

Unit 1: Expository vs. Narrative Writing 2023

Content Area: **English**
Course(s): **English III**
Time Period: **September**
Length: **1st Marking Period**
Status: **Published**

Unit Overview:

Students will learn how to discern the purpose, craft, and structure of both expository and narrative writing, including essays, short stories, and poetry. Students will evaluate an author's language and intent as well as analyze how and why individuals, events, and ideas develop and interact over the course of a text. Students will be able to assess how point of view and purpose shapes the content and style of a text while further analyzing how the structure of the text, including how specific sentences, paragraphs, and larger portions of the text, relate to each other and the whole.

Essential Questions:

What is the difference between the craft and purpose of expository and narrative writing?

How are central ideas and themes developed over the course of a text?

How do individuals, events, and ideas develop and interact over the course of a text and what purpose do they serve?

How do words and phrases function in a text, including both connotative and figurative meanings?

How does specific diction shape meaning or tone?

How does the structure of texts, including specific sentences, paragraphs, and larger portions of the text relate to each other and the whole?

How do point of view and purpose shape the content and style of a text?

Enduring Understandings:

Expository writing educates and informs a reader while narrative writing tells a story to entertain and grapple with common themes of culture, society, and the human experience.

An author's purpose and point of view in an expository text can be observed in claims, counterclaims, supporting evidence, and overall argument.

An author's purpose and point of view in a narrative text can be observed in plot structure, character portrayal, tone, and overall theme.

An author's craft and structure can be observed through their use of diction, connotative meaning, and figurative language.

Theme and main idea are developed over the course of a text by the author's use of both explicit and inferred meaning throughout their language.

An author's tone is determined by their use of diction and syntax.

Standards/Indicators/Student Learning Objectives (SLOs):

LA.RL.11-12.2	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; provide an objective summary of the text.
LA.RL.11-12.3	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).
LA.RL.11-12.5	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.
LA.RL.11-12.6	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
LA.RI.11-12.2	Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.
LA.RI.11-12.3	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.
LA.RI.11-12.5	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.

LA.L.11-12.3	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.
LA.L.11-12.3.A	Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
LA.L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.L.11-12.5.A	Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
LA.L.11-12.5.B	Analyze nuances in the meaning of words with similar denotations.

Lesson Titles:

Recommended lessons include:

- Expository Writing
- Narrative Writing
- Poetry & Poetic Forms

Career Readiness, Life Literacies, & Key Skills:

Recommended skills include:

- Collaborative learning
- Critical thinking and problem-solving
- Creativity and innovation
- Information literacy
- Media literacy
- Communication
- Collaborative thinking
- Life and career skills
- Global perspectives

Inter-Disciplinary Connections:

Recommended inter-disciplinary connections include:

History

- Women's Rights Movement
- Slavery & Abolitionism
- Reform movements
- Civil War
- Industrial Revolution

Sociology

- Socioeconomic status
- Social movements
- Gender roles
- Counterculture
- Stereotypes

SOC.6.1.12	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
SOC.6.1.12.A.3.i	Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement.
SOC.6.2.12.D.5.d	Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women's progress toward social equality, economic equality, and political equality in various countries.
SOC.6.3.12.CS4	Critically analyze information, make ethical judgments, and responsibly address controversial issues.

Equity Considerations

Amistad Mandate

Topic: Civil Disobedience vs. The Law

Materials Used: "The Last Days of John Brown"

Addresses the Following Component of the Mandate: To infuse the history of Africans and African-Americans into the social studies curriculum in order to provide an accurate, complete, and inclusive history

- African Slave Trade
- Amistad
- Contributions of African Americans to our Society
- Slavery in America
- Vestiges of Slavery in this Country

Holocaust Mandate

Topic: Accounts of history in poetry

Materials Used: "Southern History" by Natasha Tretheway

Addresses the Following Component of the Mandate: Prejudice and Bias

- Bias
- Bigotry
- Bullying
- Holocaust Studies
- Prejudice

LGBTQ and Disabilities Mandate

Topic (Person and Contribution Addresses): Walt Whitman

Materials Used: Author bio and selected poems

Addresses the Following Component of the Mandate: Representation in American society

- Economic
- Political
- Social

Climate Change

Topic: Changes in climate and its effect on nature

Materials Used: "Nature" by Ralph Waldo Emerson

Addresses the Following Component of the Mandate: The impact of climate change on Emerson's perception of nature

Asian American Pacific Islander Mandate

Topic (Person and Contribution Addresses): Rupi Kaur

Materials Used: "Accent" by Rupi Kaur

Addresses the Following Component of the Mandate: Social impact on AAPI heritage in America

- Economic
- Political
- Social

Resources & Materials:

Recommended resources and materials include:

Essays:

"Nature" by Ralph Waldo Emerson

"The Last Days of John Brown" by Henry David Thoreau

"Civil Disobedience" by Henry David Thoreau

"Political Society" by John Locke

Speeches:

"Gettysburg Address" by Abraham Lincoln

"Brown's Address to the Court" by John Brown

Short Stories:

"A Child of Slavery"

