

Egypt

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- The Answer is No (Naguib Mahfouz) [Link](#)

Israel

- The World Is a Room and Other Stories (Yehuda Amichai)

Mozambique

- We Killed Mangy-Dog and Other Mozambique Stories (Luis Bernardo Honwana)

South Africa

- Tales from a Troubled Land (Alan Paton)

Informational Texts

Autobiographies

South Africa

- Long Walk to Freedom: The Autobiography of Nelson Mandela (Nelson Mandela) [Link](#)

Kenya

- Out of Africa (Isak Dinesen)

Nonfiction

Iran

- Ethics of the Aristocrats and Other Satirical Works (Nezam al-Din Obeyd-e Zakani) [Link](#)

South Africa

- Living in Hope and History: Notes From Our Century (Nadine Gordimer)

Speeches

South Africa

- Nobel Prize Acceptance Speech (1993) (Nelson Mandela) [Link](#)
- Speech to Parliament of South Africa (Julius K Nyerere) [Link](#)
- Speech on Stability and Change in Africa (Julius K Nyerere) [Link](#)

Art, Music, and Media Art

Africa

- Burkina Faso, hawk mask (no date) [Link](#)
- Congo, power figure (nineteenth – twentieth centuries) [Link](#)
- Gabon, mask for the Okuyi Society (late nineteenth century) [Link](#)
- Ivory Coast, leopard stool (twentieth century) [Link](#)
- Mali, standing female figure (late nineteenth or early twentieth century) [Link](#)

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- Nigeria, House of the Head Shrine: Equestrian, Yoruba (nineteenth to twentieth century) [Link](#)
- Yinka Shonibare MBE, Air (2010) [Link](#)
- Yinka Shonibare MBE, Earth (2010) [Link](#)
- Yinka Shonibare MBE, Fire (2010) [Link](#)
- Yinka Shonibare MBE, Water (2010) [Link](#)

Middle East

- Iran, antique Kurdish rug (no date) [Link](#)
- Shirin Neshat, Soliloquy Series (Figure in Front of Steps) (1999)
- Shirin Neshat, Untitled, (1996) [Link](#)
- Syria, Qur'an manuscript (late ninth – early tenth century) [Link](#)
- Turkey, dish (second half of sixteenth century) [Link](#)

Additional Online Resources

- Women in Africa: Tradition and Change (National Endowment for the Humanities) (RL.9-10.1, RL.9-10.6, RL.9-10.10) [Link](#)
- Chinua Achebe's Things Fall Apart: Teaching Through the Novel (National Endowment for the Humanities) (RL.9- 10.1, RL.9-10.6, RL.9-10.10) (This lesson can be used alone or in conjunction with the related lesson Chinua Achebe's Things Fall Apart: Oral and Literary Strategies.) [Link](#)

ASSESSMENTS

What evidence will demonstrate student achievement of their learning?

- **Art, Speaking and Listening:** View the works of art created in the Middle East. Specifically examine the page from the Qur'an and contemporary Iranian American artist Shirin Neshat's untitled work. How does script play a role in each of these images? What effect does the script have, even though you might not be able to understand the textual references? How does the role of the script change in Neshat's photograph? Examine Neshat's photographs side by side. What do you see? How does she depict the female character? What about Middle Eastern traditions? How do these aspects of her work interact? (SL.10.1, SL.10.2)
- **Art, Speaking and Listening:** Study the selected traditional African artworks. Compare the two standing figures from Mali and Congo. What do you see? What features are present in both figures? After examining these figures, what characteristics might you think are distinct to the region in which they were created? Now, examine the four works created by contemporary artist Yinka Shonibare. Shonibare was born in Nigeria, heavily affected by colonialism, and moved to study art in the West. Can you see Western influences in his work? Is Shonibare trying to reconcile any conflicts in these figures? Do you see the effects of colonialism (or postcolonialism) in his artwork? If so, what are the evident effects? (RI.10.7, W.10.2, SL.10.1, SL.10.2)
- **Reading Poetry, Performance:** Choose a poem that you have read in this unit and recite it from memory. Include an introduction that discusses:
 - Who wrote the poem and when it was written (i.e., historical context)
 - How the form of the poem and its meaning are related

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- How this poem expresses the unique and varied culture in its region (RL.10.2, RL.10.6, SL.10.4, SL.10.6)
- **Reading Literature, Performance:** Working with a partner, choose a work in this unit with a character who faces a difficult choice. Write and perform two monologues, each one defending a particular decision the character could make in regard to the choice. Record your recitation using a video camera so you can evaluate your performance. (RL.10.3 or RI.10.3, W.10.3, SL.10.6)
- **Reading Literature, Narrative Writing, Performance:** Write a narrative monologue from the point of view of one of the secondary characters in *Things Fall Apart* or *The Lion and the Jewel*. Perform the monologue for the class. Your teacher may give you the option of adding a multimedia component, either creating a digital presentation of illustrations or a movie where your narrative becomes the audio portion. (W.10.3, SL.10.6, SL.10.5)
- **Language Mechanics:** Read a classmate’s draft essay for one of the activities listed above. Note the places where semicolons are—or could be—used to connect two closely related independent clauses. Discuss why doing so might improve the quality of the writing. (L.10.1b)

Seminars

- **Speaking and Listening Seminar:** Reflect on essential unit questions, take notes on your responses, and note the page numbers of the textual evidence you will refer to in your seminar and/or essay answers. Share your notes with a partner for feedback and guidance. Have you interpreted the text correctly? Is your evidence convincing? This collaboration can be done in a journal or on a shared online document. (RL.10.1, RL.10.2, RI.10.1, RI.10.2, SL.10.1, W.10.4, W.10.5, W.10.6)

Formal writing samples

- Research writing sample (see prompts below). (RL.10.9 and/or RI.10.9, W.10.2, W.10.4, W.10.5, W.10.6, W.10.7, W.10.8, W.10.9, W.10.10).

WRITING FOCUS: RESEARCH WRITING

Research

- Choose one of the authors in the unit and write a well-researched informative/explanatory essay that discusses the ways in which the author explores a changing social structure in a Middle Eastern or African society (e.g., apartheid). Begin by defining a research question (and refining it as necessary as research is conducted). Determine and execute a strategy for locating primary and secondary sources that will enrich the reader’s understanding of the changing social structure in question. The paper should include the following sections:
 - Biographical information about the author
 - The author’s position and contribution in his/her country of origin
 - Summary of the changing social structure in question (i.e., origin, brief history, and significant details)
 - Key ideas (including passages) from the author’s work that support the thesis about the changing social structure
 - Reflective conclusion about the author and his/her contribution to twentieth-century literature

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The essay should reflect a synthesis of sources consulted, a balance of paraphrasing and quoting from sources, and proper citation of sources. (RI.10.1, RI.10.6, RI.10.8, W.10.2, 10.7, 10.8, 10.9)

Additional prompts can support reading standards and/or units

Informational

- Choose a work that utilizes satire and write an essay where you explain how this strategy exemplifies the author's political views. (RI.10.1, RI.10.3, RI.10.5, RI.10.8, W.10.2)
 - What is satire? What is being satirized in *Ethics of the Aristocrats* or *King Baabu*? What is the author's political point of view as revealed by this satire? Write an essay that uses at least three pieces of textual evidence to support an original thesis statement.
- What is chi in its cultural context? Compare the use of chi (personal spirit) in two works. (RL.10.1, RL.10.2, W.10.2)
 - Compare the use of chi in *Things Fall Apart* and *The Joys of Motherhood*. Use two pieces of evidence from each text to support an original thesis statement that compares the two texts in an informative/explanatory essay.
- Writers are meant to "describe a situation so truthfully that the reader can no longer evade it." Choose an essay by someone (such as Nadine Gordimer) and explain what "truth" they develop in their essay. How do they develop that truth? Use at least three pieces of specific textual evidence from the essay to support an original thesis statement in an essay. (RI.10.1, RI.10.3, RI.10.5, RI.10.8, W.10.2)

Narrative

- Complete an iSearch paper on something about African or Middle Eastern culture that interests you. (W.10.3)
- Choose one of the short stories in this unit and write your own narrative that mirrors the structural choices of the model text. (W.10.3)
- Write a narrative from the perspective of a character in one of the works of this unit. The narrative should reveal an understanding of the character. (RL.10.3, W.10.3)

Argument

- Do you agree or disagree with this statement? "Moral choices are essentially choices between two sets of values: one belonging to one culture or era, one to another." Use textual evidence to support your position. Write an organized argument using at least three pieces of textual evidence to support your position. (RL.10.1 or RI.10.1, W.10.1)
- Is there a common concern of postcolonial literature, as reflected in the works of this unit? Is there one statement they all seem to be making about colonialism? If so, what is that statement? Write an argument using at least three pieces of textual evidence to support your position. (RL.10.2, RL.10.6, W.10.1)
- Do you agree or disagree with this statement? "It is possible to understand this piece of literature outside of its historical context." (Teachers choose the work.) In an organized argument, use textual evidence from the work as well as from historical or reference works to support your position. (RL.10.2, RL.10.6, W.10.1)
- Consider the negative or positive impact of social and economic structures (such as apartheid and colonialism) on a specific culture. Use textual evidence from a work in this unit to support an original thesis. (RL.10.2, RL.10.6, RL.10.7, W.10.1)
 - This writing assignment follows the reading of *Cry, the Beloved Country* by Alan Paton and *Long Walk to Freedom: The Autobiography of Nelson Mandela* by Nelson Mandela. Both of these texts depict the experiences of blacks in South Africa during apartheid. Using these

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texts as examples, compose an argument in which you take the position that fiction is more powerful than nonfiction, or vice versa. Cite at least three pieces of evidence from each text.

VOCABULARY

Antagonist
Colonialism
Denouement
Extended Metaphor
Foreshadowing

Irony
Mysticism
Paradox
Persona

Point of View
Post Colonialism
Rhetoric
Satire

TECH SKILLS

I CAN...

- Use the internet to efficiently locate various credible, relevant and current sources by prioritizing search strategies and eliminating information “white noise,” avoiding a “one-stop-shop” approach.
- Recognize, explain, and avoid plagiarism.
- Use KPBSD subscriptions (digital library, SLED resources including EBSCO/ERIC/Academic Search Premier) to find pertinent research.
- Find pertinent research by searching appropriate keywords in databases.
- Recognize spurious or false information while analyzing resources and avoid their use in work produced individually or in a group.
- Use advanced keywords searches and choose multiple relevant, balanced sources when creating a product.
- Use efficient note taking strategies to become a better observer and listener, and cross check and verify the accuracy of information used.
- Cite sources appropriately (e.g. MLA, APA, headers, footnotes, page numbers, endnotes, internal citation, bibliography, page breaks, etc.).
- Use collaborative digital tools, including reviewing, annotating, and commenting.

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ELA 11: American Literature

This course will examine the relationship between literature and history throughout America in order for students to understand the continuing evolution of American culture.

PLEASE NOTE that ELA Curriculum documents are:

- Living documents that will continue to evolve. They are not static and feedback is welcome. You should print a new copy at regular intervals to stay abreast of the updates.
- Shared resources for all those teaching this content area. ***Please share new resources you and your students find as you explore the course content and personalize learning.***
- A guideline, not a regime. All requirements for the course are met by this plan, but in personalized learning there will be expected variation.

ELA 11 Course Navigation:

[Unit 1: The New World](#)

[Unit 2: A New Nation](#)

[Unit 3: American Romanticism](#)

[Unit 4: A Troubled Young Nation](#)

[Unit 5: Emerging Modernism](#)

[Unit 6: Challenges and Successes of the Twentieth Century](#)

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Course Name: LA 11 - American Literature

Big Idea: This course will examine the relationship between literature and history throughout America in order to understand the continuing evolution of American culture.

[Standards Pacing Guide](#)

Writing Assessment Foci:

Semester 1 - Narrative and Expository

Semester 2 - Persuasive and Research

SEMESTER 1 (UNITS 1-3)

Unit 1: The New World

ENDURING UNDERSTANDING(S):

Students explore the development of early American culture and its intersection with existing cultures (Native American, European, and African).

ESSENTIAL QUESTIONS:

- How does the history of invade and conquer and the assimilation of various cultures manifest many tendencies in the art, language, and literature of early America?
- How do primary source documents and literature share the experiences of America's earliest settlers and shape the concept of the "American Dream"?
- What are the defining characteristics of Puritan literature?
- How do elements of formal speeches, such as "preaching," play a role in historical events of this transformative period?

STUDENT LEARNER OUTCOMES (standards)

What will students know and be able to do as a result of this topic/unit?

STUDENTS WILL... (state standards)

- RL.3 - Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- RL.4 - Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the

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impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

- RL.7 - Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
- RL.9 - Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
- RI.3 - Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- RI.4 - Determine the meaning of words and phrases as they are used in various genres, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
- RI.6 - Discern an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or aesthetic impact of the text.
- W.2 - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
 - a) Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - b) Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
 - c) Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - d) Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
 - e) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - f) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
- W.5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
- W.6 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- W.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - a) Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early twentieth-

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century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.”).

- b) Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses].”).
- SL.1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
 - a) Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
 - b) Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
 - c) Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
 - d) Respond thoughtfully to diverse perspectives or arguments; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
- SL.2 - Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data or information.
- L.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a) Observe hyphenation conventions.
 - b) Spell correctly.
- L.3 - Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
 - a) Vary syntax for effect, consulting references (e.g., Tufte’s *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

I CAN... (student-friendly language)

- RL.3
 - Explain why the author chose certain story sequence elements (setting; characters; events/outcomes in rising action, climax, and resolution; and theme) and how their choices affect their story.
 - Examine and explain how the story would change if any of these story sequence elements were changed by citing evidence from the text
- RL.4
 - Determine the meaning of a word or phrase from context or when it is used in literary devices.

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- Analyze and explain how an author’s word choice can change the meaning or tone of a text.
- Examine the multiple meanings of words and how the shades of meanings impact the text’s meaning or tone.
- Examine the author’s language choices and how they affect the tone of a text (through rhythm, stressed syllables, name-calling, and local color).
- RL.7
 - Evaluate how each portrayal interprets the source text, noting how that interpretation affects the text’s intent.
 - Read and/or watch multiple portrayals of a story, drama, or poem.
- RL.9
 - Show how two or more texts from the same time period examine the same theme or topic.
 - Read a variety of American literature, crossing genres and time periods.
- RI.3
 - Determine the organization of an author’s main points, ideas, or textual events
 - I can examine the effectiveness of a text’s argument using my knowledge of an author’s organizational strategy.
 - I can explain how characters, ideas, or events interact and develop throughout the text.
- RI.4
 - Determine the meaning of a word or phrase from context or when it is used in literary devices.
 - Analyze and explain how an author’s word choice can change the meaning or tone of a text.
- RI.6
 - Determine an author’s point of view or purpose in a text.
 - Analyze how an author’s word choice and rhetoric impact the point of view or purpose of a text.
 - Explain how an author’s style (ex: figurative language; the way words are used) and content either add or detract to their overall message.
- W.2 - Expository/Informative
 - Brainstorm multiple topics or ideas.
 - Choose a single, supportable topic from a variety of choices.
 - Outline and organize an essay on a specific topic.
 - Write a clear thesis statement.
 - Formatting to logically organize my essay.
 - Use valid and reliable evidence (e.g., quotations, facts, definitions) to support my thesis.
 - Choose the most relevant facts to use in support of a claim from a variety of choices.
 - Determine which informational graphics or additional multimedia best support my thesis and apply them to a piece of writing.
 - Correctly format/embed visuals and graphics into an APA style essay.
 - Explain my thoughts in a logical order to support the evidence of my thesis.
 - Apply appropriate and varied transition words effectively in my writing.
 - Determine what style and tone are appropriate for the audience of my writing.

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- Apply specific vocabulary choices in my writing to maintain an appropriate style or tone for my audience.
- Use literary devices such as metaphors, similes, and analogies to help explain an idea.
- Provide a strong closing statement or paragraph which supports my thesis.
- W.5
 - Prioritize the steps of the writing process for assignments with a condensed timeline.
 - Make myself a formative element within another author's writing process (peer review).
 - Follow the steps of the writing process to strengthen my writing.
- W.6
 - Produce and publish individual or shared writing pieces using technology (e.g., Canvas, Internet, Google Docs, etc.).
- W.9
 - Plan and write an analysis, reflection, or research paper using evidence from literature *and* informational texts.
 - Synthesize, reflect on, and communicate my knowledge of American or British ideology based on the large variety of American or British writings.
- SL.1
 - Initiate discussion or bring up a different perspective in my group.
 - Work with my peers to create effective and fair discussion expectations.
 - Refer to evidence from research during a discussion on a specific topic.
 - Appropriately pose and respond to questions in a group setting.
 - Maintain an established role in my group to enable civil, democratic discussions, decision-making, and goal-meeting.
 - Actively listen and respond appropriately and thoughtfully to my peers during a discussion.
 - Summarize my peers' points and appropriately agree or disagree with those points.
 - Explain my reasoning to my peers and justify maintaining or changing my original stance on a specific topic.
 - Determine what information still needs to be gathered for further clarification or support within a discussion, and can use that further information to resolve contradictions when possible.
- SL.2
 - Compare and contrast multiple, varied sources of information (e.g., visual, quantitative, oral) and determine which are the most credible and accurate.
- L.2
 - Can capitalize, punctuate, and spell correctly in my written work.
 - Correctly use hyphenation in compound adjectives (ex. long-term relationship).
 - Correctly use hyphenation for word groups (forty-four)
 - Correctly use hyphenation in order to clarify confusing word groups (re-sign a contract, not resign).
 - Divide line breaks at hyphenations in words only.
 - Observe that the rules of hyphenation are in flux.

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- State the difference between a hyphen and a dash.
- L.3
 - Adapt my use of the English language for varied contexts and situations while reading, listening, or writing.
 - Adjust my writing to conform to specified style guidelines (e.g., APA, MLA, etc.).
 - Use sentence variety for effect in my writing and recognize and evaluate its use when reading complex texts.

SUGGESTED WORKS

(E) indicates a CCSS exemplar text; (EA) indicates a text from a writer with other works identified as exemplars; (OOP) indicates a text that is no longer sold nor published.

Literary Texts

Drama

- The Crucible (Arthur Miller) (EA)

Poetry

- An Almanack for the Year of Our Lord 1648 (Samuel Danforth) (selections) [Link](#)
- An Hymn to the Evening (Phillis Wheatley) (EA) [Link](#)
- On Being Brought from Africa to America (Phillis Wheatley) (E) [Link](#)
- The Day of Doom (Michael Wigglesworth) [Link](#)
- The Sot-Weed Factor (Ebenezer Cook) [Link](#)
- To His Excellency General Washington (Phillis Wheatley) (EA) [Link](#)
- To My Dear and Loving Husband (Anne Bradstreet) [Link](#)
- Upon a Spider Catching a Fly (Edward Taylor) [Link](#)
- Upon the Burning of Our House (Anne Bradstreet) [Link](#)

Informational Texts

Autobiographies

- A Narrative of the Captivity and Restoration of Mrs. Mary Rowlandson (Mary Rowlandson) [Link](#)
- The Secret Diary of William Byrd of Westover, 1709-1712 (William Byrd) (excerpts) [Link](#)

Nonfiction

- A Key into the Language of America (Roger Williams) (excerpts) [Link](#)
- Of Plymouth Plantation (William Bradford) (excerpts) [Link](#)

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- The Bloody Tenent of Persecution, for Cause of Conscience (Roger Williams) (excerpts) [Link](#)
- The Negro Artist and the Racial Mountain (Langston Hughes) (OOP) (EA) [Link](#)
- The Selling of Joseph: A Memorial (Samuel Sewall) (OOP) [Link](#)
- The Trials of Phillis Wheatley: America’s First Black Poet and Encounters with the Founding Fathers (Henry Louis Gates, Jr.) (excerpts)
- Lecture: Mister Jefferson and the Trials of Phillis Wheatley (Henry Louis Gates, Jr.) [Link](#)
- Gayanashagowa (The Great Binding Law) (Iroquois Six Nations) [Link](#)
- The Tryals of Several Witches, Lately Executed in New-England: Published by the Special Command of the Govenour (Cotton Mather) [Link to item](#)
[Text Link](#)

Speeches

- Sinners in the Hands of an Angry God (July 8, 1741) (Jonathan Edwards) [Link](#)

Art, Music, and Media Art

- Charles Willson Peale, Mrs. James Smith & Grandson (1776) [Link](#)
- John Singleton Copley, Mrs. George Watson (1765) [Link](#)
- John Valentine Haidt, Young Moravian Girl (ca. 1755-1760) [Link](#)
- Joseph Wright (Wright of Derby), Portrait of a Woman (1770) [Link](#)

Additional Online Resources

- Africans in America (Part 1) (PBS) (RL.11-12.1, RI.11-12.1, LS.11-12.1) [Link](#)
- The First Great Awakening (National Endowment for the Humanities) (RI.11-12.2, RI.11-12.3) [Link](#)
- Religion and The Founding of the American Republic (Library of Congress) (RI.11-12.2, RI.11-12.3) [Link](#)

ASSESSMENTS

What evidence will demonstrate student achievement of their learning?

- **Reading Literature, Performance:** Select a one- to two-minute passage from one of the texts and recite it from memory, using performance techniques you feel would be effective to its message. Include an introduction that states: what the excerpt is from, who wrote it, and why it exemplifies Puritan literature. Record your recitation using a video camera so you can evaluate your performance for accuracy and style. (RL.11-12.9, SL.11-12.6)
- **Language Usage:** Examine one of the texts studied in this unit for usage (e.g., words or conventions) that differs from contemporary usage. Discuss with classmates online or in class whether and/or how the meanings of words and/or sentence structure has changed since that time. "Translate" instances of antiquated syntax into contemporary sentences; determine whether and/or how the meaning of the sentence is affected by the translation. (L.11-12.1a)

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- **Art, Speaking and Listening:** Examine the artworks listed. What does each image show about "young America"? Examine the Copley painting in comparison to the Haidt. What can you learn about each of these women and their lives in America? How are the women different? Carefully examine the iconography present in each image. Compare the Peale, Copley, and Wright paintings. What can we learn about the new nation from the way these painters worked? Do you detect a European influence? What stylistic aspects or materials might American artists be borrowing from England, judging by the similarities between the Wright (English) and Copley or Peale (American) portraits? (SL.11-12.2, SL.11-12.3)

Formal writing samples

- See prompts below. (W.11.3, 11.4, 11.5, 11.6, 11.10)

WRITING FOCI: Quarter 1 - Narrative

Narrative

- Using characters and characterization from an original script or story, write an additional scene which could enhance the plot or conflicts of the original. Use elements of script or narrative writing to format your piece. (W.11.3)
 - Write a prequel scene to *The Crucible*, using characters and characterization from the original script to guide your new scene. Use elements of script writing to format your piece.
- Write a short narrative from the point of view of a member of the audience listening to a formal speech (such as an example of "preaching"). Share what your character witnesses and the impact the speech has on them. (RL.11.5, RI.11.2, 11.6. W.11.3)
 - Write from the point of view of a member of the audience listening to Edwards's sermon "Sinners In The Hands of An Angry God." Write a short narrative which shares what your character witnesses as Edwards gives the speech and the speech's impact on your character (emotionally, physically, etc.).
- Select a nonfiction piece. Rewrite the selection as a short story, utilizing narrative elements to bring the experiences in the nonfiction passage to life. (W.11.3)
 - Select a passage from William Bradford's *Of Plymouth Plantation*. Rewrite the scene as a short story, utilizing setting, dialogue, and detailed descriptions to bring the passage to life.

Additional prompts can support reading standards and/or units

Argument

- Examine the role of responsibility or guilt within a literary text and the impact individual characters have on the plot's conflicts. Using specific details from the text, examine which character is most responsible for the conflict(s) and why. Be sure to acknowledge counter-arguments in your paper. (RL.11.1, 11.2, W.11.1)
 - Of all the characters in *The Crucible*, who do you feel is the most guilty for the fatalities of the witch trials? Explain your reasoning using specific details from the text. Be sure to acknowledge counter-arguments in your paper.

