Unit 2: Decisions

Content Area: **Language Arts Literacy**
Course(s):
Time Period: **October**
Length: **6 weeks**
Status: **Published**

Enduring Understandings

Good readers understand the elements of fiction used by an author to achieve specific effects.

Literary response deepens understanding of literature.

Readers develop a deeper understanding through reflection of text.

Authors write with different purposes in mind.

Readers use strategies to construct meaning.

Reading expands understanding of the world, its people, and oneself.

Essential Questions

How can we use the lessons we learn to make better choices for ourselves?

How does the point of view of a story impact its plot?

How does thinking about and responding to literature deepen my understanding of content?

How do effective writers hook and hold their readers?

How might being able to recognize literary features help in appreciating literature?

Content

Key Vocabulary: Vocabulary words related to the poems and novel. Character Traits Word Bank: adventurous, afraid, ambitious, arrogant, bad, calm, careful, careless, charming, demanding, depressed, dishonest, eager, easygoing, energetic, evil, foolish, friendly, funny, gentle, giving, gloomy, etc. Cause and Effect Word Bank: because, so, therefore, as a result of, due to, consequently, if…then, since, in order to, this caused, for this reason.

Key Language Structure: conjunctions, interjections, pronouns in the proper case, cause and effect, context clues, varied sentence patterns.

Learners will know:

- The literary elements included in a plot pyramid are: exposition, character, setting, conflict, rising action, climax, falling action/ denouement, resolution, and theme.

- A story's resolution must be directly related to the conflict introduced in its exposition Characters develop and evolve as the plot unfolds, due in part to the events that occur in the story.
- Words can have figurative or connotative meanings that extend beyond literal interpretations
- Language must be straightforward in order to create an objective style that is appropriate for a reader seeking information.
- Decisions that people make affect the way people feel and how these factors are related to reading.
- A story must engage a reader and must orient him or her by establishing a clear context and point of view at the outset of the story.
- Narratives include character, setting, conflict, a plot that unfolds naturally, resolution, and theme, all of which are described and explained using relevant sensory details.
- Transition words, phrases, and clauses are used to convey sequence, shift from one time frame to another, shift from one setting to another, and/or to show relationships among events and experiences.
- The conflict introduced in the exposition, either internal or external, must flow from the ideas presented in the story and must be satisfactorily resolved in the story's resolution.
- The conflict may be resolved or the writer may choose to leave the reader thinking; either way, the conclusion of a story must be satisfying.

Skills

- Extrapolate literary elements presented in a short story or novel and complete a plot pyramid identifying each element
- Explain the connection between the conflict presented in the beginning of the story and the resolution at its end
- Explain the changes that occur to characters in the story or novel as a result of the events that take place in the work
- Establish a clear context and point of view in the exposition of a story by including narrative elements in the introduction and applying lead strategies for narrative writing
- Create narrative or speculative pieces that include key literary elements (character, setting, conflict, plot, resolution, and theme)
- Include sensory detail when describing characters, setting, or events in the narrative piece
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- Apply transition words, phrases, and clauses to assist the reader with changes in time, place, or event, transitions that flow naturally from the writing itself
- Organize the story around a central message or theme, which can be specifically stated or implied, and reveals itself as the story's events unfold.
- Connect all key ideas to the topic and/or writing prompt and all ideas will be connected utilizing transitions
- Include compositional risks that create an appropriate voice in the piece (i.e. passion, emotion, humor, sarcasm, etc.)
- Use transition words to connect ideas within categories of information
- Apply the rules of Standard English when drafting and when editing draft

Resources

Literature:

Everybody Else's Parents Said Yes, Penguin Group, 1998

Story: "The Money Lender"

Leveled Text

Websites:

SuperKids (www.superkids.com/aweb/tools/words/junior) provides a SuperKids Vocabulary Builder Word of the Day.

The website Vocabulary Can Be Fun (www.vocabulary.co.il/) has an abundance of vocabulary building games for students.

Graphic Organizers by Teacher Files at http://www.teacherfiles.com/resources_organizers.htm

Teen Reads at http://www.teenreads.com/index.asp

Various newspapers available on-line (i.e. www.nj.com, www.tweentribute.com)

Plot summaries, character analyses, and discussion forums are available online at www.sparknotes.com

Standards

CCSS.ELA-Literacy.W.9-10.2	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.
CCSS.ELA-Literacy.W.9-10.2.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.
CCSS.ELA-Literacy.W.9-10.2.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.
CCSS.ELA-Literacy.W.9-10.2.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.
CCSS.ELA-Literacy.W.9-10.2.d	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
CCSS.ELA-Literacy.W.9-10.2.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.
CCSS.ELA-Literacy.W.9-10.2.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).
CCSS.ELA-Literacy.W.9-10.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
CCSS.ELA-Literacy.W.9-10.3.a	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.
CCSS.ELA-Literacy.W.9-10.3.b	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
CCSS.ELA-Literacy.W.9-10.3.c	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
CCSS.ELA-Literacy.W.9-10.3.d	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
CCSS.ELA-Literacy.W.9-10.3.e	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

	Production and Distribution of Writing
CCSS.ELA-Literacy.L.9-10.1.a	Use parallel structure.
CCSS.ELA-Literacy.L.9-10.1.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.
LA.9-10.CCSS.ELA-Literacy.CCRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.9-10.CCSS.ELA-Literacy.CCRA.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.
LA.9-10.CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
LA.9-10.CCSS.ELA-Literacy.CCRA.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.9-10.CCSS.ELA-Literacy.CCRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
LA.9-10.CCSS.ELA-Literacy.CCRA.W.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
LA.9-10.CCSS.ELA-Literacy.CCRA.RL.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
LA.9-10.CCSS.ELA-Literacy.CCRA.RL.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
LA.9-10.CCSS.ELA-Literacy.CCRA.RL.5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
LA.11-12.CCSS.ELA-Literacy.CCRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.11-12.CCSS.ELA-Literacy.CCRA.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.
LA.11-12.CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
LA.11-12.CCSS.ELA-Literacy.CCRA.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.11-12.CCSS.ELA-Literacy.CCRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
LA.11-12.CCSS.ELA-Literacy.CCRA.W.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
LA.11-12.CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.11-12.CCSS.ELA-Literacy.CCRA.RL.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
LA.11-12.CCSS.ELA-	Analyze how and why individuals, events, and ideas develop and interact over the course

Literacy.CCRA.RL.3	of a text.
LA.11-12.CCSS.ELA-Literacy.CCRA.RL.5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.