Assassination of the President"

"Occurrence at Owl Creek"

"The Minister's Black Veil" by Nathaniel Hawthorne

"Young Goodman Brown" by Nathaniel Hawthorne

"The Cask of Amontillado" by Edgar Allan Poe

Poems:

"Willie Has Gone to War"

"Alone" by Edgar Allan Poe

"Sonnet - To Science" by Edgar Allan Poe

"Southern History" by Natasha Tretheway

"Annabel Lee" by Edgar Allan Poe

"My life closed twice before its close" by Emily Dickinson

"Because I could not stop for death" by Emily Dickinson

"I heard a fly buzz when I died" by Emily Dickinson

"Edge" by Sylvia Plath

"America" by Walt Whitman

"Accent" by Rupi Kaur

"I Hear America Singing" by Walt Whitman

"O Captain! My Captain!" by Walt Whitman

Drama:

"Raisin in the Sun" by Lorraine Hansberry

Formative Assessment:

Recommended formative assessments include:

- Do-nows
- Effective questioning
- DOK questioning
- Class polls
- Lesson exit tickets
- Self-assessments
- Peer-assessments
- Think-Pair-Share
- Debriefing
- Constructed response
- Hand-signals
- Misconception check
- Conferencing

- Anticipatory Set
- Closure
- Warm-Up

Summative Assessment:

Recommended summative assessments include:

- Unit assessments on expository and narrative texts
- Unit assessment on poetry
- Skill-based assessment utilizing expository and narrative texts
- Skill-based assessment utilizing poetry
- LAT writing assessment on selected short stories
- Poetry NWT writing assessment
- Unit multiple-choice vocabulary quizzes

- Alternate Assessment
- Benchmark
- Marking Period Assessment

Benchmark Assessments

Skills-based assessment

Reading responses

Writing responses

Alternative Assessments

Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

Instructional Strategies, Learning Activities, and Levels of Blooms/DOK:

Recommended strategies and activities include:

- Lecture
- Collaborative group work
- Jigsaw
- Graphic organizers
- Effective questioning
- Cooperative learning
- Conferencing
- Close reading
- Inquiry-based learning
- Individual practice
- Guided practice
- Group work
- Class discussion
- Chunking
- Socratic seminars
- Compare/contrast
- Modeling
- Workshop

Modifications

Honors Modifications

G&T Modifications:

- Alternate assignments/enrichment assignments
- Enrichment projects
- Extension activities
- Higher-level cooperative learning activities
- Pairing direct instruction with coaching to promote self-directed learning
- Provide higher-order questioning and discussion opportunities
- Provide texts at a higher reading level
- Tiered assignments
- Tiered centers

ELL Modifications:

- Choice of test format (multiple-choice, essay, true-false)
- Continue practicing vocabulary
- Provide study guides prior to tests
- Read directions to the student
- Read test passages aloud (for comprehension assessment)
- Vary test formats

At Risk Modifications

The possible list of modifications/accommodations identified for Special Education students can be utilized for At-Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the needs of individual students. In addition, the following may be considered:

- Additional time for assignments

- Adjusted assignment timelines
- Agenda book and checklists
- Answers to be dictated
- Assistance in maintaining uncluttered space
- Books on tape
- Concrete examples
- Extra visual and verbal cues and prompts
- Follow a routine/schedule
- Graphic organizers
- Have students restate information
- No penalty for spelling errors or sloppy handwriting
- Peer or scribe note-taking
- Personalized examples
- Preferential seating
- Provision of notes or outlines
- Reduction of distractions
- Review of directions
- Review sessions
- Space for movement or breaks
- Support auditory presentations with visuals
- Teach time management skills
- Use of a study carrel
- Use of mnemonics
- Varied reinforcement procedures
- Work in progress check

IEP & 504 Modifications:

*All teachers of students with special needs must review each student's IEP. Teachers must then select the appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum.

Possible Modifications/Accommodations: (See listed items below):

- Allow for redos/retakes
- Assign fewer problems at one time (e.g., assign only odds or evens)
- Differentiated center-based small group instruction
- Extra time on assessments
- Highlight key directions
- If a manipulative is used during instruction, allow its use on a test
- Opportunities for cooperative partner work

- Provide reteach pages if necessary
- Provide several ways to solve a problem if possible
- Provide visual aids and anchor charts
- Test in alternative site
- Tiered lessons and assignments
- Use of a graphic organizer
- Use of concrete materials and objects (manipulatives)
- Use of word processor

Technology Materials and Standards

Recommended technology includes:

- Google Suite (Docs, Forms, Slides, and Google Classroom)
- CommonLit
- Achieve3000
- ActivelyLearn
- IXL
- Quizlet
- Turnitin
- Read&Write
- Peardeck
- Blooket
- Jamboard
- GoGuardian
- YouTube
- Canva
- Padlet
- Kahoot
- Edpuzzle
- NoodleTools

TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.12.C	Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
TECH.8.1.12.D	Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
TECH.8.1.12.D.CS1	Advocate and practice safe, legal, and responsible use of information and technology.
TECH.8.1.12.F	Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