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- Read a critical literary essay/article/review. Determine the author’s main point and write an argument in which you agree or disagree. Use evidence from the criticism and the original literary text to support your position. (RI.11.1, 11.2, 11.6, W.11.1)
 - In his essay "The Trials of Phillis Wheatley," Henry Louis Gates, Jr. discusses Wheatley’s critics. He notes that her "trials" began when her white contemporaries doubted her ability to write. Today, Gates says, her "trials" continue. In the conclusion to his essay, Gates suggests that Wheatley’s critics miss a crucial point: "The challenge isn't to read white, or read black; it is to read. If Phillis Wheatley stood for anything, it was the creed that culture was, could be, the equal possession of all humanity." Write an argument in which you agree or disagree with Gates; use evidence from Wheatley’s work to support your position.
- Referencing an example of “preaching” or other formal speech, write an argument which examines the persuasive techniques used and their effectiveness. (RI.11.1, 11.5, 11.6, W.11.1)
 - After reading excerpts from "Sinners in the Hands of An Angry God," write an argument that explains why you think early settlers were persuaded by Edwards’s sermon. Note evidence from the text to support your thesis.
- Examine an issue in contemporary American culture which could be traced to Puritan origins. Write an argument in which you use at least three pieces of textual evidence to support your position. (W.11.1)
 - Could some contemporary American approaches to religion be traced to Puritan origins? Why or why not? Write an argument in which you use at least three pieces of textual evidence to support your position.
 - Could some contemporary American guidelines (e.g. film rating systems, school dress codes, etc.) be traced to Puritan origins? Why or why not? Write an argument in which you use at least three pieces of textual evidence to support your position.
- Examine a piece of Puritan literature and write an argument on whether the work typifies or differs from other Puritan literature. Use textual evidence to support your point. (RL.11.1, 11.2, 11.9, W.11.1)
 - "Does Anne Bradstreet’s work typify or differ from the other Puritan literature that you have read?" Write an argument in which you use at least three pieces of textual evidence to support your position.
- Identify a literary character who could be considered a tragic figure. Discuss whether you agree with this categorization and the reasons why or why not. Use textual evidence from the original text or other pieces of literature featuring tragic figures to support your position. (RL.11.1, 11.3, 11.9, W.11.1)
 - View a staged or film version of *The Crucible*. Then discuss this question: Is John Proctor a tragic figure? Why or why not? Compare him to other tragic figures studied in other grades, such as Oedipus Rex. Write an argument in which you use at least three pieces of textual evidence to support your position.

Informational

- Using passages from both fictional and informational texts, examine how a similar theme is treated and revealed between the genres. Use examples of techniques or literary devices to prove your point, along with textual evidence. (RL.11.9, L.11.5, W.11.2)
 - Select one passage from one of the poems and one from one of the informational texts that treat a similar theme (e.g., "On Being Brought from Africa to America" and *Of Plymouth Plantation*). How are the themes revealed in the different genres? What different techniques or literary devices do the authors use to convey theme? Write an informative/explanatory essay in which you use at least three pieces of textual evidence to support an original thesis statement.

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Research

- Research a topic addressed in a piece of literature (fiction or nonfiction). Use textual evidence from a variety of sources to teach the reader about the topic. (RI.11.1, W.11.2, 11.7, 11.8, 11.9)
 - Research one of the victims of the Salem Witch Trials. Using textual evidence from a variety of sources, share information about the victim’s role in Salem, their trial, the trial’s final verdict, and the legacy they left behind.
 - Research the institution of slavery in colonial history, focusing on a specific aspect of the topic (e.g. the Middle Passage, Virginian vs. Carolinian plantations, differences in colonial laws, etc.). Write an informative/explanatory essay in which you use at least three varied, reliable pieces of evidence to teach the reader about this topic.

VOCABULARY

Allegory
Apostrophe
Conceit
Covenant of grace

Didactic poetry
The great awakening
Idealism
Lyric poetry

Oxymoron
Parallelism
Pragmatism
Sermon

TECH SKILLS

I CAN:

- Recognize, explain, and avoid plagiarism.
- Reach beyond familiar programs and experiment with more than one possible outcome in order to meet criteria.
- Consider my goals for a task I want to complete in order to deliver it more carefully and critically, making use of program features available.
- Cite sources appropriately (e.g. MLA, APA, headers, footnotes, page numbers, endnotes, internal citation, bibliography, page breaks, etc.).
- Use collaborative digital tools, including reviewing, annotating, and commenting.
- Use efficient note taking strategies to become a better observer and listener, and cross check and verify the accuracy of information used.

Unit 2: A New Nation

ENDURING UNDERSTANDING(S):

Students recognize and demonstrate why the founding of America was unique.

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ESSENTIAL QUESTIONS:

- What were the defining themes in American literature, such as “American exceptionalism”?
- How can the structures and styles of America’s founding documents help us to predict their future historic and literary significance?
- How do rhetorical devices (tone, literary elements, etc.) create effective arguments in persuasive writing?

STUDENT LEARNER OUTCOMES (standards)

What will students know and be able to do as a result of this topic/unit?

Students will... (state standards)

- RL.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain (ambiguity).
- RL.2 - Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; restate and summarize main ideas or events, in correct sequence, after reading a text.
- RL.5 - Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
- RI.7 - Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
- RI.8 - Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).
- RI.9 - Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. and world documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.
- W.1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
 - a) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
 - b) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.
 - c) Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - d) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

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e) Provide a concluding statement or section that follows from and supports the argument presented.

- W.7 - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- W.8 - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- SL.4 - Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
- SL.6 - Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate and addressing intended audience needs and knowledge level. (See grades 11–12 Language standards 1 and 3 for specific expectations.)
- L.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a) Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
 - b) Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed.
- L.3 - Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
 - a) Vary syntax for effect, consulting references (e.g., *Tufte's Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
- L.6 - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STUDENTS WILL ... (student-friendly language)

- RL.1
 - Properly cite textual evidence using APA formatting.
 - Support my analysis of a text using specific information, and then explaining how those citations support my analysis.
- RL.2
 - Identify the main ideas or the themes of a text after reading the piece.
 - Find specific evidence of a main idea or theme within a text.
 - Analyze how a text portrays a theme, including how it is connected to other themes.
 - Reword main ideas or events that are found in a text and put them into the correct sequence.
- RL.5

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- Identify the structure of the text.
- Examine how the author’s structural choices, pacing, and dramatic elements impact the text’s meaning, along with the story’s flow and rhythm.
- Analyze how changing an aspect of the structure, pacing, or dramatic elements of the text would change the overall meaning.
- RI.7
 - Identify the similarities and differences between various accounts of a subject.
 - Closely examine multiple accounts of a subject from different media sources.
 - Determine which parts from different sources can be used together to effectively make a point.
- RI.8
 - Evaluate the opinions, premises, purposes, and arguments of a text using evidence to support my reasoning or opinion.
 - Break down and evaluate the reasoning in historic texts by paraphrasing the text.
 - Identify and evaluate the impact a specific historic text has over time.
- RI.9
 - I can evaluate the themes, purposes, and other rhetorical elements of important historic and literary texts.
 - Analyze a variety of texts from different time periods to determine their historical and literary significance.
- W.1 - Persuasive
 - Write a clear thesis statement.
 - Use valid and reliable evidence to support my thesis.
 - Outline and explain my thoughts in a logical, persuasive order.
 - Introduce evidence and claims which support my thesis.
 - Fairly and thoroughly acknowledge counterclaims which go against my thesis and explain why my support is stronger.
 - Use a variety of sentences in each paragraph to make my writing more interesting and my argument more effective.
 - Determine what style and tone are appropriate for the audience of my essay.
 - Provide a strong closing statement or paragraph which supports my thesis.
- W.7
 - Adjust my research area of focus as needed for my project (based on continued learning during research).
 - Brainstorm and choose a question to answer or solve that will guide a long-term research project
 - Combine information from multiple sources to support my research and findings.
- W.8
 - Find and use multiple sources of information, both in print and digital formats.
 - Determine which sources are most effective to answer a posed research question.
 - Effectively integrate research in my writing, while citing that research accurately.
 - Minimize my use of a single resource in comparison to others.
 - Balance research with my own ideas and commentary within a paper.
 - Effectively evaluate when my essay is plagiarized or over-reliant on ideas that aren’t my own.

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- SL.4
 - Present information or supporting evidence in a clear, concise, logical manner when speaking.
 - Adjust my speech so it is appropriate for the purpose, task, and audience of the presentation.
- SL.6
 - Effectively adapt a speech to various contexts, tasks, and audiences
- L.1
 - Effectively use parallel structure while writing or speaking.
 - Communicate effectively while writing or speaking through the use of grammatical phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial).
 - Reference works to check more complicated grammar usage.
- L.3
 - Adapt my use of the English language for varied contexts and situations while reading, listening, or writing.
 - Adjust my writing to conform to specified style guidelines (e.g., APA, MLA, etc.).
 - Use sentence variety for effect in my writing and recognize and evaluate its use when reading complex texts.
- L.6.
 - Recall and apply academic or subject-specific words and phrases while reading, writing, speaking, or listening independently find (e.g. during the research process) words or phrases which can improve my understanding or expression of a subject.

SUGGESTED WORKS

(E) indicates a CCSS exemplar text; (EA) indicates a text from a writer with other works identified as exemplars; (OOP) indicates a text that is no longer sold nor published.

Literary Texts

Poetry

- The Indian Burying Ground (Philip Freneau) [Link](#)
- American Liberty (Philip Freneau) [Link](#)
- The Star-Spangled Banner (Francis Scott Key) [Link](#)
- The Wild Honeysuckle (Philip Freneau) [Link](#)
- His Excellency General Washington (Phillis Wheatley) [Link](#)
- On Being Brought from Africa to America (Phillis Wheatley) [Link](#)

Informational Texts

Autobiographies

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- Equiano’s Travels: The Interesting Narrative of the Life of Olaudah Equiano, or Gustavus Vassa, the African (Olaudah Equiano) [Link](#)
- The Autobiography of Benjamin Franklin (Benjamin Franklin) [Link](#)

Nonfiction

- 1776 (David McCullough) (E)
- Benjamin Banneker’s Letter to Thomas Jefferson (August 19, 1791) [Link](#)
- Common Sense or The Crisis (Thomas Paine) (E) [Link](#)
- Declaration of Independence (Thomas Jefferson) (E) [Link](#)
- Democracy in America (Alexis de Tocqueville) (E) (excerpts) [Link](#)
- Federalist No. 1 (Alexander Hamilton) (E) [Link](#)
- Federalist No. 10 (James Madison) [Link](#)
- Letter to John Adams (August 1, 1816) (Thomas Jefferson) (EA) [Link](#)
- Letters from an American Farmer (J. Hector St. John de Crèvecoeur) (selections) [Link](#)
- Preamble to the Constitution and the Bill of Rights (E) [Link](#)
- The Complete Anti-Federalist (Herbert J. Storing) (selections) [Link](#)
- The Way to Wealth, Poor Richard’s Almanack (Benjamin Franklin) (selections) [Link](#)
- Thomas Jefferson’s Letter to Benjamin Banneker (August 30, 1791) [Link](#)
- Virginia Statute for Religious Freedom (Thomas Jefferson) (EA) [Link](#)
- Fugitive Slave Act of 1793 (February 12, 1793) [Link](#)
- Letter from Paul Revere to William Eustis (February 20, 1804) [Link](#) - letter regarding pension for Mrs. Deborah Gannett who fought in the Revolutionary War (student suggested)

Speeches

- Farewell Address (George Washington) (E) [Link](#)
- What to the Slave Is the Fourth of July? An Address Delivered in Rochester, New York, on 5 July 1852 (Frederick Douglass) (E) [Link](#)
- Speech to the Virginia Convention (March 20, 1775) (Patrick Henry) (E) [Link](#)
- Declaration of the Causes and Necessity of Taking Up Arms (July 6, 1775) (John Dickson and Thomas Jefferson) [Link](#)
- Boston Massacre Oration (March 5, 1774) (John Hancock) [Link](#)

Art, Music, and Media Art

- Auguste Couder, Siège de Yorktown (ca. 1836) [Link](#)
- Emanuel Leutze, Washington Crossing The Delaware (1851) [Link](#)
- Gilbert Stuart, James Monroe (ca. 1820-1822) [Link](#)
- Gustavus Hesselius, Lapowinsa (1735) [Link](#)

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- John Copley, Paul Revere (ca. 1768) [Link](#)
- John Trumbull, Declaration of Independence (1819) [Link](#)
- Thomas Pritchard Rossiter, Washington and Lafayette at Mount Vernon (1859) [Link](#)

Additional Online Resources

- Africans in America (Part 2) (PBS) (RL.11-12.1, RI.11-12.1, LS.11-12.2) [Link](#)
- Jefferson vs. Franklin: Revolutionary Philosophers (National Endowment for the Humanities) (RI.11-12.1) [Link](#)
- Jefferson vs. Franklin: Renaissance Men (National Endowment for the Humanities) (RI.11-12.5) [Link](#)
- The Declaration of Independence: "An Expression of the American Mind" (National Endowment for the Humanities) (RI.11-12.2, RI.11-12.5) [Link](#)
- Songs and Ballads of the American Revolution (based on the work of Frank Moore) [Link](#)

POTENTIAL ASSESSMENTS

What evidence will demonstrate student achievement of their learning?

- **Language Usage:** Examine one of the founding documents for variety in sentence structure. With guidance from your teacher, diagram three highlighted sentences. Then rewrite each sentence in "contemporary" prose. (L.11-12.3)
- **Art, Speaking and Listening:** Examine the artworks listed. How did artists portray historical figures and events from the founding of America? Why might an artist choose to depict such events or figures? Examine each artwork for imagery detailing the founding of America and identify ways in which artists use history for inspiration. In addition, compare the Leutze and Trumbull paintings. How does the artist share each narrative with you? What visual clues lead you to discover what is happening in each scene? Why might these paintings inspire viewers during the time period, as well as future viewers? (SL.11.2, SL.11.3)

WRITING FOCI: Quarter 1 - Narrative; Quarter 2 - Expository

Narrative

- Pick one of the art pieces listed for this unit. Write a narrative which tells the story of one of these pieces. Use details from the art piece within your story. (W.11.3)
- Pick one of the speeches from this literary time period. Write a narrative from the perspective of a member of the audience hearing this speech for the first time. Use details from history and your own personal reactions to the speech's theme in your narrative. (RI.11.5, 11.6, W.11.3)

Additional prompts can support reading standards and/or units

Informational

- Write an essay in which you determine a specific, important term from a historical document of this time period and use textual evidence to explain the meaning of the term within historical and literary context. (RI.11.1, 11.9, W.11.2)

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- Write an essay in which you explain Madison’s use of the term *faction* in *Federalist No. 10*. Use at least three pieces of textual evidence to support an original thesis statement.
- Select one of the texts studied and write a paper in which you trace the enduring significance of the work through contemporary American history. Cite at least three secondary sources to support an original thesis statement. The essay should reflect your reasoned judgment about the quality and reliability of sources consulted (i.e., why you emphasize some and not others), a balance of paraphrasing and quoting from sources, and proper citation of sources. Your teacher may give you the option of adding a multimedia component to your paper, either by creating a digital slide presentation to highlight key points, or a movie in which your paper becomes the narration. (RI.11.1, 11.9, W.11.2, 11.7, 11.8, 11.9)

Argument

- Imagine that you are an early American colonist. Write a letter to a family member or friend persuading him or her to join your fight for American independence. Use at least three pieces of evidence to support your position. (W.11.1)
- Compare two historical documents central to the American Revolution. Argue whether the documents share similar tones and use textual evidence to support your argument. (RL.11.9, RI.11.1, 11.8, 11.9, W.11.2)
 - Do the *Declaration of Independence* and *the Constitution* share similar tones? Why or why not? Use at least three pieces of textual evidence to support your argument.

Research

- Select a historical figure from this time period and conduct independent research, defining and refining the research question independently. The final informative/explanatory essay should include the following sections:
 - Biographical information
 - Analysis of documents written or roles played, including their historical significance
 - The figure’s unique contribution to the new nation
 - The long-term importance of the figure

The essay should reflect your reasoned judgment about the quality and reliability of sources consulted (i.e., why you emphasize some and not others), a balance of paraphrasing and quoting from sources, and proper citation of sources. Your teacher may give you the option of adding a multimedia component to your paper, either by creating a digital slide presentation to highlight key points, or a movie in which your paper becomes the narration. (RI.11.1, W.11.2, 11.7, 11.8, 11.9)

VOCABULARY

Anti-federalism
Aphorism
Deism

Federalism
Heroic couplet
Maxim

Natural law
Salvation
Separation of church and state

TECH SKILLS

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I CAN...

- Use the internet to efficiently locate various credible, relevant and current sources by prioritizing search strategies and eliminating information “white noise,” avoiding a “one-stop-shop” approach.
- Recognize, explain, and avoid plagiarism.
- Reach beyond familiar programs and experiment with more than one possible outcome in order to meet criteria.
- Consider my goals for a task I want to complete in order to deliver it more carefully and critically, making use of program features available.
- Cite sources appropriately (e.g. MLA, APA, headers, footnotes, page numbers, endnotes, internal citation, bibliography, page breaks, etc.).
- Use collaborative digital tools, including reviewing, annotating, and commenting.
- Find pertinent research by searching appropriate keywords in databases.
- Use advanced keywords searches and choose multiple relevant, balanced sources when creating a product.
- Use efficient note taking strategies to become a better observer and listener, and cross check and verify the accuracy of information used.
- Use KPBSD subscriptions (digital library, SLED resources including EBSCO/ERIC/Academic Search Premier) to find pertinent research.
- Locate and interpret pertinent research in non-text formats such as video, photos, infographics, maps, charts, graphs, and audio recordings/podcasts.

Unit 3: American Romanticism

ENDURING UNDERSTANDING(S):

Students will explore the changing attitudes toward American individualism.

ESSENTIAL QUESTIONS:

- What are the major characteristics of the rhetorical devices, themes, and symbols used in American Romanticism?
- How does American Transcendentalism grow and evolve from American Romanticism?
- How are characterization techniques used in the development of American Romantic novels?
- How are structure and rhetorical devices used to create effective arguments in Transcendentalist essays?

STUDENT LEARNER OUTCOMES (standards)

What will students know and be able to do as a result of this topic/unit?

STUDENTS WILL... (state standards)

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- RL.4 - Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
- RL.6 - Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, understatement, or attitude).
- RL.9 - Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
- RI.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- RI.2 - Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; restate and summarize main ideas or events, in correct sequence when necessary, after reading a text.
- RI.4 - Determine the meaning of words and phrases as they are used in various genres, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
- RI.5 - Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
- W.3 - Use narrative writing to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
 - a) Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
 - b) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
 - c) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
 - d) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
 - e) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- W.4 - Produce clear and coherent writing in which the development, organization, style, and features are appropriate to task, genre, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- SL.3 - Identify and evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
- SL.4 - Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.

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- SL.5 - Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- L.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.
 - a) Determine meanings of unfamiliar words by using knowledge of derivational roots and affixes, including cultural derivations (e.g., the root of photography and photosynthesis; kayak), context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence), dialectical English (e.g., Huck Finn), idiomatic expressions (e.g., "it drives me up a wall") as clues to the meaning of a word or phrase.
 - b) Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive*, *conception*, *conceivable*).
 - c) Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
 - d) Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- L.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - a) Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
 - b) Analyze nuances in the meaning of words with similar denotations (definition) or determine the meaning of analogies.

I CAN ... (student-friendly language)

- RL.4
 - Analyze and explain how an author's word choice can change the meaning or tone of a text.
 - Determine the meaning of a word or phrase from context or when it is used in literary devices.
 - Examine the multiple meanings of words and how the shades of meanings impact the text's meaning or tone.
 - Examine the author's language choices and how they affect the tone of a text (through rhythm, stressed syllables, name-calling, and local color).
- RL.6 -
 - Determine point of view.
 - Distinguish what is stated from the subtext.
 - Distinguish elements of satire used to portray point of view.
- RL.9
 - Read a variety of American literature, crossing genres and time periods.
 - Show two or more texts from the same time period examine the same theme or topic.
- RI.1
 - Identify and examine areas the text left open for interpretation.

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- Find and refer to specific, relevant textual examples (both explicit and inferred) to support an opinion about the text.
- RI.2
 - Identify the main idea or the theme of a text after reading the piece
 - Find specific evidence of a main idea or theme within a text.
 - Reword main ideas or events that are found in a text and put them into the correct sequence.
- RI.4
 - Analyze and explain how an author’s word choice can change the meaning or tone of a text.
 - Determine the meaning of a word or phrase from context or when it is used in literary devices.
- RI.5
 - Identify the way an author organizes or structures a text.
 - Determine if the text’s message is clear, convincing, and interesting.
- W.3 - Narrative
 - Capture a reader’s attention with an effective narrative hook.
 - Create character(s) and narrator(s) who have depth and a recognizable character arc.
 - Choose the most effective point of view of a piece of narrative writing and maintain it throughout the written piece.
 - Effectively organize narrative plot elements.
 - Apply narrative techniques (e.g., dialogue, pacing, description, reflection, plot, etc.) to create depth in a narrative piece.
 - Use narrative writing conventions (archetypal and plot elements, varied writing forms, etc.).
 - Create an engaging narrative using precise, descriptive language and sensory details.
 - Provide an effective and satisfying conclusion to a narrative piece.
- W.4
 - Write papers, which meet specific requirements for an audience or a task.
 - Choose what style/form of writing (ex. to entertain, inform, persuade, etc.) to use for a variety of prompts/situations.
- SL.3
 - Connect key points or claims to specific persuasive techniques.
 - Identify a speaker’s points or claims.
 - Use specific, relevant supporting evidence to determine if an argument’s key point or claim is well supported.
 - Identify false statements or reasoning by their supporting evidence.
- SL.4
 - Present information or supporting evidence in a clear, concise, logical manner when speaking.
 - Adjust my speech so it is appropriate for the purpose, task, and audience of the presentation.
- SL.5
 - Clarify information given in presentations by using digital media as support.
- L.4
 - Clarify the difference between words with multiple meanings.

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- Figure out and define unknown words.
- Use roots or cultural knowledge to determine a word’s meaning.
- Use context clues to determine a word’s meaning.
- Recognize dialect or idiomatic expressions within a piece of literature.
- Identify how words will change to become different parts of speech.
- Gather information regarding proper word usage (e.g. for a new word) from a variety of reference materials.
- Find information on how to pronounce a word.
- Check whether my guess at a word’s definition is correct and change my definition as needed.
- L.5
 - Examine how figurative language is used to alter the logical sequence of a text (ex. paradox, hyperbole).
 - Recognize figurative language (e.g. literary devices) in a selection of text.
 - Recognize words which have similar meanings.
 - Recognize analogies in a selection of text.
 - Determine if an analogy makes an appropriate comparison.

SUGGESTED WORKS

(E) indicates a CCSS exemplar text; (EA) indicates a text from a writer with other works identified as exemplars; (OOP) indicates a text that is no longer sold nor published.

Literary Texts

Novels

- Moby-Dick (Herman Melville) (EA) [Link](#)
- The Pioneers (James Fenimore Cooper) [Link](#)
- The Scarlet Letter (Nathaniel Hawthorne) (E) [Link](#)
- Uncle Tom’s Cabin (Harriet Beecher Stowe) [Link](#)

Poetry

- A Bird came down the Walk (Emily Dickinson) (EA) [Link](#)
- Annabel Lee (Edgar Allan Poe) (EA) [Link](#)
- Because I could not stop for Death (Emily Dickinson) (E) [Link](#)
- I Hear America Singing (Walt Whitman) (EA) [Link](#)
- Song of Myself (Walt Whitman) (E) [Link](#)

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- The Old Oaken Bucket (Samuel Woodworth) [Link](#)
- The Raven (Edgar Allan Poe) (E) (This is a CCSS exemplar text for grades 9-10.) [Link](#)
- This is my letter to the World (Emily Dickinson) (EA) [Link](#)
- When Lilacs Last in the Dooryard Bloom'd (Walt Whitman) (EA) [Link](#)

Short Stories

- Billy Budd (Herman Melville) (E) [Link](#)
- Rappaccini's Daughter (Nathaniel Hawthorne) (EA) [Link](#)
- Rip Van Winkle (Washington Irving) [Link](#)
- The Fall of the House of Usher (Edgar Allan Poe) (EA) [Link](#)
- The Legend of Sleepy Hollow (Washington Irving) [Link](#)
- The Minister's Black Veil (Nathaniel Hawthorne) (EA) [Link](#)
- The Piazza (Herman Melville) (EA) [Link](#)
- Young Goodman Brown (Nathaniel Hawthorne) (EA) [Link](#)

Informational Texts

Essays

- Annexation (John O'Sullivan) (United States Magazine and Democratic Review 17, No. 1, 1845) [Link](#)
- Anne Hutchinson: Brief life of Harvard's 'Midwife': 1595-1643 (Peter J. Gomes)
- Civil Disobedience (Henry David Thoreau) (EA) [Link](#)
- Self-Reliance (Ralph Waldo Emerson) (EA) [Link](#)
- Society and Solitude (Ralph Waldo Emerson) (E) [Link](#)

Nonfiction

- Walden; or, Life in the Woods (Henry David Thoreau) (E) [Link](#)

Speeches

- Address to William Henry Harrison (1810) (Shawnee Chief Tecumseh) [Link](#)

Art, Music, and Media Art

- Albert Bierstadt, Looking Down Yosemite Valley (1865) [Link](#)
- Asher Durand, Kindred Spirits (1849) [Link](#)

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- Frederic Church, Niagara (1857) [Link](#)
- George Inness, The Lackawanna Valley (1855) [Link](#)
- Thomas Cole, Romantic Landscape with Ruined Tower (1832-1836) [Link](#)

Additional Online Resources

- The Life of Anne Hutchinson (RL.11-12.1, RI.11-12.1) [Link](#)
- Africans in America (Part 3) (PBS) (RL.11-12.1, RI.11-12.1, LS.11-12.1) [Link](#)
- The American Renaissance and Transcendentalism (PBS) (RL.11-12.9) [Link](#)
- Walt Whitman’s Notebooks and Poetry: The Sweep of the Universe (National Endowment for the Humanities) (RL.11- 12.4) [Link](#)

POTENTIAL ASSESSMENTS

What evidence will demonstrate student achievement of their learning?

- **Narrative Writing:** In “Self-Reliance,” Emerson states, “Trust thyself: every heart vibrates to that iron string.” Share a story about a time you trusted yourself and the lesson(s) you learned from that experience. (W.11-12.3)
- **Narrative Writing:** In “Self-Reliance,” Emerson states, “A man is relieved and gay when he has put his heart into his work and done his best.” Share a story about one of your greatest successes and the work you did to achieve that success. (W.11-12.3)
- **Narrative Writing:** In “Civil Disobedience,” Thoreau states, “Unjust laws exist; shall we be content to obey them, or shall we endeavor to amend them, or obey them until we have succeeded, or shall we transgress them at once?” In a narrative, share an experience (personal, historical, fictional, etc.) where a person challenged an unjust situation. Share why the injustice was challenged, what the results of that challenge were, and whether that challenge changed the situation for the person or their society. (W.11-12.3)
- **Narrative Writing:** The Transcendentalists placed value on having a personal code that guided their lives. In a narrative essay, share a value you hold dear and how that value impacts your life.
- **Art, Speaking, and Listening:** After reading literary examples of American romanticism, examine the paintings featured. Why do you believe these are romantic paintings? What visual aspects do the artists employ to interact with the viewer? How do they use the formal principles of art and design? View Thomas Cole’s work “Romantic Landscape with Ruined Tower.” What has Cole done to create a “romantic landscape”? Continue viewing the other works of art as comparisons. After viewing all of these paintings, what do you think are the characteristics of a romantic work of art? Brainstorm a list of the visual aspects of romantic painting. (SL.11.2, SL.11.3)
- **Language Usage, Vocabulary:** Keep track of new words (or different uses of words that you know) in the works read in this unit. Use the dictionary to confirm the words’ definitions and parts of speech. Note their etymology and whether or how the author used the word differently than it is used today. In your journal—or on a shared spreadsheet completed with others—write new sentences of your own using each new word encountered. (L.11-12.4, W.11-12.4, W.11-12.6)

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WRITING FOCI: Quarter 2 - Expository/Informative

Informational

- Examine a significant historical event or cultural shift which impacted the writers, thinkers, or artists of this literary time period. Write an essay discussing the event or shift and its cultural impact.
 - Concord, Massachusetts was known to be a supportive community for Romantic and Transcendentalist authors and artists. After researching the community, write an informational essay which discusses the significant historical events or cultural shifts which drew the Romantics and Transcendentalists to Concord.
- Select a piece of literature and discuss the impact regionalism plays in the piece (setting, theme, symbolism, etc.). Be sure to reference quotes from the piece as evidence.

Additional prompts can support reading standards and/or units

Argument

- Select an argument made in a Transcendentalist piece and use textual evidence to support your agreement or disagreement with the author's points.
 - Agree or disagree with this Emerson quotation: "What is popularly called Transcendentalism among us, is Idealism; Idealism as it appears in 1842." Use at least three pieces of textual evidence to support your opinion.
- Select a short story and explain why you think it is a good example of American Romanticism. Use at least three pieces of textual evidence to support your position.
- Historical figures are sometimes referenced or portrayed in fictional texts. Compare the fictional figure to their historical counterpart. Use evidence from the literary text and informational texts you reference to argue whether or not their inclusion is warranted in the piece of literature. Also examine whether or not they are portrayed fairly.
 - (This writing assignment would follow the reading of biographical information about Anne Hutchinson—such as the Gomes essay—and *The Scarlet Letter* by Nathaniel Hawthorne.): In Chapter One of *The Scarlet Letter*, the author describes a rosebush that "had sprung up under the footsteps of the sainted Anne Hutchinson." In the closing chapter of the novel, the narrator observes that Hester "assured them ... of her firm belief that, at some higher period, when the world should have grown ripe for it, in heaven's own time, a new truth would be revealed, in order to establish the whole relation between man and woman on a surer ground of mutual happiness." Write an argument in response to the following question: Why does Hawthorne choose an intellectual rebel, Anne Hutchinson, to frame the story of Hester Prynne? Cite evidence from the texts to support your thesis; include citations from Hutchinson's own work, if possible.

Narrative

- Write a narrative essay which mirrors the style of Transcendentalist writers in its topic or theme.
 - *Walden* is a series of essays which tie experiences in the natural world to the philosophical lessons learned from those experiences. Write your own narrative essay in the style of *Walden*, focusing on an event you have experienced in nature and what you learned from that experience.

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- Write a short story which utilizes Gothic elements to enhance the plot, tone, or style of the piece.
- Write a poem which utilizes elements of either traditional or free verse poets to enhance its theme.
 - Retell “The Raven” from the perspective of the bird. Use poetic form and elements in your poem, attempting to mimic the traditional style of Poe’s work.
 - Retell “The Raven” from the perspective of the bird through a rap. Use poetic or musical forms and elements in your rap, maintaining the themes of the original poem.

VOCABULARY

Alliteration
Anaphora
Assonance
Consonance
Individualism

Lyric poetry
Manifest destiny
Metonymy
Noble savage
Paradox

Romanticism
Synecdoche
Transcendentalism
Verbal irony

TECH SKILLS

I CAN...

- Use the internet to efficiently locate various credible, relevant and current sources by prioritizing search strategies and eliminating information “white noise,” avoiding a “one-stop-shop” approach.
- Recognize, explain, and avoid plagiarism.
- Reach beyond familiar programs and experiment with more than one possible outcome in order to meet criteria.
- Consider my goals for a task I want to complete in order to deliver it more carefully and critically, making use of program features available.
- Cite sources appropriately (e.g. MLA, APA, headers, footnotes, page numbers, endnotes, internal citation, bibliography, page breaks, etc.).
- Use collaborative digital tools, including reviewing, annotating, and commenting.
- Find pertinent research by searching appropriate keywords in databases.
- Use advanced keywords searches and choose multiple relevant, balanced sources when creating a product.
- Use efficient note taking strategies to become a better observer and listener, and cross check and verify the accuracy of information used.
- Use KPBSD subscriptions (digital library, SLED resources including EBSCO/ERIC/Academic Search Premier) to find pertinent research.
- Locate and interpret pertinent research in non-text formats such as video, photos, infographics, maps, charts, graphs, and audio recordings/podcasts.

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Semester 2 (Units 4-6)

Unit 4: A Troubled Young Nation

ENDURING UNDERSTANDING(S):

Students will expand their idea of the American individual and how this relates to the pursuit of liberty in various forms.

ESSENTIAL QUESTIONS:

- How do the themes in American literature of the nineteenth century (e.g. individualism, racial inequality, the American Dream, and “civilized society” vs. the wilderness) develop in fiction and nonfiction texts?
- How are related themes in different genres (e.g. *The Adventures of Huckleberry Finn* and *Narrative of the Life of Frederick Douglass, an American Slave*) addressed?
- How do fictional characters in late nineteenth-century America express the historical challenges facing America at the time?

STUDENT LEARNER OUTCOMES (standards)

What will students know and be able to do as a result of this topic/unit?

STUDENTS WILL... (state standards)

- RL.3 - Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- RL.5 - Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
- RL.7 - Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
- RI.3 - Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- RI.7 - Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- RI.9 - Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. and world documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.
- W.2 - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
 - a) Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding

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comprehension.

- b) Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
 - c) Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - d) Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
 - e) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - f) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
- W.8 - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
 - a) W.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.
Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.”).
Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses].”).
 - SL.2 - Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data or information.
 - SL.6 - Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate and addressing intended audience needs and knowledge level. (See grades 11–12 Language standards 1 and 3 for specific expectations.)
 - L.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a) Observe hyphenation conventions.
 - b) Spell correctly.
 - L.6 - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

I CAN ... (student-friendly language)

- RL.3
 - Explain why the author chose certain story sequence elements (setting; characters; events/outcomes in rising action, climax, and

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- resolution; and theme) and how their choices affect their story.
- Examine and explain how the story would change if any of these story sequence elements were changed by citing evidence from the text.
- RL.5
 - Examine how the author’s structural choices, pacing, and dramatic elements impact the text’s meaning, along with the story’s flow and rhythm.
 - Identify the structure of the text.
 - Analyze how changing an aspect of the structure, pacing, or dramatic elements of the text would change the overall meaning.
- RL.7
 - Evaluate how each portrayal interprets the source text, noting how that interpretation affects the text’s intent.
 - Read and/or watch multiple portrayals of a story, drama, or poem.
- RI.3
 - Determine the organization of an author’s main points, ideas, or textual events.
 - Examine the effectiveness of a text’s argument using my knowledge of an author’s organizational strategy.
 - Explain how characters, ideas, or events interact and develop throughout the text.
- RI.7
 - Closely examine multiple accounts of a subject from different media sources.
 - Identify the similarities and differences between various accounts of a subject.
 - Determine which parts from different sources can be used together to effectively make a point.
- RI.9
 - Analyze a variety of texts from different time periods to determine their historical and literary significance.
 - Evaluate the themes, purposes, and other rhetorical elements of important historic and literary texts.
- W.2
 - Brainstorm multiple topics or ideas.
 - Choose a single, supportable topic from a variety of choices.
 - Outline and organize an essay on a specific topic.
 - Write a clear thesis statement.
 - Use formatting to logically organize my essay.
 - Use valid and reliable evidence (e.g., quotations, facts, definitions) to support my thesis.
Choose the most relevant facts to use in support of a claim from a variety of choices.
 - Determine which informational graphics or additional multimedia best support my thesis and apply them to a piece of writing.
 - Correctly format/embed visuals and graphics into an APA style essay.
 - Explain my thoughts in a logical order to support the evidence of my thesis.
 - Apply appropriate and varied transition words effectively in my writing.
 - Determine what style and tone are appropriate for the audience of my writing.
 - Apply specific vocabulary choices in my writing to maintain an appropriate style or tone for my audience.

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- Use literary devices such as metaphors, similes, and analogies to help explain an idea.
- Provide a strong closing statement or paragraph which supports my thesis.
- W.8
 - Find and use multiple sources of information, both in print and digital formats
 - Determine which sources are most effective to answer a posed research question.
 - Effectively integrate research in my writing, while citing that research accurately.
 - Minimize my use of a single resource in comparison to others.
 - Balance research with my own ideas and commentary within a paper.
 - Effectively evaluate when my essay is plagiarized or over-reliant on ideas that aren't my own.
- W.9
 - Plan and write an analysis, reflection, or research paper using evidence from literature and informational texts.
 - Synthesize, reflect on, and communicate my knowledge of American or British ideology based on the large variety of American or British writings.
- SL.2
 - Compare and contrast multiple, varied sources of information (e.g., visual, quantitative, oral) and determine which are the most credible and accurate.
- SL.6
 - Effectively adapt a speech to various contexts, tasks, and audiences.
- L.2
 - Effectively use parallel structure while writing or speaking.
 - I can communicate effectively while writing or speaking through the use of grammatical phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial).
 - I use reference works to check more complicated grammar usage.
- L.6
 - Recall and apply academic or subject-specific words and phrases while reading, writing, speaking, or listening.
 - I can independently find (e.g. during the research process) words or phrases which can improve my understanding or expression of a subject.

SUGGESTED WORKS

(E) indicates a CCSS exemplar text; (EA) indicates a text from a writer with other works identified as exemplars; (OOP) indicates a text that is no longer sold nor published.

Literary Texts

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Folk Tales

- Plantation Proverbs (Uncle Remus) [Link](#)
- Promises of Freedom (search for Promises of Freedom (page 25) in the Dance Rhyme Section of the Negro Folk Rhymes ebook) [Link](#)
- The Signifying Monkey

Poetry

- O Captain My Captain (Walt Whitman) [Link](#)

Novels

- Daisy Miller (Henry James) [Link](#)
- Ethan Frome (Edith Wharton) [Link](#)
- My Ántonia (Willa Cather) [Link](#)
- Sister Carrie (Theodore Dreiser) [Link](#)
- The Adventures of Huckleberry Finn (Mark Twain) (EA) [Link](#)
- The Autobiography of an Ex-Coloured Man (James Weldon Johnson) [Link](#)
- The Awakening (Kate Chopin) [Link](#)
- The Call of the Wild (Jack London) [Text Study Link](#)

Short Stories

- Roman Fever (Edith Wharton) [Link](#)
- The Celebrated Jumping Frog of Calaveras County (Mark Twain) (EA) [Link](#)
- The Story of An Hour (Kate Chopin) [Link](#)
- The Yellow Wallpaper (Charlotte Perkins Gilman) [Link](#)
- What Stumped the Bluejays (Mark Twain) (EA) [Link](#)
- To Build a Fire (Jack London) [Link](#)

Informational Texts

Autobiographies

- Narrative of the Life of Frederick Douglass, an American Slave, Written by Himself (Frederick Douglass) (EA) (excerpts) [Link](#)
- The Narrative of Sojourner Truth (Sojourner Truth and Olive Gilbert) [Link](#)
- Twenty Years at Hull House (Jane Addams) (selections) [Link](#)
- Up From Slavery: An Autobiography (Booker T. Washington) [Link](#)
- selections from Original Journals of the Lewis and Clark Expedition: 1804-1806 (Meriwether Lewis and William Clark) [Link](#)

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Essays

- 'I Had Barbara': Women's Ties and Wharton's 'Roman Fever' (Rachel Bowlby) [Link](#)
- 'The Yellow Wallpaper' and Women's Discourse (Karen Ford) [Link](#)
- Why I Wrote 'The Yellow Wallpaper' (Charlotte Perkins Gilman) [Link](#)
- The Lowest Animal (Mark Twain) [Link](#)

Nonfiction

- Bury My Heart at Wounded Knee: An Indian History of the American West (Dee Brown) (E)
- Declaration of Sentiments, Seneca Falls Convention (1848) [Link](#)
- Letter to Albert G. Hodges (Abraham Lincoln) (EA) [Link](#)
- Son of the Morning Star: Custer and the Little Bighorn (Evan S. Connell) (E)
- The Higher Education of Women, from A Voice from the South (Anna Julia Cooper) [Link](#)
- What They Fought For 1861-1865 (James M. McPherson)

Speeches

- A House Divided (Abraham Lincoln) (EA) [Link](#)
- Ain't I a Woman? (Sojourner Truth) (May 29, 1851) [Link](#)
- I will fight no more forever (Chief Joseph the Younger of the Nez Perce Nation) (October 5, 1877) [Link](#)
- The Gettysburg Address (Abraham Lincoln) (E) [Link](#)

Art, Music and Media

Spirituals

- All God's Children Had Wings (Traditional) [Audio Link](#)
- Go Down, Moses (Traditional) [Audio Link](#)
- I Thank God I'm Free at Last (Traditional) [Audio Link](#) [Text Link](#)
- Lift Every Voice and Sing (James Weldon Johnson) (E) [Audio Link](#) [Text Link](#)
- Promises of Freedom (Traditional)
- Swing Low, Sweet Chariot (Traditional) [Link](#)

Art

- Winslow Homer [Link](#)
- Thomas Eakins [Link](#)

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Film

- Ed Bell and Thomas Lennon, dir., "Unchained Memories" (2003)

Additional Online Resources

- Africans in America (Part 4) (PBS) (RL.11-12.1, RI.11-12.1, LS.11-12.1) [Link](#)
- Melting Pot: American Fiction of Immigration (PBS) [Link](#)
- Charlotte Perkins Gilman's "The Yellow Wallpaper"—Writing Women (National Endowment for the Humanities) (RL.11-12.1, RI.11-12.2) [Link](#)
- The New Americans (PBS) (RI.11-12.7) [Link](#)
- Critical Ways of Seeing The Adventures of Huckleberry Finn in Context (National Endowment for the Humanities) (RL.11-12.6) [Link](#)
- After the American Revolution: Free African Americans in the North (National Endowment for the Humanities) (RL.11-12.6) [Link](#)
- Personal or Social Tragedy?—A Close Reading of Edith Wharton's Ethan Frome (National Endowment for the Humanities) (RL.11-12.1, RI.11-12.2) [Link](#)

ASSESSMENTS

What evidence will demonstrate student achievement of their learning?

- **Art, Speaking and Listening:** Focus on the Homer painting. Without knowing any background information on the time period or setting of this work, discuss the following questions with classmates: What do you think might be going on in this scene? Who are these women? Notice each person's dress and body position. What do these details suggest about their relationships? Note that the painting is sectioned. But where is the division: between the white woman and the black family, or at the painting's center, to the left of the central figure? How does noticing this division add to our understanding of the relationships in the painting? What do you think each character might be thinking or feeling? Why do you think Homer created such a complex composition to depict what at first appears to be a simple interaction? Now learn some background information about the painting. Did you come up with "correct" assumptions? Is there a "right" answer to analyzing this work of art? (SL.11-12.1, SL.11-12.2, SL.11-12.4, SL.11-12.5)
- **Reading Literature, Multimedia Presentation:** Create a mixed-media presentation that summarizes one of the novels you've read and presents questions that you think the novel raises about its uniquely American themes. (RL.11-12.1, W.11-12.6, SL.11-12.5)
- **Language Usage:** Examine a page from one of the stories in this unit (selected by the teacher) and highlight the prepositional phrases; identify what they modify and determine whether they are adjectival or adverbial. (L.11-12.1)

WRITING FOCI: Quarter 3 - Argumentative

Argument

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- Select a literary character and make an argument on whether they embody the values inherent in the American Dream. Use textual evidence to support your thesis. (RL.11.1, 11.9, W.11.1)
 - Does Huckleberry Finn embody the values inherent in the American Dream? Write an argument in which you use at least three pieces of evidence to support an original thesis statement.
- Explore the suffragette movement in America. Make an argument about positions explored in the literature and use textual evidence to support your beliefs.
 - Write an argument in which you agree or disagree with the following statement, offering at least three pieces of evidence from the texts to support your position: Women in nineteenth-century America could not really be free. (RI.11.1, W.11.1)
 - Sojourner Truth’s speech “Ain’t I a Woman?” is considered a literary pillar of the American suffragette movement. Examine the persuasive techniques she used in this short speech and discuss whether or not it achieved its purpose in defaming the anti-feminist arguments of the time. (RI.11.1, 11.2, 11.5, 11.6, 11.9, W.11.1)
 - Which is more injurious to the narrator of “The Yellow Wallpaper”—the psychological demons or the societal demons she faces? (RL.11.1, 11.2, 11.9, W.11.1)

Additional prompts can support reading standards and/or units

Informational

- After reading work by feminist authors, write an informative/explanatory essay in which you explore how authors, historical figures, or characters explore cultural views of females in society.
 - Edith Wharton, Charlotte Perkins Gilman, and Kate Chopin are often referred to as feminist authors. Their protagonists are usually women, and their conflicts are frequently with men. Read two of the following stories: “Roman Fever” by Edith Wharton, “The Yellow Wallpaper” by Charlotte Perkins Gilman, and “The Story of an Hour” by Kate Chopin. Then, write an informative/explanatory essay in which you explore how the positioning of the women protagonists in the stories exposes the authors’ views of women in society. (Extension: For further literary analysis upon which students may draw, they can read “‘The Yellow Wallpaper’ and Women’s Discourse” by Karen Ford and/or “‘I Had Barbara’: Women’s Ties and Wharton’s ‘Roman Fever’” by Rachel Bowlby.)
 - Choose two women from among the works studied and compare and contrast their life experiences, noting the ways in which they either exemplified or were an exception to the times in which they lived. Use at least three pieces of evidence from the texts to support an original thesis statement.
- Select a character who crosses social, cultural, or racial divides. How does this character change or remain static based on their experiences in both worlds?
 - In *The Adventures of Huckleberry Finn*, Huck is torn between the “civilized” world and the freedom he finds on the Mississippi River. Explain how Twain contrasts the opposing worlds and what Huck gains from his experiences in both worlds by the end of the novel.
 - How does Mark Twain address the issue of slavery through Huck’s point of view in *The Adventures of Huckleberry Finn*? Use at least three pieces of textual evidence to support an original thesis statement.

Research

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- Research a topic related to a piece of literature (fiction or nonfiction). Use textual evidence from a variety of sources to teach the reader about the topic.
 - Research one of the battles of the Civil War. Using documents from the Library of Congress (loc.gov) or National Archives (archives.gov), discuss the events of the battle and its impact on the course of the Civil War.
 - Using reliable sources, explore the topic of the medical treatments of mental health in the United States at this time. In a well-organized paper, use your research to discuss society’s view of mental health during this time, the treatments used, and the impact of those treatments on modern medicine.
 - Using historical documents, interviews, letters, journals, or oral histories, research the impact Westward Expansion or the Civil War had on Native American tribes or nations. Use at least three sources in your paper.

Narrative

- Select a key historical moment of the Civil War. Write a narrative story which uses point of view, description, dialogue, and other narrative elements to share the event with the reader.
- Write a narrative essay about a situation (personal, fictional, or historical) that required perseverance in the face of adversity and how the situation was resolved.
- Write a narrative about a time you expressed yourself in the face of adversity. Make use of internal thoughts, dialogue, and sensory details.

VOCABULARY

Abolition
American Dream
Assimilation
Autobiography

Biography
Determinism
“Melting pot”
Mood

Naturalism
Realism
Regionalism
Satire

TECH SKILLS

I CAN...

- Recognize, explain, and avoid plagiarism.
- Reach beyond familiar programs and experiment with more than one possible outcome in order to meet criteria.
- Consider my goals for a task I want to complete in order to deliver it more carefully and critically, making use of program features available.
- Cite sources appropriately (e.g. MLA, APA, headers, footnotes, page numbers, endnotes, internal citation, bibliography, page breaks, etc.).
- Discuss a variety of information perspectives and ideas in an analytical, rather than cynical, way while finding a solution to a problem.
- Use collaborative digital tools, including reviewing, annotating, and commenting.
- Use efficient note taking strategies to become a better observer and listener, and cross check and verify the accuracy of information used.

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- Critically select and effectively use technologies (programs and apps), taking into consideration their capabilities and limitations, that will meet my intended outcome and the needs of my audience.
- Create a multimedia product that considers purpose, audience, and message in a way that is enhanced by the design.
- Use screencasts and/or movie editing software to create a permanent presentation.
- Develop and use criteria to evaluate the purpose of a presentation or product and identify more effective ways to reach an audience.

Unit 5: Emerging Modernism

ENDURING UNDERSTANDING(S):

Students will explore how modernization resulted in isolation and disillusionment in the early American twentieth century.

ESSENTIAL QUESTIONS:

- What are the origins of the Harlem Renaissance?
- How did historical events impact and emerge in the literature and arts of works from the Harlem Renaissance poets, authors, musicians, and artists?
- What was the *Lost Generation* and how were its ties to the historical context expressed in experimental works?
- How do modernist ideas impact the style and content of their works?
- How does the alienation of “modern man” impact the concept of the “American Dream”?

STUDENT LEARNER OUTCOMES (standards)

What will students know and be able to do as a result of this topic/unit?

STUDENTS WILL... (state standards)

- RL.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain (ambiguity).
- RI.2 - Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; restate and summarize main ideas or events, in correct sequence, after reading a text.
- RL.4 - Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

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- RL.6 - Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, understatement, or attitude).
- RI.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- RI.5 - Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
- RI.8 - Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).
- W.3 - Use narrative writing to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
- Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- W.4 - Produce clear and coherent writing in which the development, organization, style, and features are appropriate to task, genre, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
- W.6 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- SL.4 - Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
- SL.5 - Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- L.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.

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- Determine meanings of unfamiliar words by using knowledge of derivational roots and affixes, including cultural derivations (e.g., the root of photography and photosynthesis; kayak), context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence), dialectical English (e.g., Huck Finn), idiomatic expressions (e.g., “it drives me up a wall”) as clues to the meaning of a word or phrase.
- Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
- Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
- Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- L.6 - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

I CAN ... (student-friendly language)

- RL.1
 - Support my analysis of a text using specific information, and then explaining how those citations support my analysis.
 - Properly cite textual evidence using APA formatting.
- RI.2
 - Identify the main ideas or the themes of a text after reading the piece.
 - Find specific evidence of a main idea or theme within a text.
 - Analyze how a text portrays a theme, including how it is connected to other themes.
 - Reword main ideas or events that are found in a text and put them into the correct sequence.
- RL.4
 - Determine the meaning of a word or phrase from context or when it is used in literary devices.
 - Analyze and explain how an author’s word choice can change the meaning or tone of a text.
 - Examine the multiple meanings of words and how the shades of meanings impact the text’s meaning or tone.
 - Examine the author’s language choices and how they affect the tone of a text (through rhythm, stressed syllables, name-calling, and local color).
- RL.6
 - Determine point of view.
 - Distinguish what is stated from the subtext.
 - Distinguish elements of satire used to portray point of view.
- RI.1
 - Find and refer to specific, relevant textual examples (both explicit and inferred) to support an opinion about the text.
 - Identify and examine areas the text left open for interpretation.
- RI.5
 - Identify the way an author organizes or structures a text.

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- Determine if the text’s message is clear, convincing, and interesting.
- RI.8
 - Break down and evaluate the reasoning in historic texts by paraphrasing the text.
 - Evaluate the opinions, premises, purposes, and arguments of a text using evidence to support my reasoning or opinion.
 - Identify and evaluate the impact a specific historic text has over time.
- W.3
 - Create character(s) and narrator(s) who have depth and a recognizable character arc.
 - Capture a reader’s attention with an effective narrative hook.
 - Choose the most effective point of view of a piece of narrative writing and maintain it throughout the written piece.
 - Effectively organize narrative plot elements.
 - Apply narrative techniques (e.g., dialogue, pacing, description, reflection, plot, etc.) to create depth in a narrative piece.
 - Use narrative writing conventions (archetypal and plot elements, varied writing forms, etc.).
 - Create an engaging narrative using precise, descriptive language and sensory details.
 - Provide an effective and satisfying conclusion to a narrative piece.
- W.4
 - Write papers, which meet specific requirements for an audience or a task.
 - Choose what style/form of writing (ex. to entertain, inform, persuade, etc.) to use for a variety of prompts/situations.
- W.5
- Follow the steps of the writing process to strengthen my writing.
 - Prioritize the steps of the writing process for assignments with a condensed timeline.
 - Make myself a formative element within another author’s writing process (peer review).
- W.6
- Produce and publish individual or shared writing pieces using technology (e.g., Canvas, Internet, Google Docs, etc.).
- SL.4
- Present information or supporting evidence in a clear, concise, logical manner when speaking.
 - Adjust my speech so it is appropriate for the purpose, task, and audience of the presentation.
- SL.5
- Clarify information given in presentations by using digital media as support.
- L.4
- Figure out and define unknown words.
 - Clarify the difference between words with multiple meanings.
 - Use roots or cultural knowledge to determine a word’s meaning.
 - Use context clues to determine a word’s meaning.
 - Recognize dialect or idiomatic expressions within a piece of literature.
 - Identify how words will change to become different parts of speech.

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- Gather information regarding proper word usage (e.g. for a new word) from a variety of reference materials.
- Find information on how to pronounce a word.
- Check whether my guess at a word’s definition is correct and change my definition as needed.
- L.6
- Recall and apply academic or subject-specific words and phrases while reading, writing, speaking, or listening.
 - Independently find (e.g. during the research process) words or phrases which can improve my understanding or expression of a subject.

SUGGESTED WORKS

(E) indicates a CCSS exemplar text; (EA) indicates a text from a writer with other works identified as exemplars; (OOP) indicates a text that is no longer sold nor published.

Literary Texts

Drama

- The Piano Lesson (August Wilson)

Novels

- A Farewell to Arms (Ernest Hemingway) (E)
- As I Lay Dying (William Faulkner) (E)
- Of Mice and Men (John Steinbeck) (EA)
- The Great Gatsby (F. Scott Fitzgerald) (E) [Link](#)
- The Pearl (John Steinbeck) (EA)
- Their Eyes Were Watching God (Zora Neale Hurston) (E)
- Winesburg, Ohio (Sherwood Anderson) (selections) [Link](#)

Poetry

- A High-Toned Old Christian Woman (Wallace Stevens) [Link](#)
- Birches (Robert Frost) (EA) [Link](#)
- Conscientious Objector (Edna St. Vincent Millay) (EA) [Link](#)
- Domination of Black (Wallace Stevens) [Link](#)
- Grass (Carl Sandburg) (EA) [Link](#)
- Harlem (Langston Hughes) (EA) [Link](#)
- In the Dordogne (John Peale Bishop)
- Mother to Son (Langston Hughes) (EA) [Link](#)

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- Poetry (Marianne Moore) [Link](#)
- Richard Cory (E.A. Robinson) [Link](#)
- Tableau (Countee Cullen) (EA) [Link](#)
- The Death of the Hired Man (Robert Frost) (EA) [Link](#)
- The House on the Hill (E.A. Robinson) [Link](#)
- The Love Song of J. Alfred Prufrock (T.S. Eliot) (E) [Link](#)
- The Negro Speaks of Rivers (Langston Hughes) (EA) [Link](#)
- The Pisan Cantos (Ezra Pound) (selections)
- The Road Not Taken (Robert Frost) (E) (This is a CCSS exemplar text for grades 6-8.) [Link](#)
- The Silent Slain (Archibald MacLeish) [Link](#)
- Yet Do I Marvel (Countee Cullen) (E) (This is a CCSS exemplar text for grades 9-10.) [Link](#)
- Buffalo Bill (E.E. Cummings) [Link](#)
- pity this busy monster,manunkind,” (E.E. Cummings) [Link](#)
- Chicago (Carl Sandburg) [Link](#)
- Fog (Carl Sandburg) [Link](#)
- Grass (Carl Sandburg) [Link](#)

Short Stories

- A Clean, Well-Lighted Place (Ernest Hemingway) (EA) [Link](#)
- A Rose for Emily (William Faulkner) (EA) [Link](#)
- Hills Like White Elephants (Ernest Hemingway) (EA) [Link](#)
- The Snows of Kilimanjaro (Ernest Hemingway) (EA) [Link](#)
- Babylon Revisited (F. Scott Fitzgerald) [Link](#)
- Bernice Bobs Her Hair (F. Scott Fitzgerald) [Link](#)
- Selections from Mules and Men (Zora Neale Hurston) [Link](#)
- A Wagner Matinee (Willa Cather) [Link](#)

Informational Texts

Essays

- A Farewell to Arms: The Impact of Irony and the Irrational (Fred H. Marcus) (available through JSTOR)
- If Black English Isn't a Language, Then Tell Me, What Is? (James Baldwin) [Link](#)
- The Great Gatsby and the Twenties (Ronald Berman)
- Towards a Definition of American Modernism (Daniel Joseph Singal, American Quarterly 39, Spring 1987, 7-26)

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Nonfiction

- Lee Surrenders to Grant, April 9th, 1865 (Horace Porter) (E) [Link](#)

Speeches

- Hope Despair and Memory (Elie Wiesel) (E) [Link](#)
- State of the Union Address (Franklin Delano Roosevelt) (E) [Link](#)
- Black Elk Speaks (Black Elk, as told through John G. Neihardt) (selections)
- The Solitude of Self (February 20, 1892) (Elizabeth Cady Stanton) [Link](#)
- The Spirit of Liberty speech at “I Am an American Day” (Learned Hand, 1944) (EA) [Link](#)

Art, Music, and Media Art

- Alfred Stieglitz, From the Back Window, 291 (1915) [Link](#)
- Arthur Dove, Goat (1934) [Link](#)
- Charles Demuth, My Egypt (1927) [Link](#)
- Charles Sheeler, Criss-Crossed Conveyors, River Rouge Plant, Ford Motor Company (1927) [Link](#)
- Georgia O’Keeffe, Ram’s Head, Blue Morning Glory (1938) [Link](#)
- Imogen Cunningham, Two Callas (1929) [Link](#)
- Jacob Lawrence, War Series: The Letter (1946) [Link](#)
- Marsden Hartley, Mount Katahdin, Maine (1939-1940) [Link](#)
- Stuart Davis, Owh! In San Pao (1951) [Link](#)

Additional Online Resources

- Introduction to Modernist Poetry (National Endowment for the Humanities) (RL.11-12.4) [Link](#)
- Faulkner’s As I Lay Dying: Form of a Funeral (National Endowment for the Humanities) (RL.11-12.3, RL.11-12.5) [Link](#)

POTENTIAL ASSESSMENTS

What evidence will demonstrate student achievement of their learning?

- **Narrative Writing:** Write a narrative which details a time that you “took the [road] less travelled by” and show the significance of your experience through narrative techniques. (W.11-12.3, L.11-12.1, L.11-12.2)
- **Argument Writing, Oral Presentation:** Discuss what you think Learned Hand meant when he said of Americans, “For this reason we have some right to consider ourselves a picked group, a group of those who had the courage to break from the past and brave the dangers and the loneliness of a strange land.” Cite examples from works read in this unit and describe how the characters exhibit this quality. Record your recitation using a video camera so you can evaluate how well you discussed Hand’s quotation. (Note: This quotation could also be used as a

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prompt for argument, asking students to agree or disagree with Hand and requiring at least three pieces of evidence to support the position.) (RL.11-12.9, SL.11-2.4, L.11-12.5)

- **Multimedia Presentation:** Make a formal multimedia presentation in which you define and discuss the Lost Generation in American literary history. Cite at least three sources.(RL.11-12.9, W.11-12.6, SL.11-12.5)
- **Language Mechanics:** Read the draft of a classmate’s essay and highlight all the independent and dependent clauses; make sure they are punctuated correctly. (L.11-12.1, L.11-12.2)

WRITING FOCI: Quarter 3 - Argumentative; Quarter 4 - Research

Argumentative Writing:

- Select two characters from pieces of literature by different authors from the Lost Generation. Use textual evidence to support an argument of whether or not these characters are similar.
 - After reading "The Love Song of J. Alfred Prufrock" and *The Great Gatsby*, decide whether you agree or disagree with the following statement: Prufrock and Gatsby have similar characters. Use at least three pieces of textual evidence to support your position.
- How do the poems of this unit grapple with the topics of hope and despair? In the poems selected for reference in your paper, does hope or despair triumph? Use textual evidence to support your position.

Additional prompts can support reading standards and/or units

Narrative

- Select a historical or current social issue of interest to you. Utilizing narrative techniques of modernist authors, write a short narrative essay about this issue. Describe how you learned about this social issue and why you connected to it.
- Select a short story and examine how point of view and narrator voice impact its theme or the events of the story’s plot.
 - After reading Faulkner’s “A Rose for Emily,” write a short narrative retelling an event from the story in either Miss Emily or Homer Barron’s perspective. Reference details from the original text in your narrative to maintain the plot’s pace and impact, or to fill in gaps in the non-linear plot.
 - After reading Fitzgerald’s “Babylon Revisited,” write a short narrative retelling Part II from Honoria’s point of view, or Part III from Marion’s point of view. Reference details from the original text in your narrative to support the story’s overall tone or themes.
- Utilizing poetic techniques of modernist authors, write original poetry which practices the intentional use of poetic devices.
 - Conduct a close reading of Langston Hughes's "The Negro Speaks of Rivers," "Mother to Son," and "Harlem," identifying Hughes’s use of metaphors to depict ideas. After reading the poems, compose your own poem where you make use of metaphors similarly to Hughes.

Informational

- Examine the impact of literary devices or elements on this unit’s literature. Use textual evidence to support your position.
 - What are the effects of the shifting point of view on the reader’s understanding of events in *As I Lay Dying*? Why do you think Faulkner chose to tell the story from different points of view? Use at least three pieces of textual evidence to support your position.

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- How does the use of the unreliable narrator Nick Carraway in *The Great Gatsby* impact the reader’s interpretation of Jay Gatsby and his motives?
- Using a piece of literature from this unit, examine and discuss the author’s view of the American Dream and its attainability for characters within the piece. Be sure to use at least three examples of textual evidence as support.
- Explore shifts in the cultural perspective of the American Dream through literature and the historical context of this era.
 - Write an essay in which you explain how “Bernice Bobs her Hair” reflects societal norms of the 20s. In your essay you should also consider whether or not these norms still exist and if they are still reflected in pop culture today.

Research

- Research a topic related to a piece of literature (fiction or nonfiction). Use textual evidence from a variety of sources to teach the reader about the topic.
 - Using articles, interviews, or historical documents (letters, journals, etc.) examine the role American expatriates played in shaping the international view of American society or American literature. Additionally, you may examine expatriates who became involved in the events of WWII. Use at least three sources in your paper.
 - Research the Great Depression and its impact on the Midwestern United States. In a well-organized research paper, discuss how American authors of fiction and nonfiction portrayed the Great Depression and shaped public perspective on the issues facing those from the Midwest.
 - Research bullfighting and its cultural significance in Spain. Using textual evidence from a variety of sources, evaluate the accuracy of its representation in Hemingway’s *As the Sun Also Rises*.

VOCABULARY

Alienation American modernism Dialect Disillusionment Flashback	Foreshadowing “Great migration” Harlem Renaissance Industrialization Interior monologue	The Lost Generation Motif Stream of consciousness Villanelle
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TECH SKILLS

I CAN...

- Use the internet to efficiently locate various credible, relevant and current sources by prioritizing search strategies and eliminating information “white noise,” avoiding a “one-stop-shop” approach.
- Recognize, explain, and avoid plagiarism.
- Reach beyond familiar programs and experiment with more than one possible outcome in order to meet criteria.

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- Consider my goals for a task I want to complete in order to deliver it more carefully and critically, making use of program features available.
- Cite sources appropriately (e.g. MLA, APA, headers, footnotes, page numbers, endnotes, internal citation, bibliography, page breaks, etc.).
- Discuss a variety of information perspectives and ideas in an analytical, rather than cynical, way while finding a solution to a problem.
- Use collaborative digital tools, including reviewing, annotating, and commenting.
- Find pertinent research by searching appropriate keywords in databases.
- Use advanced keywords searches and choose multiple relevant, balanced sources when creating a product.
- Use efficient note taking strategies to become a better observer and listener, and cross check and verify the accuracy of information used.
- Use KPBSD subscriptions (digital library, SLED resources including EBSCO/ERIC/Academic Search Premier) to find pertinent research.
- Locate and interpret pertinent research in non-text formats such as video, photos, infographics, maps, charts, graphs, and audio recordings/podcasts.
- Critically select and effectively use technologies (programs and apps), taking into consideration their capabilities and limitations, that will meet my intended outcome and the needs of my audience.
- Create a multimedia product that considers purpose, audience, and message in a way that is enhanced by the design.
- Use screencasts and/or movie editing software to create a permanent presentation.
- Develop and use criteria to evaluate the purpose of a presentation or product and identify more effective ways to reach an audience.

Unit 6: Challenges and Successes of the Twentieth Century

ENDURING UNDERSTANDING(S):

Students interpret how the evolution of the American Dream builds to modern movements in contemporary literature and culture.

ESSENTIAL QUESTIONS:

- How does the short story develop in post-World War II America?
- How are 20th century literary movements (Beat generation, Southern Gothic, etc.) influenced by preceding literature and how do these movements continue to influence literature?
- How does the emergence of dynamic views in literary texts relate to issues faced in contemporary American culture?

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STUDENT LEARNER OUTCOMES (standards)

What will students know and be able to do as a result of this topic/unit?

STUDENTS WILL... (state standards)

- RL.3 - Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- RL.5 - Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
- RL.7 - Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
- RL.9 - Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
- RI.2 - Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; restate and summarize main ideas or events, in correct sequence when necessary, after reading a text.
- RI.4 - Determine the meaning of words and phrases as they are used in various genres, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
- RI.6 - Discern an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or aesthetic impact of the text.
- RI.7 - Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
- W.1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
 - a) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
 - b) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.
 - c) Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - d) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - e) Provide a concluding statement or section that follows from and supports the argument presented.
- W.2 - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
 - a) Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

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- b) Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
 - c) Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - d) Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
 - e) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - f) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
- W.7 - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
 - W.8 - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
 - SL.1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
 - a) Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
 - b) Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
 - c) Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
 - d) Respond thoughtfully to diverse perspectives or arguments; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
 - SL.3 - Identify and evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
 - SL.6 - Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate and addressing intended audience needs and knowledge level. (See grades 11–12 Language standards 1 and 3 for specific expectations.)
 - L.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a) Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
 - b) Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster’s Dictionary of English Usage*, *Garner’s Modern American Usage*) as needed.

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- L.3 - Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
 - a) Vary syntax for effect, consulting references (e.g., Tufte’s *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
- L.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - a) Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
 - b) Analyze nuances in the meaning of words with similar denotations (definition) or determine the meaning of analogies.

I CAN ... (student-friendly language)

- RL.3
 - Explain why the author chose certain story sequence elements (setting; characters; events/outcomes in rising action, climax, and resolution; and theme) and how their choices affect their story.
 - Examine and explain how the story would change if any of these story sequence elements were changed by citing evidence from the text.
- RL.5
 - I can examine how the author’s structural choices, pacing, and dramatic elements impact the text’s meaning, along with the story’s flow and rhythm.
 - Identify the structure of the text.
 - Analyze how changing an aspect of the structure, pacing, or dramatic elements of the text would change the overall meaning.
- RL.7
 - Evaluate how each portrayal interprets the source text, noting how that interpretation affects the text’s intent.
 - Read and/or watch multiple portrayals of a story, drama, or poem.
- RL.9
 - Show how two or more texts from the same time period examine the same theme or topic.
 - Read a variety of American literature, crossing genres and time periods.
- RI.2
 - Find specific evidence of a main idea or theme within a text.
 - Identify the main idea or the theme of a text after reading the piece.
 - Reword main ideas or events that are found in a text and put them into the correct sequence.
- RI.4
 - Analyze and explain how an author’s word choice can change the meaning or tone of a text.
 - Determine the meaning of a word or phrase from context or when it is used in literary devices.
- RI.6
 - Analyze how an author’s word choice and rhetoric impact the point of view or purpose of a text.
 - Determine an author’s point of view or purpose in a text.
 - Explain how an author’s style (ex: figurative language; the way words are used) and content either add or detract to their overall

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message.

- RI.7
 - Identify the similarities and differences between various accounts of a subject.
 - Closely examine multiple accounts of a subject from different media sources.
 - Determine which parts from different sources can be used together to effectively make a point.
- W.1 - Persuasive
 - Write a clear thesis statement.
 - Use valid and reliable evidence to support my thesis.
 - Outline and explain my thoughts in a logical, persuasive order.
 - Introduce evidence and claims which support my thesis.
 - Fairly and thoroughly acknowledge counterclaims which go against my thesis and explain why my support is stronger.
 - Use a variety of sentences in each paragraph to make my writing more interesting and my argument more effective.
 - Determine what style and tone are appropriate for the audience of my essay.
 - Provide a strong closing statement or paragraph which supports my thesis.
- W.2 Expository/Informative
 - Brainstorm multiple topics or ideas.
 - Choose a single, supportable topic from a variety of choices.
 - Outline and organize an essay on a specific topic.
 - Write a clear thesis statement.
 - Use formatting to logically organize my essay.
 - Use valid and reliable evidence (e.g., quotations, facts, definitions) to support my thesis.
 - Choose the most relevant facts to use in support of a claim from a variety of choices.
 - Determine which informational graphics or additional multimedia best support my thesis and apply them to a piece of writing.
 - Correctly format/embed visuals and graphics into an APA style essay.
 - Explain my thoughts in a logical order to support the evidence of my thesis.
 - Apply appropriate and varied transition words effectively in my writing.
 - Determine what style and tone are appropriate for the audience of my writing.
 - Apply specific vocabulary choices in my writing to maintain an appropriate style or tone for my audience.
 - Use literary devices such as metaphors, similes, and analogies to help explain an idea.
 - Provide a strong closing statement or paragraph which supports my thesis.
- W.7
 - Adjust my research area of focus as needed for my project (based on continued learning during research).
 - Brainstorm and choose a question to answer or solve that will guide a long-term research project.
 - Combine information from multiple sources to support my research and findings.
- W.8

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- Determine which sources are most effective to answer a posed research question.
- Find and use multiple sources of information, both in print and digital formats.
- Effectively integrate research in my writing, while citing that research accurately.
- Minimize my use of a single resource in comparison to others.
- Balance research with my own ideas and commentary within a paper.
- Effectively evaluate when my essay is plagiarized or over-reliant on ideas that aren't my own.
- SL.1
 - Work with my peers to create effective and fair discussion expectations.
 - Initiate discussion or bring up a different perspective in my group.
 - Refer to evidence from research during a discussion on a specific topic.
 - Appropriately pose and respond to questions in a group setting.
 - Maintain an established role in my group to enable civil, democratic discussions, decision-making, and goal-meeting.
 - Actively listen and respond appropriately and thoughtfully to my peers during a discussion.
 - Summarize my peers' points and appropriately agree or disagree with those points.
 - Explain my reasoning to my peers and justify maintaining or changing my original stance on a specific topic.
 - Determine what information still needs to be gathered for further clarification or support within a discussion, and can use that further information to resolve contradictions when possible.
- SL.3
 - Connect key points or claims to specific persuasive techniques.
 - Identify a speaker's points or claims.
 - Use specific, relevant supporting evidence to determine if an argument's key point or claim is well supported.
 - Identify false statements or reasoning by their supporting evidence.
- SL.6
 - Effectively adapt a speech to various contexts, tasks, and audiences.
- L.1
 - Communicate effectively while writing or speaking through the use of grammatical phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial).
 - Effectively use parallel structure while writing or speaking.
 - Reference works to check more complicated grammar usage.
- L.3
 - Adapt my use of the English language for varied contexts and situations while reading, listening, or writing.
 - Adjust my writing to conform to specified style guidelines (e.g., APA, MLA, etc.).
 - Use sentence variety for effect in my writing and recognize and evaluate its use when reading complex texts.
- L.5

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- Recognize figurative language (e.g. literary devices) in a selection of text.
- Examine how figurative language is used to alter the logical sequence of a text (ex. paradox, hyperbole).
- Recognize words which have similar meanings.
- Recognize analogies in a selection of text.
- Determine if an analogy makes an appropriate comparison.

SUGGESTED WORKS

(E) indicates a CCSS exemplar text; (EA) indicates a text from a writer with other works identified as exemplars; (OOP) indicates a text that is no longer sold nor published.

Literary Texts

Drama

- A Streetcar Named Desire (Tennessee Williams) (EA)
- Death of a Salesman (Arthur Miller) (E)
- A Raisin in the Sun (Lorraine Hansberry)

Novels

- All the Pretty Horses or The Road (Cormac McCarthy)
- Cat's Cradle (Kurt Vonnegut)
- Into the Wild (Jon Krakauer)
- Invisible Man (Ralph Ellison)
- Love Medicine (Louise Erdrich) (EA)
- Native Son (Richard Wright)
- Seize the Day (Saul Bellow)
- Song of Solomon (Toni Morrison) (EA)
- The Bell Jar (Sylvia Plath)
- The Catcher in the Rye (J.D. Salinger)
- The Joy Luck Club (Amy Tan) (EA)

Poetry

- Advice to a Prophet (Richard Wilbur) [Link](#)
- America (Allen Ginsberg) [Link](#)
- Days of 1964 (James Merrill) [Link](#)

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- Happiness (Raymond Carver) [Link](#)
- The Current (Raymond Carver)
- July in Washington (Robert Lowell) [Link](#)
- Love Calls Us to the Things of This World (Richard Wilbur) [Link](#)
- Memories of West Street and Lepke” (Robert Lowell) [Link](#)
- My Friends (W.S. Merwin) [Link](#)
- One Art (Elizabeth Bishop) (EA) [Link](#)
- Sestina (Elizabeth Bishop) (E) [Link](#)
- Skunk Hour (Robert Lowell) [Link](#)
- The Black Swan (James Merrill) [Link](#)
- The Fish (Elizabeth Bishop) (EA) [Link](#)
- The Octopus (James Merrill) [Link](#)
- The Tartar Swept (August Kleinzahler) [Link](#)
- The Visitor (Carolyn Forché) [Link](#)
- Tulips (Sylvia Plath) [Link](#)

Short Stories

- A & P (John Updike) [Link](#)
- A Good Man is Hard to Find (Flannery O’Connor) [Link](#)
- A Small, Good Thing (Raymond Carver) [Link](#)
- Flying Home (Ralph Ellison)
- Petrified Man (Eudora Welty) [Link](#)
- The Man Who Was Almos' a Man (Richard Wright) (EA) [Link](#)
- The Swimmer (John Cheever) [Link](#)
- Where Are You Going, Where Have You Been? (Joyce Carol Oates) [Link](#)

Informational Texts

Autobiographies

- Black Boy (Richard Wright)
- The Autobiography of Malcolm X: As Told to Alex Haley (Malcolm X) (excerpts)

Biographies

- Patton: A Biography (Alan Axelrod) (excerpts)

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Essays

- Seeing or other essays from Pilgrim at Tinker Creek (Annie Dillard) [Link](#)
- Letter from a Birmingham Jail (Martin Luther King, Jr.) [Link](#)
- On Being an American (H.L. Mencken) [Link](#)
- Remembering Richard Wright (Ralph Ellison)
- The Content of His Character (Shelby Steele)

Nonfiction

- The American Language, 4th Edition (H.L. Mencken)
- The Feminine Mystique (Betty Friedan) [Link](#)
- The Good War (Studs Terkel) (excerpts)

Speeches

- Address to the Broadcasting Industry (1961) (Newton Minow) [Link](#)
- Brandenburg Gate Address (June 12, 1987) (Ronald Reagan) [Text Link](#) [Video Link](#)
- Inaugural Address (January 20, 1961) (John F. Kennedy) [Link](#)
- Nobel Prize in Literature Acceptance Speech, 1949 (William Faulkner) (EA) [Link](#)
- Shelby Steele: The Content of His Character (April 30, 1996) [Link](#)

Art, Music, and Media Architecture

- Farnsworth House, Plano, Illinois (1951) [Link](#)
- Seagram Building, New York City, New York (1957) [Link](#)

Art

- Barnett Newman, Concord (1949) [Link](#)
- David Smith, Pillar of Sundays (1945) [Link](#)
- Franz Kline, Untitled (1957) [Link](#)
- Jackson Pollock, Number 28, 1950 (1950) [Link](#)
- Louise Bourgeois, Red Fragmented Figure (1953) [Link](#)
- Mark di Suvero, Are Years What? (For Marianne Moore) (1967) [Link](#)
- Mark Rothko, Untitled (1964) [Link](#)
- Robert Motherwell, Elegy to the Spanish Republic, 70 (1961) [Link](#)
- Willem de Kooning, Excavation (1950) [Link](#)

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Film

- Elia Kazan, dir., *A Streetcar Named Desire* (1951)
- Glenn Jordan, dir., *A Streetcar Named Desire* (1995)
- Media Omnibus: *A Streetcar Named Desire* (television episode, 1955)

Music

- “Blowin’ in the Wind” (Bob Dylan) [Link](#)
- “This Land is Your Land” (Woody Guthrie) [Link](#)
- “Where Have All the Flowers Gone?” (Pete Seeger) [Link](#)

Additional Online Resources

- Every Punctuation Mark Matters: A Mini-lesson on Semicolons (ReadWriteThink) (RI.11-12.9, L.11-12.2, W.11-12.5) [Link](#)
- Exploring *A Streetcar Named Desire* (ArtsEdge, The Kennedy Center) (RL.11-12.3) [Link](#)
- Flannery O’Connor’s “A Good Man is Hard to Find”: “Who’s the Real Misfit?” (National Endowment for the Humanities) (RL.11-12.9) [Link](#)

POTENTIAL ASSESSMENTS

What evidence will demonstrate student achievement of their learning?

- **Argumentative Writing:** In an argumentative essay, describe what you believe the next American literary movement will be and why. Reference the impact of historical and cultural shifts in your reasoning, as well as the impact of previous literary movements. (W.11-12.2, L.11-12.1, L.11-12.2)
- **Argumentative Writing:** Read about a current event, as well as a contemporary literary piece which examines this event. In an argumentative essay, determine whether the literary piece provides a valid perspective on the current event. Potential topics to discuss include the truthfulness of the event’s portrayal, literary themes tied to the event, the author’s life and perspective on the issue, critical discussions of the work’s impact on public perception, etc.
- **Media, Reading Poetry, Oral Presentation:** Play recordings of two of the poets reading their work. Make a presentation to the class about how their reading influences the listener’s interpretation of the poem (e.g., tone, inflection, pitch, emphasis, and pauses). (RL.11-12.4, W.11-12.6, SL.11-12.4, SL.11-12.5, SL.11-12.6)
- **Language Mechanics, Opinion Writing:** Examine a one- to two-page excerpt (selected by the teacher) from *All The Pretty Horses*. Insert punctuation where you think convention would demand it. Explain in a brief essay why you think McCarthy has omitted standard punctuation in some places in his novel. (L.11-12.2, L.11-12.3)
- **Reading Literature, Oral Presentation:** Students will be given an unfamiliar passage from a contemporary novel, poem, or short story and asked to provide a ten-minute commentary on two of the following questions: What are the effects of the dominant images used in this extract?

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Identify the literary or poetic techniques used in this work. Relate them to the content. What do you think the important themes in this extract are? (RL.11-12.1, RL.11-12.4, SL.11-12.4)

Seminars

- **Film, Argument Writing Seminar:** Compare a scene from the 1951 film of *A Streetcar Named Desire* with the same scene in the 1995 film or a stage performance. Do you think the film or stage production is faithful to the author's intent? Why or why not? Cite at least three pieces of evidence to support an original thesis statement. (RL.11-12.7, W.11-12.2, SL.12.1)
- **Reading Literature, Informative Writing Seminar, Art, Speaking and Listening:** The paintings listed are all signal examples of abstract expressionist art. What do you see in each image? Consider these paintings in comparison to romantic painting, discussed in Unit Three, and the early modernist works in Unit Five. Why do you believe the abstract expressionists took such a grand leap away from figurative art (i.e., creating a representational image)? What words come to mind when you see these images? Many of these works are large-scale paintings. Can you appreciate the monumental scale of these works without being in front of them? Do you need to view this image in person to be affected—by the colors, textures, and shapes used? What happens to an image when it is reproduced? (RL.11-12.9, SL.11-12.1, SL.11-12.4)

WRITING FOCI: Quarter 4 - Research

Research

- Write a research paper in which you trace the influence of World War II on American literature. Cite at least three pieces of textual evidence and three secondary sources to support an original thesis statement. The essay should reflect your reasoned judgment about the quality and reliability of sources consulted (i.e., why you emphasize some sources and not others), a balance of paraphrasing and quoting from sources, and proper citation of sources.

Additional prompts can support reading standards and/or units

Narrative

- Select an event from post-WWII American history. After researching the event (including visual media such as photographs, videos, documentaries, radio programs, etc.), write a narrative of the event. Use narrative techniques of contemporary authors as you refine the theme of your piece and reflect on that event's resonance in contemporary American history.
- Write a short story which utilizes the technique of a nonlinear narrative. Turn in the linear plotting/outlining for the story along with the final draft, as well as a short paragraph explaining where you chose to split and mix the narrative and why.
- Select a passage from a novel or short story and adapt it into a script or screenplay. Use stage directions, parentheticals, and other elements of scriptwriting to retain the theme or mood of the passage.
- Write a narrative which employs the "stream of consciousness" style of writing and literary elements (sarcasm, irony, minimalism, etc.).
 - Write a narrative which employs the "stream of consciousness" style of writing and sarcasm similar to *The Catcher in the Rye*.

Argument

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- In an argumentative essay, state which contemporary speech from post-WWII American history is the most impactful and explain your reasoning. Synthesize historical and cultural context as well as details from the speech itself to support your thesis.
- Select a post-WWII film you believe represents a dynamic view of an issue faced in contemporary American culture. Argue the film’s merits and whether its theme and treatment of the issue is successful for a modern audience.

Informational

- Explore an issue faced in American culture (racism, classicism, etc.) and texts which offer dynamic views on the issue. Discuss how opposing views in the national conversation about this topic contribute to an understanding of it. Use evidence from the text to support your findings.
 - In his essay "The Content of His Character," Shelby Steele observes that authors Richard Wright and Ralph Ellison, both African Americans, hold vastly different political visions of America. The protagonists of "The Man Who Was Almost a Man" by Richard Wright and "Flying Home" by Ralph Ellison reflect this philosophical divide. In an informative/explanatory essay, discuss how the authors’ opposing visions of America's promise emerge in two stories.
- Examine how contemporary literature develops and grows on elements from preceding literature. Use textual evidence from contemporary and classic literature to support your findings.
 - Discuss the characterization techniques authors use to create Huckleberry Finn or Jay Gatsby, and John Grady Cole. How are they similar? How are they different? Are some more effective than others? Why? Use at least three pieces of evidence to support an original thesis statement.
 - How do Willy Loman and Tommy Wilhelm contend with being "nobody"? Cite at least three pieces of evidence from *Death of a Salesman* to support an original thesis statement.
- Analyze the use and effectiveness of rhetorical devices in contemporary speeches, using evidence from transcripts and (if available) video or audio recordings.
 - Analyze the way in which John F. Kennedy makes use of rhetorical devices in his inaugural address. Write an explanatory essay in which you focus on one rhetorical strategy which he employs throughout his speech.

VOCABULARY

Beatniks; the Beat Generation
Minimalism

Nonlinear narratives
Parody

Pastiche
Postmodernism

TECH SKILLS

I CAN...

- Use the internet to efficiently locate various credible, relevant and current sources by prioritizing search strategies and eliminating information “white noise,” avoiding a “one-stop-shop” approach.
- Recognize, explain, and avoid plagiarism.

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- Reach beyond familiar programs and experiment with more than one possible outcome in order to meet criteria.
- Consider my goals for a task I want to complete in order to deliver it more carefully and critically, making use of program features available.
- Cite sources appropriately (e.g. MLA, APA, headers, footnotes, page numbers, endnotes, internal citation, bibliography, page breaks, etc.).
- Use collaborative digital tools, including reviewing, annotating, and commenting.
- Find pertinent research by searching appropriate keywords in databases.
- Use advanced keywords searches and choose multiple relevant, balanced sources when creating a product.
- Use efficient note taking strategies to become a better observer and listener, and cross check and verify the accuracy of information used.
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- Locate and interpret pertinent research in non-text formats such as video, photos, infographics, maps, charts, graphs, and audio recordings/podcasts.

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12th GRADE – EUROPEAN LITERATURE

LA 12: European Literature

This course will examine the relationship between literature and history throughout Europe in order for students to understand the foundations of Western culture.

PLEASE NOTE that ELA Curriculum documents are:

- Living documents that will continue to evolve. They are not static and feedback is welcome. You should print a new copy at regular intervals to stay abreast of the updates.
- Shared resources for all those teaching this content area. ***Please share new resources you and your students find as you explore the course content and personalize learning.***
- A guideline, not a regime. All requirements for the course are met by this plan, but in personalized learning there will be expected variation.

ELA 12 Course Navigation:

[Unit 1: Early European-Medieval](#)

[Unit 2: Renaissance and Reformation](#)

[Unit 3: 17th Century](#)

[Unit 4: 18th Century/Early 19th Century](#)

[Unit 5: 19th Century](#)

[Unit 6: 20th Century](#)

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12th GRADE – EUROPEAN LITERATURE

Course Name: LA 12 - European Literature

Big Idea:

This course will examine the relationship between literature and history throughout Europe in order to understand the foundations of Western culture.

[Standards Pacing Guide](#)

Writing Assessment Foci:

Semester 1 - Narrative and Expository

Semester 2 - Persuasive and Research

SEMESTER 1 (UNITS 1-3)

Unit 1: Early European-Medieval

ENDURING UNDERSTANDING(S):

Students explore the tension between humans and the divine in the literature of the Middle Ages.

ESSENTIAL QUESTIONS:

- How does medieval literature exhibit many tendencies rather than a single set of characteristics?
- How are literary elements (e.g., allegory, farce, satire, and foil) present in medieval literary work and identify characteristics of medieval literary forms?
- How do literary elements contribute to meaning and author intention?
- How do medieval literary and artistic forms reflect the writers' and artists' philosophical views?
- How does Chaucer use literary, social, and religious satire in *The Canterbury Tales*?
- How is framed narrative used in Chaucer's *The Canterbury Tales*, Dante's *Inferno*, and other works?
- How does medieval literature and art depict character and their focus on the otherworldly?

STUDENT LEARNER OUTCOMES (standards)

What will students know and be able to do as a result of this topic/unit?

Students will... (state standards)

- RL.5 - Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the

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choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

- RL.6 - Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, understatement, or attitude).
- RI.2 - Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; restate and summarize main ideas or events, in correct sequence when necessary, after reading a text.
- RI.6 - Discern an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or aesthetic impact of the text.
- RI.9 - Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. and world documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.
- W.3 - Use narrative writing to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
 - a) Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
 - b) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
 - c) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
 - d) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
 - e) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- W.4 - Produce clear and coherent writing in which the development, organization, style, and features are appropriate to task, genre, purpose, and audience. (Grade-specific expectations for writing types are defined in Writing standards 1–3.)
- W.7 - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- W.8 - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- SL.1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
 - a) Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

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- b) Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- c) Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- d) Respond thoughtfully to diverse perspectives or arguments; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
- SL.4 - Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.
- SL.6 - Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate and addressing intended audience needs and knowledge level. (See grades 11–12 Language standards 1 and 3 for specific expectations.)
- L.3 - Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
 - a) Vary syntax for effect, consulting references (e.g., Tufte’s *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
- L.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - a) Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
 - b) Analyze nuances in the meaning of words with similar denotations (definition) or determine the meaning of analogies.

I CAN... (student-friendly language)

- RL.5
 - Identify the structure of the text.
 - Examine how the author’s structural choices, pacing, and dramatic elements impact the text’s meaning, along with the story’s flow and rhythm.
 - Analyze how changing an aspect of the structure, pacing, or dramatic elements of the text would change the overall meaning.
- RL.6
 - Determine point of view.
 - Distinguish what is stated from the subtext.
 - Distinguish elements of satire used to portray point of view.
- RI.2
 - Identify the main idea or the theme of a text after reading the piece.
 - Find specific evidence of a main idea or theme within a text.

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- Reword main ideas or events that are found in a text and put them into the correct sequence.
- RI.6
 - Analyze how an author’s word choice and rhetoric impact the point of view or purpose of a text.
 - Determine an author’s point of view or purpose in a text
 - Explain how an author’s style (ex: figurative language; the way words are used) and content either add or detract to their overall message.
- RI.9 - Analyze a variety of texts from different time periods to determine their historical and literary significance.
 - Evaluate the themes, purposes, and other rhetorical elements of important historic and literary texts.
- W.1 - Persuasive
 - Write a clear thesis statement.
 - Use valid and reliable evidence to support my thesis.
 - Outline and explain my thoughts in a logical, persuasive order.
 - Introduce evidence and claims which support my thesis.
 - Fairly and thoroughly acknowledge counterclaims which go against my thesis and explain why my support is stronger.
 - Use a variety of sentences in each paragraph to make my writing more interesting and my argument more effective.
 - Determine what style and tone are appropriate for the audience of my essay.
 - Provide a strong closing statement or paragraph which supports my thesis.
- W.3 - Narrative
 - Capture a reader’s attention with an effective narrative hook.
 - Create character(s) and narrator(s) who have depth and a recognizable character arc.
 - Choose the most effective point of view of a piece of narrative writing and maintain it throughout the written piece.
 - Effectively organize narrative plot elements.
 - Apply narrative techniques (e.g., dialogue, pacing, description, reflection, plot, etc.) to create depth in a narrative piece.
 - Use narrative writing conventions (archetypal and plot elements, varied writing forms, etc.).
 - Create an engaging narrative using precise, descriptive language and sensory details.
 - Provide an effective and satisfying conclusion to a narrative piece.
- W.4
 - Write paper, which meet specific requirements for an audience or a task.
 - Choose what style/form of writing (ex. to entertain, inform, persuade, etc.) to use for a variety of prompts/situations.
- W.7 - I can brainstorm and choose a question to answer or solve that will guide a long-term research project.
 - Adjust my research area of focus as needed for my project (based on continued learning during research).
 - Combine information from multiple sources to support my research and findings.
- W.8
 - Find and use multiple sources of information, both in print and digital formats.

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- Determine which sources are most effective to answer a posed research question.
- Effectively integrate research in my writing, while citing that research accurately.
- Minimize my use of a single resource in comparison to others.
- Balance research with my own ideas and commentary within a paper.
- Effectively evaluate when my essay is plagiarized or over-reliant on ideas that aren't my own.
- SL.1
 - Initiate discussion or bring up different perspectives in my group.
 - Work with my peers to create effective and fair discussion expectations.
 - Refer to evidence from research during a discussion on a specific topic.
 - Appropriately pose and respond to questions in a group setting.
 - Maintain an established role in my group to enable civil, democratic discussions, decision-making, and goal-meeting.
 - Actively listen and respond appropriately and thoughtfully to my peers during a discussion.
 - Summarize my peers' points and appropriately agree or disagree with those points.
 - Explain my reasoning to my peers and justify maintaining or changing my original stance on a specific topic.
 - Determine what information still needs to be gathered for further clarification or support within a discussion, and can use that further information to resolve contradictions when possible.
- SL.4
 - Present information or supporting evidence in a clear, concise, logical manner when speaking.
 - Adjust my speech so it is appropriate for the purpose, task, and audience of the presentation.
- SL.6
 - Effectively adapt a speech to various contexts, tasks, and audiences.
- L.3
 - Adapt my use of the English language for varied contexts and situations while reading, listening, or writing.
 - Adjust my writing to conform to specified style guidelines (e.g., APA, MLA, etc.).
 - Use sentence variety for effect in my writing and recognize and evaluate its use when reading complex texts.
- L.5
 - Recognize figurative language (e.g. literary devices) in a selection of text.
 - Examine how figurative language is used to alter the logical sequence of a text (ex. paradox, hyperbole).
 - Recognize words, which have similar meanings.
 - Recognize analogies in a selection of text.
 - Determine if an analogy makes an appropriate comparison.

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SUGGESTED WORKS

(E) indicates a CCSS exemplar text; (EA) indicates a text from a writer with other works identified as exemplars; (OOP) indicates a text that is no longer sold nor published.

Literary Texts

Drama

- Farce of Master Pierre Pathelin (Anonymous) [Link](#)
- The Summoning of Everyman (Anonymous) [Link](#)

Novels & Novellas

- The Decameron (Giovanni Boccaccio) (continued in Unit Two) [Link](#)
- Grendel (John Gardner) [Link Ch 1-6](#) [Link Ch 7-12](#)

Poetry

- Beowulf [Link](#)
- Dance of Death (“Danza de la Muerte”) (Anonymous)
- I see scarlet, green, blue, white, yellow (Arnaut Daniel)
- Inferno (Cantos I-XI, XXXI-XXXIV) (Dante Alighieri) [Link](#)
- Lord Randall (Anonymous)
- Sir Gawain and the Green Knight (Anonymous) [Link](#)
- The bitter air (Arnaut Daniel)
- The General Prologue in The Canterbury Tales (Geoffrey Chaucer) (E) [Link](#)
- The Knight’s Tale in The Canterbury Tales (Geoffrey Chaucer) (E) [Link](#)
- The Monk’s Tale in The Canterbury Tales (Geoffrey Chaucer) (E) [Link](#)
- The Nun’s Priest’s Tale in The Canterbury Tales (Geoffrey Chaucer) (E) [Link](#)
- The Pardoner’s Tale in The Canterbury Tales (Geoffrey Chaucer) (E) [Link](#)
- The Ruin in The Exeter Book (Anonymous)
- The Wanderer in The Exeter Book (Anonymous)
- The Wife of Bath’s Tale in The Canterbury Tales (Geoffrey Chaucer) (E) [Link](#)
- When the leaf sings (Arnaut Daniel)

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Informational Texts

- Confessions (Book XI) (Saint Augustine) [Link](#)
- Medieval Images, Icons, and Illustrated English Literary Texts: From Ruthwell Cross to the Ellesmere Chaucer (Maidie Hilmo)
- St. Thomas Aquinas (G. K. Chesterton)
- The History of the Medieval World: From the Conversion of Constantine to the First Crusade (Susan Wise Bauer)
- The One and the Many in the Canterbury Tales (Traugott Lawler)

Art, Music, and Media

- Cimabue, Maestà (1280) [Link](#)
- Duccio, Maestà (1308-1311) [Link](#)
- Giotto, Arena (Scrovegni) Chapel frescos, Padua (after 1305): Joachim Among the Shepards, Meeting at the Golden Gate, Raising of Lazarus, Jonah Swallowed Up by the Whale [Link](#)
- Lorenzo Ghiberti, Gates of Paradise (1425-1452) [Link](#)
- Masaccio, The Tribute Money at the Brancacci Chapel, Florence (ca. 1420) [Link](#)

Additional Online Resources

- Canterbury Tales Project (ITSEE, University of Birmingham) [Link](#)
- Chaucer's Wife of Bath (National Endowment for the Humanities) (RL.11-12.3) [Link](#)
- Digital Dante (Institute for Learning Technologies, Columbia University) [Link](#)
- Danteworlds (The University of Texas at Austin) (RL.11-12.1, SL.11-12.3) [Link](#)

ASSESSMENTS

What evidence will demonstrate student achievement of their learning?

- **Reading Poetry, Performance Seminar:** Read Dante's Inferno. How does the allegory reveal the values of the Middle Ages? What sins are punished most severely and why? Do you agree with the hierarchical circles of hell that Dante creates? Use textual evidence to support an original, concise thesis statement.
- **Art, Speaking and Listening:** Compare earlier images from the medieval period to later ones. For instance, compare Giotto's Arena Chapel frescos with Masaccio's at the Brancacci Chapel. How do we see depictions of man change? Do religious figures begin to take on earthly characteristics as the Middle Ages wane? What changes do you observe in the various depictions of Jesus, both as a child and as an adult (consider comparing both Maestà images)?

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- **Reading Poetry, Oral Presentation:** Select one of the poems from this unit and recite it from memory. Include an introduction that states: What the excerpt is from Who wrote it Why it exemplifies the medieval period.

WRITING FOCI: Quarter 1 - Narrative

Narrative

- Practice writing narrative using the forms and themes seen in literature of this time period.
 - Rewrite *The Canterbury Tales* using your own school as a model. Include literary (rhyming couplets) and thematic (satirical) elements.
 - Rewrite Dante's *Inferno* for modern society, summarizing who today's Virgil may be, as well as the circles of Hell and who they hold.
- In a narrative essay, discuss your current role in your school or community and whether or not you are limited by society's views or unspoken social codes.
- Discuss a "monster" you or another person has faced in life and the journey taken to defeat that "monster."

Additional prompts can support reading standards and/or units

Research

- Explore the impact of the Crusades on European culture and religion. Using a variety of sources, including historical documents, discuss a specific advancement that arose as a result of these conflicts.
- Examine the text of the *Magna Carta*, or another legal document from this time period. Research the progression of this document into modern codes and laws and how they shape Western European culture today.

Informational

- According to the chivalric code, what are the qualities of the ideal knight?
 - Compare and contrast Sir Gawain and the Green Knight and "The Knight's Tale." What are the qualities of the ideal knight? Do they differ at all?
- Draw parallels between representations of character in a medieval play and in medieval icons. Compare and contrast their similarities and differences. Are they more alike or different?
- Examine an example of satire from this time period. What is revealed about the authors' intentions and messages, and how is the writing shaped by the historical context or audience?
 - Discuss satire in Chaucer's *The Canterbury Tales*. What exactly is being literally described versus being satirized? Why does Chaucer use satire? Is Chaucer satirizing human nature or the Church as an establishment?
 - Choose one of the *The Canterbury Tales*. Explain how the main character shows his or her personality through narration. How do fabliaux reveal the point of view of the character?
- To what degree does medieval literature regard human existence as secondary to the divine? Use specific examples from the literature to support your thesis.

Argument

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- Examine a societal belief from the Middle Ages and argue how the belief is portrayed in the literature. Use specific evidence from the text to support your opinion.
 - Is the Wife of Bath from *The Canterbury Tales* a feminist?
 - Do you agree with the organization of Hell’s circles in Dante’s *The Inferno*? What sins do you believe should hold the most weight and why?
- How did medieval man distinguish between the earthly and the divine?
 - Agree or disagree with Augustine’s idea: “Evil stems not from God but from a perversion of human will.” Use textual evidence to support an original, concise thesis statement.
- Does the term “Dark Ages” accurately describe the Middle Ages?

VOCABULARY

Allegory
Anonymity
Caesura
“Dance of death”
Epic

Fabliaux
Farce
Foil
Framed narrative
Hyperbole

Icon (religious art)
Miracle, mystery, and morality plays
Perspective (art and literature)
Symbol

TECH SKILLS

I CAN...

- Use the internet to efficiently locate various credible, relevant and current sources by prioritizing search strategies and eliminating information “white noise,” avoiding a “one-stop-shop” approach.
- Find pertinent research by searching appropriate keywords in databases.
- Develop and use criteria to evaluate the purpose of a presentation or product and identify more effective ways to reach an audience.
- Work in groups to establish a purpose, audience, and message in order to find a solution to a problem.
- Critically select and effectively use technologies (programs and apps), taking into consideration their capabilities and limitations, that will meet my intended outcome and the needs of my audience.
- Discuss a variety of information perspectives and ideas in an analytical, rather than cynical, way while finding a solution to a problem.

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Unit 2: Renaissance and Reformation

ENDURING UNDERSTANDING(S):

Students explore how Renaissance literature breaks with and builds on the literature of the Middle Ages.

ESSENTIAL QUESTIONS:

- How does the art and literature of the Renaissance depart from the Middle Ages and how is it similar?
- How are allusions to classical literature used in Renaissance literature?
- How are conceptions of beauty manifest in Renaissance art and literature?
- How do Renaissance writers express interest in human life and the individual person?
- How do literary forms and devices reflect Renaissance authors' philosophical, aesthetic and/or religious views?

STUDENT LEARNER OUTCOMES (standards)

What will students know and be able to do as a result of this topic/unit?

STUDENTS WILL... (state standards)

- RL.3 - Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- RL.4 - Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
- RL.9 - Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
- RI.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- RI.5 - Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
- RI.7 - Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- RI.8 - Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).
- W.2 - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

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- a) Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - b) Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
 - c) Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - d) Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
 - e) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - f) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
- W.6 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
 - W.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - a) Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.”).
 - b) Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses].”).
 - SL.4 - Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.
 - SL.5 - Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
 - L.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a) Observe hyphenation conventions.
 - b) Spell correctly.
 - L.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.
 - a) Determine meanings of unfamiliar words by using knowledge of derivational roots and affixes, including cultural derivations (e.g., the root of photography and photosynthesis; kayak), context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or

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function in a sentence), dialectical English (e.g., Huck Finn), idiomatic expressions (e.g., “it drives me up a wall”) as clues to the meaning of a word or phrase.

- b) Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive*, *conception*, *conceivable*).
 - c) Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
 - d) Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- L.6 - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

I CAN... (student-friendly language)

- RL.3
 - Explain why the author chose certain story sequence elements (setting; characters; events/outcomes in rising action, climax, and resolution; and theme) and how their choices affect their story.
 - Examine and explain how the story would change if any of these story sequence elements were changed by citing evidence from the text.
- RL.4
 - Determine the meaning of a word or phrase from context or when it is used in literary devices.
 - Analyze and explain how an author’s word choice can change the meaning or tone of a text.
 - Examine the multiple meanings of words and how the shades of meanings impact the text’s meaning or tone.
 - Examine the author’s language choices and how they affect the tone of a text (through rhythm, stressed syllables, name-calling, and local color).
- RL.9
 - Read a variety of American literature, crossing genres and time periods.
 - Show how two or more texts from the same time period examine the same theme or topic.
- RI.1
 - Find and refer to specific, relevant textual examples (both explicit and inferred) to support an opinion about the text.
 - Identify and examine areas the text left open for interpretation.
- RI.5
 - Identify the way an author organizes or structures a text.
 - Determine if the text’s message is clear, convincing, and interesting.
- RI.7
 - Closely examine multiple accounts of a subject from different media sources.

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- Identify the similarities and differences between various accounts of a subject.
- Determine which parts from different sources can be used together to effectively make a point.
- RI.8
 - Break down and evaluate the reasoning in historic texts by paraphrasing the text.
 - Evaluate the opinions, premises, purposes, and arguments of a text using evidence to support my reasoning or opinion.
 - Identify and evaluate the impact a specific historic text has over time.
- W.2 - Expository/Informative
 - Brainstorm multiple topics or ideas.
 - Choose a single, supportable topic from a variety of choices.
 - Outline and organize an essay on a specific topic.
 - Write a clear thesis statement.
 - Use formatting to logically organize my essay.
 - Use valid and reliable evidence (e.g., quotations, facts, definitions) to support my thesis.
 - Choose the most relevant facts to use in support of a claim from a variety of choices.
 - Determine which informational graphics or additional multimedia best support my thesis and apply them to a piece of writing.
 - Correctly format/embed visuals and graphics into an APA style essay.
 - Explain my thoughts in a logical order to support the evidence of my thesis.
 - Apply appropriate and varied transition words effectively in my writing.
 - Determine what style and tone are appropriate for the audience of my writing.
 - Apply specific vocabulary choices in my writing to maintain an appropriate style or tone for my audience.
 - Use literary devices such as metaphors, similes, and analogies to help explain an idea.
 - Provide a strong closing statement or paragraph which supports my thesis.
- W.6
 - Produce and publish individual or shared writing pieces using technology (e.g., Canvas, Internet, Google Docs, etc.).
- W.9
 - Plan and write an analysis, reflection, or research paper using evidence from literature *and* informational texts.
 - Synthesize, reflect on, and communicate my knowledge of American or British ideology based on the large variety of American or British writings.
- SL.4
 - Present information or supporting evidence in a clear, concise, logical manner when speaking.
 - Adjust my speech so it is appropriate for the purpose, task, and audience of the presentation.
- SL.5
 - Clarify information given in presentations by using digital media as support.
- L.2
 - Capitalize, punctuate, and spell correctly in my written work.

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- Correctly use hyphenation in compound adjectives (ex. long-term relationship).
- Correctly use hyphenation for word groups (forty-four)
- Correctly use hyphenation in order to clarify confusing word groups (re-sign a contract, not resign).
- Divide line breaks at hyphenations in words only.
- Observe that the rules of hyphenation are in flux.
- State the difference between a hyphen and a dash.
- L.4
 - Figure out and define unknown words.
 - Clarify the difference between words with multiple meanings.
 - Use roots or cultural knowledge to determine a word’s meaning.
 - Use context clues to determine a word’s meaning.
 - Recognize dialect or idiomatic expressions within a piece of literature.
 - Identify how words will change to become different parts of speech.
 - Gather information regarding proper word usage (e.g. for a new word) from a variety of reference materials.
 - Find information on how to pronounce a word.
 - Check whether my guess at a word’s definition is correct and change my definition as needed.
- L.6
 - Recall and apply academic or subject-specific words and phrases while reading, writing, speaking, or listening.
 - Independently find (e.g. during the research process) words or phrases which can improve my understanding or expression of a subject.

SUGGESTED WORKS

(E) indicates a CCSS exemplar text; (EA) indicates a text from a writer with other works identified as exemplars; (OOP) indicates a text that is no longer sold nor published.

Literary Texts

Drama

- Henry IV, Part I (William Shakespeare) [Link](#)
- Nine Carnival Plays (Hans Sachs)
- The Jewish Women (Les Juifves) (Robert Garnier) (OOP)
- The Tragedy of Macbeth (William Shakespeare) [Link](#)

Novels

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- The Decameron (Giovanni Boccaccio) (continued from Unit One) [Link](#)
- The Life of Gargantua and the Heroic Deeds of Pantagruel (François Rabelais) (Books 1 and 2)

Poetry

- Dark Night of the Soul (Saint John of the Cross) (excerpts) [Link](#)
- Sydney Sonnets
- Spenser Sonnets
- Sonnets 29, 30, 40, 116, 128, 130, 143, and 146 (William Shakespeare) [Link](#)
- The Faerie Queene (Edmund Spenser) (excerpts) [Link](#)
- The Nightingale of Wittenberg (Hans Sachs)
- The Nymph's Reply to the Shepherd (Sir Walter Raleigh) [Link](#)
- The Passionate Shepherd to His Love (Christopher Marlowe) [Link](#)

Informational Texts

Essays

- Of Cannibals (Michel de Montaigne) [Link](#)
- On the Divine Proportion (De divina proportione) (Luca Pacioli) (OOP) (illustrations only)
- The Lives of the Most Excellent Painters, Sculptors, and Architects (Giorgio Vasari) [Link](#)

Nonfiction

- Rabelais and His World (Mikhail Bakhtin)
- The Prince (Niccolo Machiavelli) (excerpts) [Link](#)

Art, Music, and Media

- Giovanni Lorenzo Bernini, Ecstasy of Saint Teresa (1647-1652) [Link](#)
- Jacopo da Pontormo, Desposition from the Cross (Entombment) (1525-1528) [Link](#)
- Leonardo da Vinci, Mona Lisa (1503-1506) [Link](#)
- Leonardo da Vinci, The Virgin and Child with St. Anne (1508) [Link](#)
- Leonardo da Vinci, Vitruvian Man (1487) [Link](#)
- Michelangelo di Lodovico Buonarroto Simoni, David (1505) [Link](#)
- Michelangelo di Lodovico Buonarroto Simoni, Ceiling of the Sistine Chapel (1508-1512) [Link](#)
- Michelangelo di Lodovico Buonarroto Simoni, The Last Judgment, Sistine Chapel altar wall (1536-1541) [Link](#)
- Michelangelo Merisi da Caravaggio, The Entombment of Christ (1602-1603) [Link](#)
- Raffaello Sanzio da Urbino, The Niccolini-Cowper Madonna (1508) [Link](#)

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- Sandro Botticelli, Primavera (1482) [Link](#)

ASSESSMENTS

What evidence will demonstrate student achievement of their learning?

- **Reading Poetry, Oral Presentation:** Select a poem from this unit and recite it from memory. Include an introduction that states: Who wrote the poem Its form, meter, rhyme scheme, and key literary elements An aspect of the poem that comes through after multiple readings.
- **Art, Speaking and Listening:** Examine and discuss the following artworks: Michelangelo’s David, Raphael’s Madonna, and da Vinci’s Mona Lisa and Vitruvian Man. How has each artist worked to depict human beauty? What elements of beauty do they highlight? What is idealized? Are there any aspects that are realistic? Do you believe these portrayals are beautiful? Why or why not?
- **Art, Speaking and Listening:** View Michelangelo’s Last Judgment, da Vinci’s Virgin and Child, Pontormo’s Deposition, and Bernini’s Ecstasy of Saint Teresa. What range of emotions is evident in these works of art? What imagery or symbols do the artists use to convey these emotions? What painting or sculpting techniques are used to heighten the effect? Which work do you respond to the most and why?

WRITING FOCI: Quarter 1 - Narrative; Quarter 2 – Expository/Informative

Informational

- Examine a novel or play of the time. Analyze how the Great Chain of Being impacts character development or plot. Use evidence from the text to support your thesis.
 - Read *Macbeth*. How does the play illustrate the demise of the Great Chain of Being? What does the play say about the divine right of kings? What does it reveal about fate and free will?
- How do ideas regarding chivalry and honor change in the Renaissance?
 - Read *Henry IV, Part I*. How does Falstaff reflect the new ideas of the Renaissance regarding chivalry and honor? Use textual evidence from the play to support your response in an original, concise thesis statement.
- Using literary works as textual evidence, do one of the following: (a) compare two Renaissance literary works, with attention to symmetry and form; (b) compare a Renaissance literary work with a medieval literary work, with attention to depiction of character; or (c) relate a literary work to a philosophical work.
 - Relate Pacioli’s On the Divine Proportion to a Shakespeare sonnet. In what ways is the sonnet an expression of divine proportion (or not)?
- Using texts from this unit as well as additional sources, explain how literature from the Renaissance breaks with or builds on ideas derived from the Middle Ages.
 - How does one of Shakespeare’s plays depart from the medieval conceptions of drama? Use specific evidence from the text to support your explanation.

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- Examine an example of satire from this unit and compare it to an example of satire from the Middle Ages. What is revealed about the authors' intentions and messages, and how is the writing shaped by the historical context or audience?
 - Compare one of the satirical stories of *The Canterbury Tales* (from Unit One) with one of the stories from Boccaccio's *The Decameron*. What does the satire reveal about the author's intention and message?

Narrative

- Write a series of sonnets in varying forms (Petrarchan, Shakespearean, Spenserian) on a similar topic or theme. Use poetic devices to enhance each form and determine which of the sonnets best exemplifies your theme.
- Select an art piece and write a narrative story or poem which explores the scene portrayed. Use narrative or poetic devices (such as dialogue, symbolism, meter, etc.) with intentionality in your work to portray the tone or theme of the art piece.

Additional prompts can support reading standards and/or units

Research

- Research Leonardo da Vinci's work. Select a specific invention, art piece, essay, or theory and explore its place in our modern society. Use a variety of resources to trace its development from da Vinci's initial creation to the modern counterpart.
- Using records from museums, private collectors, or governments (such as France or the Vatican), examine a specific religious artifact or art piece. Teach about its origin, its cultural or political role in the Renaissance or Reformation eras, and its contemporary role. Use a variety of resources to teach about this artifact/piece.

Argument

- Examine how political practices are portrayed and practiced in literature from this time period. How do authors use these practices to change character arcs, impact plot points, or impact the theme of the play?
 - After reading *Macbeth* and excerpts from *The Prince* by Machiavelli, answer one of the following questions. How do Machiavelli's principles apply to the play? What is Shakespeare saying about Machiavelli's approach to attaining and maintaining political power? Consider the quotation, "It is better to be feared than to be loved." Is this true for Macbeth?
- Examine an art piece from this time period and briefly research its history (artist, patronage, etc.). How were specific religious or societal beliefs portrayed through the artist's interpretation?
 - Compare three different art pieces focused on the image of Mary and Jesus as a child. What religious, societal, or cultural beliefs are portrayed through these different interpretations? How did the artists or their patrons impact the themes or portrayals of Mary and Jesus, and why?

VOCABULARY

Allusion
Classicism

Fate
Free will

Idyll
Ode

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Divine proportion (golden ratio, golden mean) Divine right of kings Eclogue Epistle	The Great Chain of Being Humanism Iambic pentameter Iambic tetrameter	Satire Sonnet Symmetry
TECH SKILLS		
<p>I CAN...</p> <ul style="list-style-type: none"> • Use the internet to efficiently locate various credible, relevant and current sources by prioritizing search strategies and eliminating information “white noise,” avoiding a “one-stop-shop” approach. • Find pertinent research by searching appropriate keywords in databases. • Use screencasts and/or movie editing software to create a permanent presentation. • Work in groups to establish a purpose, audience, and message in order to find a solution to a problem. • Critically select and effectively use technologies (programs and apps), taking into consideration their capabilities and limitations, that will meet my intended outcome and the needs of my audience. • Discuss a variety of information perspectives and ideas in an analytical, rather than cynical, way while finding a solution to a problem. 		

Unit 3: 17th Century

ENDURING UNDERSTANDING(S):

Students gain understanding of how seventeenth century writers regard the relationship between reason and emotion.

ESSENTIAL QUESTIONS:

- How does the literature of the 17th Century attend to questions of reason and emotion?
- How can literature of the 17th Century be read as a quest--for truth, for beauty, and for understanding?
- How do certain works express tension or conflict between emotion and reason while others present reason and emotion as complementary and interdependent?
- How does the use of satire reveal authorial intent?

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STUDENT LEARNER OUTCOMES (standards)

What will students know and be able to do as a result of this topic/unit?

STUDENTS WILL... (state standards)

- RL.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain (ambiguity).
- RL.2 - Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; restate and summarize main ideas or events, in correct sequence, after reading a text.
- RL.7 - Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
- RI.2 - Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; restate and summarize main ideas or events, in correct sequence when necessary, after reading a text.
- RI.3 - Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- RI.4 - Determine the meaning of words and phrases as they are used in various genres, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
- W.1 - PERSUASIVE
 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
 - a) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
 - b) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
 - c) Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - d) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - e) Provide a concluding statement or section that follows from and supports the argument presented.
- W.5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)

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- W.7 - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- W.8 - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- SL.2 - Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data or information.
- SL.3 - Identify and evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
- L.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a) Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
 - b) Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed.
- L.3 - Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
 - a) Vary syntax for effect, consulting references (e.g., *Tufte's Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

I CAN... (student-friendly language)

- RL.1
 - Properly cite textual evidence using APA formatting.
 - Support my analysis of a text using specific information, and then explaining how those citations support my analysis.
- RL.2
 - Identify the main ideas or the themes of a text after reading the piece.
 - Find specific evidence of a main idea or theme within a text.
 - Analyze how a text portrays a theme, including how it is connected to other themes.
 - Reword main ideas or events that are found in a text and put them into the correct sequence.
- RL.7
 - Read and/or watch multiple portrayals of a story, drama, or poem.
 - Evaluate how each portrayal interprets the source text, noting how that interpretation affects the text's intent.
- RI.2
 - Identify the main idea or the theme of a text after reading the piece.
 - Find specific evidence of a main idea or theme within a text.

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- Reword main ideas or events that are found in a text and put them into the correct sequence.
- RI.3
 - Determine the organization of an author’s main points, ideas, or textual events.
 - Examine the effectiveness of a text’s argument using my knowledge of an author’s organizational strategy.
 - Explain how characters, ideas, or events interact and develop throughout the text.
- RI.4
 - Determine the meaning of a word or phrase from context or when it is used in literary devices.
 - Analyze and explain how an author’s word choice can change the meaning or tone of a text.
- W.1 - Persuasive
 - Write a clear thesis statement.
 - Use valid and reliable evidence to support my thesis.
 - Outline and explain my thoughts in a logical, persuasive order.
 - Introduce evidence and claims which support my thesis.
 - Fairly and thoroughly acknowledge counterclaims, which go against my thesis and explain why my support is stronger.
 - Use a variety of sentences in each paragraph to make my writing more interesting and my argument more effective.
 - Determine what style and tone are appropriate for the audience of my essay.
 - Provide a strong closing statement or paragraph that supports my thesis.
- W.5
 - Follow the steps of the writing process to strengthen my writing.
 - Prioritize the steps of the writing process for assignments with a condensed timeline.
 - Make myself a formative element within another author’s writing process (peer review).
- W.7
 - Brainstorm and choose a question to answer or solve that will guide a long-term research project.
 - Adjust my research area of focus as needed for my project (based on continued learning during research).
 - Combine information from multiple sources to support my research and findings.
- W.8
 - Find and use multiple sources of information, both in print and digital formats.
 - Determine which sources are most effective to answer a posed research question.
 - Effectively integrate research in my writing, while citing that research accurately.
 - Minimize my use of a single resource in comparison to others.
 - Balance research with my own ideas and commentary within a paper.
 - Effectively evaluate when my essay is plagiarized or over-reliant on ideas that aren’t my own.
- SL.2

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- Compare and contrast multiple, varied sources of information (e.g., visual, quantitative, oral) and determine which are the most credible and accurate.
- SL.3
 - Identify a speaker’s points or claims.
 - Connect key points or claims to specific persuasive techniques.
 - Use specific, relevant supporting evidence to determine if an argument’s key point or claim is well supported.
 - Identify false statements or reasoning by their supporting evidence.
- L.1
 - Effectively use parallel structure while writing or speaking.
 - Communicate effectively while writing or speaking using grammatical phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial).
 - Reference works to check more complicated grammar usage.
- L.3
 - Adapt my use of the English language for varied contexts and situations while reading, listening, or writing.
 - Adjust my writing to conform to specified style guidelines (e.g., APA, MLA, etc.).
 - Use sentence variety for effect in my writing, recognize, and evaluate its use when reading complex texts.

SUGGESTED WORKS

(E) indicates a CCSS exemplar text; (EA) indicates a text from a writer with other works identified as exemplars; (OOP) indicates a text that is no longer sold nor published.

Literary Texts

Drama

- Hamlet (William Shakespeare) [Link](#)
- King Lear (William Shakespeare) (E) [Link](#)
- The Alchemist (Ben Jonson) [Link](#)
- The Merchant of Venice (William Shakespeare) (E) [Link](#)
- The Miser (Jean-Baptiste Molière) (EA) [Link](#)

Novels

- Don Quixote (Miguel de Cervantes) (E) (selections) [Link](#)
- The Pilgrim’s Progress (John Bunyan) [Link](#)

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Poetry

- Holy Sonnet 10 (John Donne) (EA) [Link](#)
- Love III (George Herbert) [Link](#)
- Song: Goe, and catche a falling starre (John Donne) (E) [Link](#)
- The Flea (John Donne) (E) [Link](#)
- To Daffodils (Robert Herrick) [Link](#)
- To His Coy Mistress (Andrew Marvell) [Link](#)
- To the Virgins, to Make Much of Time (Robert Herrick) [Link](#)
- Paradise Lost (John Milton) [Link](#)

Informational Texts

Nonfiction

- An Essay Concerning Human Understanding (John Locke) [Link - Vol. 1](#) [Link - Vol. 2](#)
- Leviathan (Thomas Hobbes) (excerpts) [Link](#)
- Novum Organum (Francis Bacon) (excerpts) [Link](#)

Art, Music, and Media

Art

- Johannes Vermeer, Girl with a Pearl Earring (1665) [Link](#)
- Nicolas Poussin, Et in Arcadia Ego (ca. 1630s) [Link](#)
- Peter Paul Rubens, The Debarkation at Marseilles (1622-1625) [Link](#)
- Rembrandt van Rijn, The Nightwatch (1642) [Link](#)

Film

- Arthur Hiller, dir., Man of La Mancha (1972)
- Grigori Kozintsev and Iosif Saphiro, dir., Hamlet (1964)
- Laurence Olivier, dir., Hamlet (1948)
- Man of La Mancha (the musical), Dale Wasserman (1966)

ASSESSMENTS

What evidence will demonstrate student achievement of their learning?

- **Art, Speaking and Listening:** As scholars and philosophers moved into an age of reason and rationality, why do you think there was still a push for romanticized, opulent imagery, labeled as baroque art? View the painting by Rubens, which is a part of a series of twenty-one paintings. What is

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emphasized in this work of art: color, the senses, movement? View the Rubens and Poussin in comparison to the Dutch works by Rembrandt and Vermeer. These Dutch artists were said to be working in a Golden Age. What aspects of the Dutch art are similar to the French and Flemish works? What influence do you think location has on artistic style?

- **Reading Poetry, Oral Presentation:** Select a poem or excerpt from a longer poem and recite it from memory. Include an introduction that states: What the excerpt is from Who wrote it What kind of poetry it exemplifies and why?

WRITING FOCI: Quarter 2 - Expository

Informational

- Analyze poetry of this time period to determine the message and intention of the author. Compare works from the same, or different, authors to deepen your understanding of how theme, form, and poetic devices can be manipulated.
 - Analyze “To the Virgins, to Make Much of Time,” and “To His Coy Mistress.” Compare the message and intention of each. Do these poems appeal to human emotion or human logic to convey their ideas?
 - Analyze Donne’s “Holy Sonnet 10.” Is the speaker of the poem pious or irreverent with regard to the Church’s teachings? How does the use of personification convey the poem’s message? Why is the poem considered metaphysical?
 - Compare and contrast Donne’s “Song: Goe, and catche a falling starre” to Marvell’s “To His Coy Mistress.” How do emotion and logic affect the speaker’s point of view in each poem? How does gender affect the author’s attitudes?
- Discuss satire in the Renaissance. What values of this time period are being mocked?
 - Discuss the satire present in *The Miser* by Molière. What values does he mock? Use specific textual evidence as support.
 - Read *The Alchemist*. How does the plot reveal satire? What values of this time period are being mocked? How does the author use satire to reveal his point of view? Use textual evidence from the play to support an original, concise thesis statement
- Examine and discuss an allegory from this time period. Discuss the themes, symbols, and character arcs present in the work and how they work together to create the allegory. Explore how the allegory could change public perception on an important issue or belief, and whether that impact is sustainable or not.
 - Read *The Pilgrim’s Progress*. Consider the text as an allegory. What themes do the characters represent? How do these characters work together to create an allegory? What does the allegory reveal about Bunyan’s point of view on religious ideas of the seventeenth century?
- After reading literature from this time period, watch a film version of the piece. Compare the two versions, focusing on characters and their arcs, themes, or the original author’s commentary (allegory, satire, etc.). Use evidence from the text and the film to support an original, concise thesis statement.
 - Read excerpts from *Don Quixote* and/or watch the film version of *Man of La Mancha*. Compare Don Quixote’s outlook on life with that of another character, such as the priest. Use textual evidence citing either the novel or the film to support an original, concise thesis statement.

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Additional prompts can support reading standards and/or units

Argument

- Read and examine a piece of literature from this time period which examines human nature. Using evidence from the text, discuss the author’s view and whether or not you agree with their assessment of humanity.
 - Read excerpts from Hobbes’s *Leviathan*. Agree or disagree with Hobbes’s assessment of human nature. Defend your opinion with specific textual evidence that supports an original, concise thesis statement.
- Form an opinion on the role of emotion or logic within a piece of literature from this time period. Using textual evidence, discuss whether the themes of the piece are effectively supported by this chosen point of view.
 - Read Donne’s “Song: Goe, and catche a falling starre.” Is the point of view a cynical one? Or is its point of view realistic? Does it build upon religious views or does it depart from the Church’s teachings? How does emotion affect the logic of the speaker?
- Read a Shakespearean tragedy of your choice. Review the main protagonist’s or antagonist’s soliloquies. Is the character influenced by a sense of logic, or a sense of emotion? Use specific textual evidence to support your position.
 - Read *Hamlet*. With special consideration to his soliloquies, is Prince Hamlet influenced by his sense of logic or sense of emotion? Use specific textual evidence to support your position.

Narrative

- Select a supporting character from one of Shakespeare’s plays. Rewrite one of their scenes in either short story or script/screenplay form, exploring tensions or conflict from the scene within a contemporary context.
- Draft a metaphysical conceit (an extended metaphor that combines two completely unlike ideas into a single idea using imagery). Use traditional poetic elements (rhyme, meter, form, etc.) as you write your conceit.
- Select an art piece and write a narrative story, play act, or poem which explores the scene portrayed. Use narrative, dramatic, or poetic devices (such as dialogue, symbolism, meter, etc.) with intentionality in your work to portray the tone or theme of the art piece.

Research

- Research the philosophies of the Cavalier and Metaphysical poets. Examine their most famous authors, historical events which inspired their work, and public response to their poetry.
- Research the theories or conspiracies centered around a key literary work from this time (e.g. *Paradise Lost*, Shakespeare’s plays, etc.). Explore the resources used by the proponents of these beliefs to prove their critical superiority and discuss the validity of those sources.
- Research the growing polarization of religious views throughout Europe and England during this time. Examine a particular historical figure who played a major role in this polarization and explore the cultural and social events which shaped their philosophies and actions.

VOCABULARLY

<p>Aesthetics Allegory Allusion</p>	<p>Doubt Dramatic irony Enlightenment</p>	<p>Inductive reasoning Metaphysical poetry Paradox</p>
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Argumentation Authorial intent Blank verse Conceit Dissent	Ethics Fate Free will “In medias res”	Personification Rationalism Satire Tragic flaw
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TECH SKILLS

I CAN...

- Use the internet to efficiently locate various credible, relevant and current sources by prioritizing search strategies and eliminating information “white noise,” avoiding a “one-stop-shop” approach.
- Find pertinent research by searching appropriate keywords in databases.
- Create a multimedia product that considers purpose, audience, and message in a way that is enhanced by the design.
- Locate and interpret pertinent research in non-text formats such as video, photos, infographics, maps, charts, graphs, and audio recordings/podcasts.
- Discuss a variety of information perspectives and ideas in an analytical, rather than cynical, way while finding a solution to a problem.

SEMESTER 2 (UNITS 4-6)

Unit 4: 18th Century/Early 19th Century

ENDURING UNDERSTANDING(S):

Students determine the role nature plays in eighteenth- and early nineteenth-century literature.

ESSENTIAL QUESTIONS:

- What is the relationship between art and nature in 18th/Early 19th Century Literature.
- How are narrative digressions, idiosyncrasies, exaggerations, and biases used in 18th/Early 19th Century Literature?
- How is the role of the narrator as a character and as a storyteller used in 18th/Early 19th Century Literature?
- What is the role of the supernatural in the literary works read in this unit?
- How are questions of free will, fate, human conflict, and loss presented in 18th/Early 19th Century Literature?

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STUDENT LEARNER OUTCOMES (standards)

What will students know and be able to do as a result of this topic/unit?

STUDENTS WILL... (state standards)

- RL.3 - Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- RL.5 - Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
- RI.5 - Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
- RI.6 - Discern an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or aesthetic impact of the text.
- RI.9 - Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. and world documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.
- W.1 – Persuasive
 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
 - a) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
 - b) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.
 - c) Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - d) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - e) Provide a concluding statement or section that follows from and supports the argument presented.
- W.4 - Produce clear and coherent writing in which the development, organization, style, and features are appropriate to task, genre, purpose, and audience. (Grade-specific expectations for writing types are defined in Writing standards 1–3.)
- W.6 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- W.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.

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- a) Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.”).
- b) Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses].”).
- SL.1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
 - a) Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
 - b) Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
 - c) Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
 - d) Respond thoughtfully to diverse perspectives or arguments; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
- SL.6 - Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate and addressing intended audience needs and knowledge level. (See grades 11–12 Language standards 1 and 3 for specific expectations.)
- L.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a) Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
 - b) Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster’s Dictionary of English Usage*, *Garner’s Modern American Usage*) as needed.
- L.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a) Observe hyphenation conventions.
 - b) Spell correctly.

I CAN... (student-friendly language)

- RL.3
 - Explain why the author chose certain story sequence elements (setting; characters; events/outcomes in rising action, climax, and resolution; and theme) and how their choices affect their story.
 - Examine and explain how the story would change if any of these story sequence elements were changed by citing evidence from the text.
- RL.5

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- Identify the structure of the text.
- Examine how the author’s structural choices, pacing, and dramatic elements impact the text’s meaning, along with the story’s flow and rhythm.
- Analyze how changing an aspect of the structure, pacing, or dramatic elements of the text would change the overall meaning.
- RI.5
 - Identify the way an author organizes or structures a text.
 - Determine if the text’s message is clear, convincing, and interesting.
- RI.6 Determine an author’s point of view or purpose in a text.
 - Analyze how an author’s word choice and rhetoric impact the point of view or purpose of a text.
 - Explain how an author’s style (ex: figurative language; the way words are used) and content either add or detract to their overall message.
- RI.9 Analyze a variety of texts from different time periods to determine their historical and literary significance.
 - Evaluate the themes, purposes, and other rhetorical elements of important historic and literary texts.
- W.1 - Persuasive
 - Write a clear thesis statement.
 - Use valid and reliable evidence to support my thesis.
 - Outline and explain my thoughts in a logical, persuasive order.
 - Introduce evidence and claims which support my thesis.
 - Fairly and thoroughly acknowledge counterclaims, which go against my thesis and explain why my support is stronger.
 - Use a variety of sentences in each paragraph to make my writing more interesting and my argument more effective.
 - Determine what style and tone are appropriate for the audience of my essay.
 - Provide a strong closing statement or paragraph which supports my thesis.
- W.4
 - Write papers which meet specific requirements for an audience or a task.
 - Choose what style/form of writing (ex. to entertain, inform, persuade, etc.) to use for a variety of prompts/situations.
- W.6
 - Produce and publish individual or shared writing pieces using technology (e.g., Canvas, Internet, Google Docs, etc.).
- W.9
 - Plan and write an analysis, reflection, or research paper using evidence from literature *and* informational texts.
 - Synthesize, reflect on, and communicate my knowledge of American or British ideology based on the large variety of American or British writings.
- SL.1
 - Initiate discussion or bring up different perspectives in my group.
 - Work with my peers to create effective and fair discussion expectations.

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- Refer to evidence from research during a discussion on a specific topic.
- Appropriately pose and respond to questions in a group setting.
- Maintain an established role in my group to enable civil, democratic discussions, decision-making, and goal-meeting.
- Actively listen and respond appropriately and thoughtfully to my peers during a discussion.
- Summarize my peers' points and appropriately agree or disagree with those points.
- Explain my reasoning to my peers and justify maintaining or changing my original stance on a specific topic.
- Determine what information still needs to be gathered for further clarification or support within a discussion, and can use that further information to resolve contradictions when possible.
- SL.6
 - Effectively adapt a speech to various contexts, tasks, and audiences.
- L.1
 - Effectively use parallel structure while writing or speaking.
 - Communicate effectively while writing or speaking through the use of grammatical phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial).
 - Reference works to check more complicated grammar usage
- L.2
 - Capitalize, punctuate, and spell correctly in my written work.
 - Correctly use hyphenation in compound adjectives (ex. long-term relationship).
 - Correctly use hyphenation for word groups (forty-four)
 - Correctly use hyphenation in order to clarify confusing word groups (re-sign a contract, not resign).
 - Divide line breaks at hyphenations in words only.
 - Observe that the rules of hyphenation are in flux.
 - State the difference between a hyphen and a dash.

SUGGESTED WORKS

(E) indicates a CCSS exemplar text; (EA) indicates a text from a writer with other works identified as exemplars; (OOP) indicates a text that is no longer sold nor published.

Literary Texts

Novels

- Emma (Jane Austen) [Link](#)
- Gulliver's Travels (Jonathan Swift) [Link](#)
- Robinson Crusoe (Daniel Defoe) [Link](#)

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- The Sufferings of Young Werther (Johann Wolfgang von Goethe) [Link](#)
- The Surprising Adventures of Baron Munchhausen (Rudolf Erich Raspe) [Link](#)
- The Vicar of Wakefield (Oliver Goldsmith) [Link](#)

Poetry

- Auguries of Innocence [Link](#)
- Songs of Innocence and of Experience (William Blake) (EA) (selected poems) [Link](#)
- In Memoriam A. H. H. (Alfred, Lord Tennyson) [Link](#)
- Ode on Indolence and Ode on a Grecian Urn (John Keats) (excerpts) [Link](#)
- The Deserted Village (Oliver Goldsmith) [Link](#)
- Tintern Abbey, London, 1802, The World is Too Much with Us, Ode: Intimations of Immortality (William Wordsworth) (excerpts) [Link](#)

Short Stories

- Micromégas (Voltaire) [Link](#)

Informational Texts

Biographies

- The Life of Samuel Johnson (James Boswell) [Link](#)

Nonfiction

- Preface to Lyrical Ballads (William Wordsworth) [Link](#)
- The Diary of Samuel Pepys (Samuel Pepys) [Link](#)

Art, Music, and Media

Art

- Frederic Edwin Church, Morning in the Tropics (1877) [Link](#)
- Henri Fuseli, The Nightmare (1781) [Link](#)
- Jean Honoré-Fragonard, The Progress of Love: The Pursuit (1771-1773) [Link](#)
- John Constable, Seascape Study with Rain Cloud (1827) [Link](#)
- John Singleton Copley, Watson and the Shark (1778) [Link](#)
- Théodore Géricault, The Raft of the Medusa (1818-1819) [Link](#)
- William Blake, The Lovers' Whirlwind (1824-1827) [Link](#)
- Clueless (1995)

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POTENTIAL ASSESSMENTS

What evidence will demonstrate student achievement of their learning?

- **Reading Poetry, Oral Presentation:** Recite one of the poems in this unit from memory. Include an introduction that discusses how the poem relates to the natural world.
- **Art, Speaking and Listening:** Examine and discuss the artworks listed. Begin by viewing the Church, Copley, and Constable paintings. How did artists of this period frame the relationship between man and nature? Where does man belong in these images—or does he even belong? Now compare the Géricault and the Fragonard. What do you see in these images? Which painting do you believe would be more “typical” of the period? Which looks more romantic in style to you, and why? Do you believe these images were painted for “art’s sake,” or for a larger social purpose?

WRITING FOCI: Quarter 3 - Argumentative

Argument

- Examine a text from this time period, analyzing the author’s view of imperialism or colonization. Make a statement about the author’s personal beliefs and argue whether those beliefs are against or in line with the cultural attitudes of the time.
 - Does *Robinson Crusoe* reveal Defoe’s point of view on imperialism or colonization? Why or why not? Alternatively, you may consider what *Robinson Crusoe* suggests about the author’s view of human nature. Is this a reflection of the period in which it was written, or do you think Defoe’s view represents a departure from the established beliefs of his day?
- Select a poem and find a key line you believe is the main argument or theme of the poem. In an organized, textually supported paper, explain your reasoning.
 - Explicate “Ode on Indolence.” Agree or disagree with Keats: “This (Indolence) is the only happiness; and is a rare instance of advantage in the body overpowering the Mind.”

Additional prompts can support reading standards and/or units

Informational

- Discuss the impact of literary devices in the literature of this time. Use examples from the text to show the literary devices’ role within the text and their impact on a particular theme or contextual element of the literature.
 - What point of view is revealed by Swift’s allegory in *Gulliver’s Travels*? How does his allegory satirize human behavior and human history? Are Swift’s views reflective of the beliefs of his day?
 - How does Tennyson’s *In Memoriam A.H.H.* use nature to express metaphorically human feelings and emotions? What point of view is Tennyson revealing?

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- Read the poems “London, 1802” and “The Deserted Village.” What values and concerns do they share and how do they use literary devices to reach the reader?
- Compare and contrast the themes found in *Gulliver’s Travels* and “Micromégas.” Do the texts share similar messages? Do they use satire in the same way? How does Swift’s allegory compare to Voltaire’s science fiction?
- Compare the science fiction elements in Voltaire’s “Micromégas” and one of the tall tales in *The Surprising Adventures of Baron Munchhausen*. How does the science fiction genre enable the authors to express their ideas?
- Read selected poems from Blake’s *Songs of Innocence and Experience*. Consider biblical allusion to explain the relationship between Innocence and Paradise. How is Experience a metaphor for the Fall of Man?

Narrative

- Write a satirical short story where an unknown visitor arrives in your hometown or state or nation. Using narrative elements, expose and provide pointed, critical commentary through humor, irony, or exaggeration.
 - Write a new chapter for *Gulliver’s Travels* where Gulliver arrives in your hometown. Using narrative elements, share his story of the visit and what he learned from it.
- Research the three forms of poetic ode: the Pindaric, Horatian, or Irregular. Select one of these forms and write an ode to a person, place, or item. Prove your understanding of form and theme through your use of meter, rhyme, literary devices, and other poetic elements.
 - Write “Ode to the East Wind” in the style of Shelley’s “Ode to the West Wind.” Write your poem as a counterpoint to his ode’s arguments and imagery.

Research

- Examine how the ideas and philosophies of the Enlightenment spread to non-European regions of the world during the 18th century and beyond. Focus your paper on who continued to spread these ideas, and how the themes and beliefs of Enlightenment philosophers adapted and changed for new cultures.
- In a well-organized paper, explore conflicts (societal, economic, philosophical, etc.) occurring during the 18th and early 19th centuries which influenced authors and their works. Make clear connections between these conflicts and their impact on the literature, using evidence from literary texts as support.

VOCABULARY

Allegory
Allusion
Assonance
Defamiliarization
Digression
Elegy

Grotesque
Metaphor
Moral imperative
Narrative devices
Pastoral
Satire

Science fiction
Sturm und drang
Supernatural
Tall tale
Unreliable narrator

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TECH SKILLS

I CAN...

- Use the internet to efficiently locate various credible, relevant and current sources by prioritizing search strategies and eliminating information “white noise,” avoiding a “one-stop-shop” approach.
- Find pertinent research by searching appropriate keywords in databases.
- Use KPBSD subscriptions (digital library, SLED resources including EBSCO/ERIC/Academic Search Premier) to find pertinent research.
- Create a multimedia product that considers purpose, audience, and message in a way that is enhanced by the design.

Unit 5: 19th Century

ENDURING UNDERSTANDING(S):

Students explore how romantic and Victorian literature embodies the tension between art for art’s sake and art as a response to social and cultural conflict?

ESSENTIAL QUESTIONS:

- What is the tension between art for art’s sake and art as a response to social and cultural conflict, as expressed in the works of this unit?
- What are common tendencies, contradictions, outliers, and subtleties of the romantic and Victorian periods in literature?
- How does the poetry of this period reflect both on the human psyche and on the state of civilization?
- How do the forms of the poems in this unit contribute to their meanings?
- How do the works of this period show signs of early modernism?
- What are elements of romanticism and gothic romanticism in works of literature?

STUDENT LEARNER OUTCOMES (standards)

What will students know and be able to do as a result of this topic/unit?

STUDENTS WILL... (state standards)

- RL.2 - Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; restate and summarize main ideas or events, in correct sequence, after reading a text.

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- RL.4 - Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
- RL.6 - Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, understatement, or attitude).
- RI.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- RI.2 - Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; restate and summarize main ideas or events, in correct sequence when necessary, after reading a text.
- RI.4 - Determine the meaning of words and phrases as they are used in various genres, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
- RI.7 - Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- W.2 - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
 - a) Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - b) Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
 - c) Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - d) Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
 - e) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - f) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
- W.3 - Use narrative writing to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
 - a) Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
 - b) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

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- c) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
- d) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- e) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- W.4 - Produce clear and coherent writing in which the development, organization, style, and features are appropriate to task, genre, purpose, and audience. (Grade-specific expectations for writing types are defined in Writing standards 1–3.)
- W.5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
- W.7 - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- W.8 - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- SL.3 - Identify and evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
- SL.4 - Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.
- L.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.
 - a) Determine meanings of unfamiliar words by using knowledge of derivational roots and affixes, including cultural derivations (e.g., the root of photography and photosynthesis; kayak), context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence), dialectical English (e.g., Huck Finn), idiomatic expressions (e.g., “it drives me up a wall”) as clues to the meaning of a word or phrase.
 - b) Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive*, *conception*, *conceivable*).
 - c) Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
 - d) Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- L.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - a) Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

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b) Analyze nuances in the meaning of words with similar denotations (definition) or determine the meaning of analogies.

I CAN... (student-friendly language)

- RI.1
 - Identify and examine areas the text left open for interpretation.
 - Find and refer to specific, relevant textual examples (both explicit and inferred) to support an opinion about the text.
- RI.2
 - Identify the main idea or the theme of a text after reading the piece.
 - Find specific evidence of a main idea or theme within a text.
 - Reword main ideas or events that around found in a text and put them into the correct sequence.
- RI.4
 - Determine the meaning of a word or phrase from context or when it is used in literary devices.
 - Analyze and explain how an author’s word choice can change the meaning or tone of a text.
- RI.7
 - Closely examine multiple accounts of a subject from different media sources.
 - Identify the similarities and differences between various accounts of a subject.
 - Determine which parts from different sources can be used together to effectively make a point.
- RL.2
 - Identify the main ideas or the themes of a text after reading the piece.
 - Find specific evidence of a main idea or theme within a text.
 - Analyze how a text portrays a theme, including how it is connected to other themes.
 - Reword main ideas or events that are found in a text and put them into the correct sequence.
- RL.4
 - Determine the meaning of a word or phrase from context or when it is used in literary devices.
 - Analyze and explain how an author’s word choice can change the meaning or tone of a text.
 - Examine the multiple meanings of words and how the shades of meanings impact the text’s meaning or tone.
 - Examine the author’s language choices and how they affect the tone of a text (through rhythm, stressed syllables, name-calling, and local color).
- RL.6
 - Distinguish what is stated from the subtext.
 - Distinguish elements of satire used to portray point of view.
 - Determine point of view.
- W.2 - Expository/Informative
 - Brainstorm multiple topics or ideas.
 - Choose a single, supportable topic from a variety of choices.

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- Outline and organize an essay on a specific topic.
- Write a clear thesis statement.
- Use formatting to logically organize my essay.
- Use valid and reliable evidence (e.g., quotations, facts, definitions) to support my thesis.
- Choose the most relevant facts to use in support of a claim from a variety of choices.
- Determine which informational graphics or additional multimedia best support my thesis and apply them to a piece of writing.
- Correctly format/embed visuals and graphics into an APA style essay.
- Explain my thoughts in a logical order to support the evidence of my thesis.
- Apply appropriate and varied transition words effectively in my writing.
- Determine what style and tone are appropriate for the audience of my writing.
- Apply specific vocabulary choices in my writing to maintain an appropriate style or tone for my audience.
- Use literary devices such as metaphors, similes, and analogies to help explain an idea.
- Provide a strong closing statement or paragraph which supports my thesis.
- W.3 - Narrative
 - Capture a reader’s attention with an effective narrative hook.
 - Create character(s) and narrator(s) who have depth and a recognizable character arc.
 - Choose the most effective point of view of a piece of narrative writing and maintain it throughout the written piece.
 - Effectively organize narrative plot elements.
 - Apply narrative techniques (e.g., dialogue, pacing, description, reflection, plot, etc.) to create depth in a narrative piece.
 - Use narrative writing conventions (archetypal and plot elements, varied writing forms, etc.).
 - Create an engaging narrative using precise, descriptive language and sensory details.
 - Provide an effective and satisfying conclusion to a narrative piece.
- W.4
 - Write papers which meet specific requirements for an audience or a task.
 - Choose what style/form of writing (ex. to entertain, inform, persuade, etc.) to use for a variety of prompts/situations.
- W.5
 - Follow the steps of the writing process to strengthen my writing.
 - Prioritize the steps of the writing process for assignments with a condensed timeline.
 - Make myself a formative element within another author’s writing process (peer review).
- W.7
 - Brainstorm and choose a question to answer or solve that will guide a long-term research project.
 - Adjust my research area of focus as needed for my project (based on continued learning during research).
 - Combine information from multiple sources to support my research and findings.
- W.8
 - Find and use multiple sources of information, both in print and digital formats.

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- Determine which sources are most effective to answer a posed research question.
- Effectively integrate research in my writing, while citing that research accurately.
- Minimize my use of a single resource in comparison to others.
- Balance research with my own ideas and commentary within a paper.
- Effectively evaluate when my essay is plagiarized or over-reliant on ideas that aren't my own.
- SL.3
 - Identify a speaker's points or claims.
 - Connect key points or claims to specific persuasive techniques.
 - Use specific, relevant supporting evidence to determine if an argument's key point or claim is well supported.
 - Identify false statements or reasoning by their supporting evidence.
- SL.4
 - Present information or supporting evidence in a clear, concise, logical manner when speaking.
 - Adjust my speech so it is appropriate for the purpose, task, and audience of the presentation.
- L.4
 - Figure out and define unknown words.
 - Clarify the difference between words with multiple meanings.
 - Use roots or cultural knowledge to determine a word's meaning.
 - Use context clues to determine a word's meaning.
 - Recognize dialect or idiomatic expressions within a piece of literature.
 - Identify how words will change to become different parts of speech.
 - Gather information regarding proper word usage (e.g. for a new word) from a variety of reference materials.
 - Find information on how to pronounce a word.
 - Check whether my guess at a word's definition is correct and change my definition as needed.
- L.5
 - Recognize figurative language (e.g. literary devices) in a selection of text.
 - Examine how figurative language is used to alter the logical sequence of a text (ex. paradox, hyperbole).
 - Recognize words that have similar meanings.
 - Recognize analogies in a selection of text.
 - Determine if an analogy makes an appropriate comparison.

SUGGESTED WORKS

(E) indicates a CCSS exemplar text; (EA) indicates a text from a writer with other works identified as exemplars; (OOP) indicates a text that is no longer sold nor published.

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Literary Texts

Children's Literature

- Alice's Adventures in Wonderland (Lewis Carroll) [Link](#)
- Peter and Wendy (J. M. Barrie)
- The Jungle Book (Rudyard Kipling) [Link](#)

Drama

- A Doll's House (Henrik Ibsen) (E) [Link](#)
- Faust (Johann Wolfgang von Goethe) (excerpts, e.g., the opening) [Link](#)
- The Importance of Being Earnest (Oscar Wilde) (E) [Link](#)
- The Sunken Bell (Gerhart Hauptmann) (OOP)

Novels

- A Christmas Carol (Charles Dickens) [Link](#)
- A Passage to India (E. M. Forster)
- Dracula (Bram Stoker) [Link](#)
- Frankenstein (Mary Shelley) [Link](#)
- Hard Times (Charles Dickens) (excerpts) [Link](#)
- Heart of Darkness (Joseph Conrad) [Link](#)
- Jane Eyre (Charlotte Brontë) (E) [Link](#)
- Sense and Sensibility (Jane Austen) [Link](#)
- The Hunchback of Notre Dame (Victor Hugo) [Link](#)
- The Picture of Dorian Gray (Oscar Wilde) [Link](#)
- The Red and the Black (Stendhal)
- The Three Musketeers and The Count of Monte Cristo (Alexandre Dumas) [Link](#)
- The Time Machine (H. G. Wells) [Link](#)
- Twenty Thousand Leagues Under the Sea (Jules Verne) [Link](#)
- Wuthering Heights (Emily Brontë) [Link](#)

Poetry

- Childe Harold's Pilgrimage (George Gordon, Lord Byron) [Link](#)
- Dover Beach (Matthew Arnold) [Link](#)

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- Goblin Market (Christina Rossetti) (EA) [Link](#)
- Love Among the Ruins (Robert Browning) [Link](#)
- Sonnet 43 (Elizabeth Barrett Browning) [Link](#)
- Spring and Fall (Gerard Manley Hopkins) [Link](#)
- The Ballad of Reading Gaol (Oscar Wilde) (EA) [Link](#)
- The Flowers of Evil (Charles Baudelaire) (selections) [Link](#)
- The Rime of the Ancient Mariner (Samuel Taylor Coleridge) [Link](#)

Informational Texts

Nonfiction

- Culture and Anarchy (Matthew Arnold) (excerpts) [Link](#)
- Reveries of a Solitary Walker (Jean-Jacques Rousseau) (excerpts) [Link](#)
- Tallis's History and Description of the Crystal Palace, and the Exhibition of the World's Industry in 1851 (John Tallis)
- The Decay of Lying (Oscar Wilde) (EA) [Link](#)
- The Origin of Species (Charles Darwin) (excerpts) [Link](#)

Art, Music, and Media

Art

- James McNeill Whistler, Arrangement in Gray and Black: The Artist's Mother (1871) [View](#)
- James McNeill Whistler, Mother of Pearl and Silver: The Andalusian (1888-1900) [View](#)
- James McNeill Whistler, Symphony in Flesh Colour and Pink: Portrait of Mrs. Frances Leyland (1871-1874) [View](#)
- James McNeill Whistler, Symphony in White, No. 1: The White Girl (1862) [View](#)

ASSESSMENTS

What evidence will demonstrate student achievement of their learning?

- Memorize and recite a poem from this unit (or a two-minute passage from a long poem). Include an introduction that discusses how the poem's structure and form contributes to its meaning.
- Examine the four paintings by James McNeill Whistler. As you have done throughout this unit, describe with partners the small details and specific elements you can see in each painting. What do you find when you closely examine each painting? What has Whistler done to capture your attention? What draws you into the painting: the color, mood, line, texture, or light? How might these artworks show signs of early modernism? Are these paintings "art for art's sake"? Why or why not?

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WRITING FOCI: Quarter 3 - Argumentative; Quarter 4 = Research

Argument

- Compare two texts from this time period. Use textual evidence to argue an original thesis examining the characters, plot, theme, literary devices, or social/cultural commentary present within the works.
 - Consider the horror novels *Dracula* and/or *Frankenstein*. Is the purpose of these texts to entertain us with horror and heighten our senses, or to serve as social commentary?
 - Consider *The Three Musketeers* or *Twenty Thousand Leagues Under the Sea* as adventure novels. Do these texts serve the reader as a means of entertainment? Or are they meant to illustrate a social statement and moral message?
 - Compare and contrast in a balanced argument *Wuthering Heights* or *Jane Eyre* with *Frankenstein* or *Dracula*. All are considered gothic novels. What characteristics make them gothic? Does the gothic motif serve as a source of entertainment, or does it help illustrate social commentary?
 - Some people believe Victorians “invented” childhood through art and literature. Is childhood a product of nature and science, or is it socially engineered? What qualities of childhood are illustrated by the children’s classics *Peter and Wendy* or *Alice’s Adventures in Wonderland*? What social conventions are these texts responding to? What literary devices are used to respond to the adult world of the Victorian era?
- Is it helpful or misleading to define literature in terms of trends and movements, such as romanticism?
- Examine and discuss how a text from this period illustrates thematic conflict, arguing which theme the author more effectively utilizes in the text.
 - In *Wuthering Heights*, Catherine has to choose between nature and culture. Explain how this is illustrated in the text. Is this a moral choice?
 - How do the poems of this unit—especially those by Arnold, Baudelaire, Hopkins, Wilde, and Robert Browning— grapple with hope and despair? By the end of the poems selected, does hope or despair triumph?
- Explore a changing social norm or expectation from this time period and, in an original thesis, argue its appearance and treatment in literature.
 - Ibsen’s *A Doll’s House* is considered by some to be the first feminist play. Do you agree or disagree with this designation? What do we mean when we call a piece of literature feminist? Do we make such a judgment according to today’s standards or according to the standards in the day the text was written?
 - According to Charles Darwin: “Of all the differences between man and the lower animal, man’s sense of moral conscience is by far the most important.” Do you agree with Darwin? Consider *Heart of Darkness*. Does this novel support or challenge Darwin’s idea?

Research

- In an organized and well-written research paper, explore the life of a Romantic poet. Teach the reader about the events in the poet’s life which led them to become recognized within the literary movement, their authorial successes/failures, and the personal experiences they referenced in their work.

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- Research the life of a European leader or monarch from the mid- to late-19th century. In a well-organized paper, discuss their impact on history, society, and the arts.
- Explore documents from the University of Cambridge Library’s collection of Darwin’s manuscripts (http://cudl.lib.cam.ac.uk/collections/darwin_mss). In your paper, explore how Darwin’s research has been perpetuated today and how it has influenced modern scientific theory or practices.

Additional prompts can support reading standards and/or units

Informational

- How does the literature of the romantic and Victorian eras show tension between art for art’s sake (where art includes literature) and art as a response to social and cultural conflict?
- Examine and inform how the values found in specific literary movements are illustrated through literature of this time period.
 - H. G. Wells called himself a socialist. How does *The Time Machine* illustrate socialist values? Does this text maintain the tradition of the Victorian novel? How?
 - Consider *The Jungle Book* as an allegorical tale. What lessons do the laws of the jungle teach the reader? How does the text demonstrate romanticism through science?
 - Charlotte Brontë once said, “Conventionality is not morality.” How is this statement illustrated in her novel *Jane Eyre*? Consider the text as a gothic novel. How do its gothic characteristics help convey its themes?
 - Trace the distinction between logic and emotion in *Sense and Sensibility*. How does this text demonstrate itself as a romantic novel? Compare or contrast its depiction of class and gender hierarchies to another text in this unit.
- Examine a specific character and their inner conflict. Use textual evidence to explain how this conflict is developed over the course of a text.
 - Compare the moral conflict of Julien Sorel in *The Red and the Black* and Nora Helmer in *A Doll’s House*. What are their similarities and differences?
 - How is the creation of “Earnest” in Wilde’s *The Importance of Being Earnest* an example of backlash against the social values of the time?

Narrative

- Select a passage from a Gothic novel and rewrite the scene from the villain’s perspective. Use narrative elements to maintain the tone and theme of the scene.
 - Using details from *Jane Eyre*, write a short narrative from Bertha’s perspective, exploring one of her key moments in the original narrative (e.g. lighting Rochester’s bed on fire, seeing Jane’s wedding dress, etc.).
- Select a poem from this literary period and rewrite it in prose form. Use narrative elements such as dialogue, imagery, symbolism, and other literary devices to maintain the tone or theme of the original poem.
 - Rewrite “The Goblin Market” as a short story. Use dialogue and strong descriptive language to maintain the narrative and thematic elements of the original poem.

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VOCABULARY		
Antihero Adventure Caste systems Decadence Edwardian Feminism Foreshadowing	Framed narrative Gender Gothic Horror Narrator Romanticism	Scientific rationalism Social satire Sprung rhythm Symbol Victorian Worldview
TECH SKILLS		
I CAN... <ul style="list-style-type: none"> • Use the internet to efficiently locate various credible, relevant and current sources by prioritizing search strategies and eliminating information “white noise,” avoiding a “one-stop-shop” approach. • Find pertinent research by searching appropriate keywords in databases. • Recognize, explain, and avoid plagiarism. • Cite sources appropriately (e.g. MLA, APA, headers, footnotes, page numbers, endnotes, internal citation, bibliography, page breaks, etc.). 		

Unit 6: 20th Century

ENDURING UNDERSTANDING(S):

Students learn how the twentieth century might be regarded as the Age of Anxiety.

ESSENTIAL QUESTIONS:

- How do aspects of modernism (such as anxiety) fit in their historical context.
- How are form and meaning both broken down and affirmed in modernist literature?
- How are the problems inherent in fashioning a perfect person or society manifest in dystopian literature?
- How poems in this unit reflect on poetry itself and its possibilities?
- How are musical allusions and their meanings manifest in twentieth-century poetical works?
- How is absurdist and existential philosophy applied to literature and theater?

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STUDENT LEARNER OUTCOMES (standards)

What will students know and be able to do as a result of this topic/unit?

STUDENTS WILL... (state standards)

- RL.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain (ambiguity).
- RL.7 - Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
- RL.9 - Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
- RI.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- RI.3 - Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- RI.5 - Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
- RI.8 - Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).
- W.1 - Persuasive
 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
 - a) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
 - b) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
 - c) Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - d) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - e) Provide a concluding statement or section that follows from and supports the argument presented.

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- W.4 - Produce clear and coherent writing in which the development, organization, style, and features are appropriate to task, genre, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.6 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- W.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - a) Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.”).
 - b) Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses].”).
- SL.1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
 - a) Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
 - b) Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
 - c) Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
 - d) Respond thoughtfully to diverse perspectives or arguments; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
- SL.2 - Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data or information.
- SL.6 - Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate and addressing intended audience needs and knowledge level. (See grades 11–12 Language standards 1 and 3 for specific expectations.)
- L.3 - Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
 - a) Vary syntax for effect, consulting references (e.g., Tufte’s *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
- L.6 - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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I CAN... (student-friendly language)

- RL.1
 - Properly cite textual evidence using APA formatting.
 - Support my analysis of a text using specific information, and then explaining how those citations support my analysis.
- RL.7
 - Read and/or watch multiple portrayals of a story, drama, or poem.
 - Evaluate how each portrayal interprets the source text, noting how that interpretation affects the text's intent.
- RL.9
 - Read a variety of American literature, crossing genres and time periods.
 - Show how two or more texts from the same time period examine the same theme or topic.
- RI.1
 - Find and refer to specific, relevant textual examples (both explicit and inferred) to support an opinion about the text.
 - Identify and examine areas the text left open for interpretation.
- RI.3
 - Determine the organization of an author's main points, ideas, or textual events.
 - Examine the effectiveness of a text's argument using my knowledge of an author's organizational strategy.
 - Explain how characters, ideas, or events interact and develop throughout the text.
- RI.5
 - Identify the way an author organizes or structures a text.
 - Determine if the text's message is clear, convincing, and interesting.
- RI.8
 - Break down and evaluate the reasoning in historic texts by paraphrasing the text.
 - Evaluate the opinions, premises, purposes, and arguments of a text using evidence to support my reasoning or opinion.
 - Identify and evaluate the impact a specific historic text has over time.
- W.1 - Persuasive
 - Write a clear thesis statement.
 - Use valid and reliable evidence to support my thesis.
 - Outline and explain my thoughts in a logical, persuasive order.
 - Introduce evidence and claims which support my thesis.
 - Fairly and thoroughly acknowledge counterclaims which go against my thesis and explain why my support is stronger.
 - Use a variety of sentences in each paragraph to make my writing more interesting and my argument more effective.
 - Determine what style and tone are appropriate for the audience of my essay.
 - Provide a strong closing statement or paragraph which supports my thesis.

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- W.4
 - Write papers which meet specific requirements for an audience or a task.
 - Choose what style/form of writing (ex. to entertain, inform, persuade, etc.) to use for a variety of prompts/situations.
- W.6
 - Produce and publish individual or shared writing pieces using technology (e.g., Canvas, Internet, Google Docs, etc.).
- W.9
 - Plan and write an analysis, reflection, or research paper using evidence from literature *and* informational texts.
 - Synthesize, reflect on, and communicate my knowledge of American or British ideology based on the large variety of American or British writings.
- SL.1
 - Initiate discussion or introduce different perspectives in my group.
 - Work with my peers to create effective and fair discussion expectations.
 - Refer to evidence from research during a discussion on a specific topic.
 - Appropriately pose and respond to questions in a group setting.
 - Maintain an established role in my group to enable civil, democratic discussions, decision-making, and goal-meeting.
 - Actively listen and respond appropriately and thoughtfully to my peers during a discussion.
 - Summarize my peers' points and appropriately agree or disagree with those points.
 - Explain my reasoning to my peers and justify maintaining or changing my original stance on a specific topic.
 - Determine what information still needs to be gathered for further clarification or support within a discussion, and can use that further information to resolve contradictions when possible.
- SL.2
 - Compare and contrast multiple, varied sources of information (e.g., visual, quantitative, oral) and determine which are the most credible and accurate.
- SL.6
 - Effectively adapt a speech to various contexts, tasks, and audiences.
- L.3
 - Adapt my use of the English language for varied contexts and situations while reading, listening, or writing.
 - Adjust my writing to conform to specified style guidelines (e.g., APA, MLA, etc.).
 - Use sentence variety for effect in my writing and recognize and evaluate its use when reading complex texts.
- L.6
 - Recall and apply academic or subject-specific words and phrases while reading, writing, speaking, or listening.
 - Independently find (e.g. during the research process) words or phrases which can improve my understanding or expression of a subject.

SUGGESTED WORKS

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(E) indicates a CCSS exemplar text; (EA) indicates a text from a writer with other works identified as exemplars; (OOP) indicates a text that is no longer sold nor published.

Literary Texts

Drama

- Antigone (Jean Anouilh)
- Caligula (Albert Camus)
- Hamlet (William Shakespeare) [Link](#)
- King Lear (William Shakespeare) [Link](#)
- Mother Courage and Her Children (Bertolt Brecht)
- Pygmalion (George Bernard Shaw)
- Rhinoceros (Eugene Ionesco) (E)
- Waiting for Godot (Samuel Beckett)

Novels

- 1984 (George Orwell)
- All Quiet on the Western Front (Erich Maria Remarque)
- Brave New World (Aldous Huxley)
- Briefing for a Descent into Hell (Doris Lessing)
- Pan: From Lieutenant Thomas Glahn's Papers (Knut Hamsun) [Link](#)
- Steppenwolf (Hermann Hesse)
- The Mayor of Casterbridge (Thomas Hardy) [Link](#)
- The Metamorphosis (Franz Kafka) (E) [Link](#)

Poetry

- Archaic Torso of Apollo (Rainer Maria Rilke) [Link](#)
- Conversation with a Stone (Wisława Szymborska)
- Counter-Attack (Siegfried Sassoon)
- Dreamers (Siegfried Sassoon) [Link](#)
- Four Quartets (T. S. Eliot) (EA)
- Poem of the Deep Song (Federico García Lorca) (selections)
- Suicide in the Trenches (Siegfried Sassoon)
- The Age of Anxiety: A Baroque Eclogue (W.H. Auden) (EA)
- The Daffodil Murderer (Siegfried Sassoon)

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- The Darkling Thrush (Thomas Hardy) [Link](#)
- The Old Huntsman (Siegfried Sassoon)
- The Second Coming (William Butler Yeats) [Link](#)
- The Wasteland (T. S. Eliot) (EA) [Link](#)

Informational Texts

Essays

- Crisis of the Mind (Paul Valéry)
- The Fallacy of Success (G.K. Chesterton) (E)

Nonfiction

- Letters to a Young Poet (Rainer Maria Rilke)
- The Courage to Be (Paul Tillich) (excerpts)
- The Ego and the Id (Sigmund Freud) (excerpts)
- Thus Spoke Zarathustra (Friedrich Wilhelm Nietzsche) [Link](#)

Speeches

- Their Finest Hour (House of Commons, June 18, 1940) (Winston Churchill) (EA)

Art, Music, and Media

Art

- Georges Braque, Candlestick and Playing Cards on a Table (1910) [View](#)
- Henri Matisse, Blue Nude (1952) [View](#)
- Joan Miró, The Potato (1928) [View](#)
- Kurt Schwitters, Untitled (Oval Construction) (1925) [View](#)
- Pablo Picasso, Reading at a Table (1934) [View](#)
- Piet Mondrian, Composition No. III (1921, repainted 1925) [View](#)

Music

- Flamenco guitar music (such as that performed by Carlos Montoya or Paco Peña)
- Ludwig van Beethoven, String Quartet No. 15 in A Minor, Op. 132 (1825)

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ASSESSMENTS

What evidence will demonstrate student achievement of their learning?

- Examine the Picasso, Matisse, Mondrian, and Miró images. Do these works of art have anything in common? Do they depict anything you recognize? Do you think they were made for a particular buyer, a patron, or just because the painters wanted to make them? How might you categorize each work, besides “abstract”? How has the artist evolved by the twentieth century to be an untethered individual? Can you see how these artists might be driven by their own artistic tendencies or desires? What are these paintings “about”?
- Memorize and recite a one- to two-minute passage from one of the texts. Include an introduction that discusses one of the following issues: How the passage deals with the question of meaning and meaninglessness? How the passage comments, directly or indirectly, on historical events?

WRITING FOCI: Quarter 4 - Research

Research

- Examine the historical context surrounding a dystopian work from this literary time period. Explore how the author implemented historical details in the creation of their narrative work. If necessary, read essays or critical articles by the author discussing their decisions to aid you in your research.
- Research a person or event from World War I or World War II. Teach the reader about your topic, including how that person or event resonates in today’s modern world.

Additional prompts can support reading standards and/or units

Argument

- Examine an existential literary work from this unit. In an organized paper, discuss how specific elements and examples from the text promote existentialism.
 - Paying close attention to the storm scenes and the role of the fool in *King Lear*, how could the play be regarded as an existential work?
 - “The Second Coming” is an allegorical poem that describes the state of Europe after World War I. How do the metaphors in the poem convey meaning? Does the poem reveal an existential world view? Why or why not?
 - Paying close attention to Hamlet’s soliloquies, how can *Hamlet* be regarded as a work of existentialism? How does it apply to Auden’s concept of anxiety?
- Explore a literary work which challenges the reader to consider the attempted creation of utopian or the rise of dystopian societies. How does the author of the work explore the socioeconomic, political, religious, or moral dilemmas raised in the society, and how does the society influence the characters of the work and their personal conflicts?
 - Was Orwell’s classic novel *1984* prophetic? Consider the rise, fall, and endurance in the twentieth century of political regimes that restrict personal freedoms.

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Informational

- Why (in literature) might the twentieth century be regarded as the Age of Anxiety? Use examples from literary works, as well as historical context to support your answer.
 - How does Auden’s “September 1, 1939” (in *The Age of Anxiety*) shed light on the works studied in this unit?
 - Compare and contrast how both *The Mayor of Casterbridge* and *Pygmalion* are concerned with fashioning the perfect individual. How do these texts conform to Auden’s *Age of Anxiety*?
- Examine how an author reworks classical stories or themes to reach a specific audience. Consider how historical context may affect an enduring story or theme.
 - Examine how the author reworks classical stories and themes in Anouilh’s *Antigone* and/or Camus’ *Caligula*. Consider how historical context affects an enduring story or theme.
 - Compare Anouilh’s *Antigone* with Sophocles’s *Antigone* (which students read in ninth grade).
 - Consider *Mother Courage and Her Children* as an allegorical, moral tale where war is depicted as a business. What moral is presented by the story and how does the play’s parallelism of early morality plays influence this moral?
 - Consider musical allusions and their contribution to the meaning of twentieth-century poetical works using Eliot’s *Four Quartets* and/or Lorca’s *Poem of the Deep Song*. What musical characteristics highlight the themes in the poetry?
- How did authors from this literary period incorporate elements of existentialism into their literary works?
 - How did Sassoon’s war-era poetry contribute to the shaping of existentialism as a philosophy?
 - Hesse is a master of blending fantasy and reality. He claims his novel *Steppenwolf* has been “violently misunderstood.” Consider it as an existential novel. Why could it easily be misunderstood?
 - How is Gregor Samsa’s transformation in *The Metamorphosis* a metaphor for the existential experience?
 - How do *All Quiet on the Western Front* and Sassoon’s war poems influence and contribute to the existential movement?
- Examine how dystopian works provide commentary on both cultural and historic contexts of the period in which the work was written. Use examples from the literary text to support connections made.
 - What social values are discarded in the dystopian works *1984* and/or *Brave New World*?
 - Relate the loss of hope and despair to one of the dystopian novels in this unit to Hardy’s poem “The Darkling Thrush.” From where does this hopelessness derive in both texts?
 - Compare the outcasts in two dystopian works in this unit, such as *1984* and *Brave New World*. How are their struggles different? How are they similar?

Narrative

- Write a narrative or script in which two warring perspectives are forced into a discussion with each other. Use dialogue to enhance the tension and characterization of your scene.
 - After reading samples of Freud’s work, write a short scene in which the Id and Ego argue over a decision. Use details from Freud’s work to ensure the Id and Ego do not act out of character.
 - Write a short story in which the Director of the Hatchery and John are forced to confront each other. Use narrative elements such as dialogue, figurative language, and characterization in your story.

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- Rewrite a key scene from one of the plays listed in this unit, modernizing the setting, characters, and possibly the language. Maintain the original scene’s tone and theme in your modern interpretation. In addition to your new scene, write a short paragraph which explains the choices you made to adapt the scene and why you feel the original themes will still resonate with a modern audience.

VOCABULARY

Absurd
Affirmation
Anxiety
Dystopia
Existentialism

Free verse
Modernism
Negation
Neologism
Postmodernism

Rhetorical device
Satire
Totalitarianism
Understatement

TECH SKILLS

I CAN...

- Use the internet to efficiently locate various credible, relevant and current sources by prioritizing search strategies and eliminating information “white noise,” avoiding a “one-stop-shop” approach.
- Find pertinent research by searching appropriate keywords in databases.
- Recognize, explain, and avoid plagiarism.
- Cite sources appropriately (e.g. MLA, APA, headers, footnotes, page numbers, endnotes, internal citation, bibliography, page breaks, etc.).