Unit 06: The Kite Runner

Content Area: **Language Arts**
Course(s): **English 1A**
Time Period: **Semester 1 & 2**
Length: **6 weeks**
Status: **Published**

Standards

Please see list of standards for more details under the anchor standards. Please note that additional standards can be applied to any unit.

L	Language
L.SS.9–10.1	Demonstrate command of the system and structure of the English language when writing or speaking.
L.SS.9–10.1.A	Use parallel structure.
L.SS.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.
L.SS.9–10.1.C	Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
L.SS.9–10.1.D	Use a colon to introduce a list or quotation.
L.SS.9–10.1.E	Recognize spelling conventions.
L.KL.9–10.2	Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.
L.KL.9–10.2.A	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.
L.KL.9–10.2.B	Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
L.KL.9–10.2.C	Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
L.VL.9–10.3	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.
L.VL.9–10.3.B	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
L.VL.9–10.3.C	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).
L.VL.9–10.3.D	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, or its etymology.
L.VL.9–10.3.E	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.VI.9–10.4	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.
L.VI.9–10.4.A	Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

L.VI.9–10.4.B	Analyze nuances in the meaning of words with similar denotations.
L.VI.9–10.4.C	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; how the language of a court opinion differs from that of a newspaper).
R	Reading
RL.CR.9–10.1	Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.
RL.CI.9–10.2	Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.
RL.IT.9–10.3	Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.
RL.TS.9–10.4	Analyze how an author's choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).
RL.PP.9–10.5	Determine an author's lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view.
RL.MF.9–10.6	Analyze, integrate, and evaluate multiple interpretations (e.g., recorded or live production of a play or recorded novel or poetry) of a single text or text/s presented in different formats (visually, quantitatively).
RL.CT.9–10.8	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on, develops, or transforms source material historical and literary significance (e.g., how a modern author treats a theme or topic from mythology or a religious text) and how they relate in terms of themes and significant concepts.
W	Writing
W.AW.9–10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.
W.AW.9–10.1.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.
W.AW.9–10.1.B	Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience's knowledge level and concerns.
W.AW.9–10.1.C	Use transitions (e.g., words, phrases, 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.
W.AW.9–10.1.D	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
W.AW.9–10.1.E	Provide a concluding paragraph or section that supports the argument presented.
W.NW.9–10.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
W.NW.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.
W.NW.9–10.3.B	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
W.NW.9–10.3.C	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
W.NW.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.
W.NW.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.
W.WP.9–10.4	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
W.WR.9–10.5	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.SE.9–10.6	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 (MLA or APA Style Manuals).
W.RW.9–10.7	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 tasks, purposes, and audiences.
SL	Speaking and Listening
SL.PE.9–10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
SL.PE.9–10.1.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.
SL.PE.9–10.1.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.
SL.PE.9–10.1.D	Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.
SL.AS.9–10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

Enduring Understandings

Students will understand the following:

We interpret the world through the lenses of culture, social class, and religion.

The father-son relationship is a dynamic and multi-layered relationship that can be influenced by circumstances in culture, experience, and the maturation process.

The coming-of-age novel examines a character’s growth through the lenses of conflict, choice, and relationships.

The bonds of true friendship are formed and strengthened through the presence of loyalty, selflessness, and integrity.

Additional Resources

Core Text: The Kite Runner - Khaled Hosseini

Core Poem: "One Song" - Rumi

Poetry:

"Poetry in Time of War" - Rosalind Brackenbury

"What was Said to the Rose" - Rumi

"My Papa's Waltz" - Theodore Roethke

"Those Winter Sundays" - Robert Hayden

"Daddy" - Sylvia Plath

Non-Fiction:

"In Pakistan, Rape Victims are the 'Criminals'" - Seth Mydans, The New York Times

"A Life Revealed" - Cathy Newman, National Geographic Magazine

Essential Questions

How do culture, social class and religion influence and shape one's identity?

What makes relationships between fathers and sons complex?

How do effective writers develop a character’s coming-of-age throughout a novel?

What is a true friend?

Knowledge and Skills

Students will be able to do the following:

Identify and evaluate the author's purpose and themes and their development.

Analyze setting as it contributes to the mood, atmosphere, plot, and character development. Evaluate its impact on the text.

Analyze and evaluate characters, major and minor, within text.

Recognize the use of irony within the text and characters.

Analyze form and structure of the text and evaluate their effectiveness in the text.

Analyze the effectiveness of elements of the plot, specifically foreshadowing, flashbacks, full-circle ending, and character relationships.

Understand about the racial tension between the Pashtuns and the Hazaras in Afghanistan.

Identify point of view and evaluate the effectiveness of the particular point of view.

Analyze setting as it contributes to the mood, atmosphere, plot, and character development and evaluate its impact on the work.

Recognize the use of specific tropes (figurative language, and stylistic devices including satire, humor, figurative language, description, irony, and symbols) and evaluate the effectiveness of the devices.

Transfer Goals

Students will independently be able to examine how culture, social class, and religion can influence one's behavior and beliefs and apply this knowledge when analyzing historical and current events.

Students will independently be able to evaluate the effectiveness of the "full circle" ending of a novel's structure and apply it to the future study of narratives.

Assessment

SGO Design

English teachers' SGO pre and post-assessments follow the design of the AP Literature and Composition prose analysis prompt. These assessments are scored using the department's shared scoring rubric.

Research Writing

As part of the District's schedule for research writing across the content areas, students write an extended literary research paper during junior year in all levels of English: English 3 OCR, English 3CP, English 3A, and AP language and Composition.

Uses of Assessment

Formative:

- Exit tickets
- Openings and Closings
- Strategic Questioning--higher order thinking/Philosophical thinking skills
- Think-pair-share
- Jigsaws
- Socratic Seminars
- Discussion
- Participation
- Four Corners
- Quick Writes
- Dialectical Notebook
- Walk and Talks

Benchmark Assessments:

- Research Simulation Exercises
- Vocabulary in context and analysis necessary for tracing the argument
- Synthesis Essays
- Evidence Based Selected Response Exercises
- Various Literary Analysis Tasks

- Grammar and Language Conventions

Summative:

- Formal Writing
- Game Design
- Socratic Defense
- Presentations
- Vocabulary Quizzes

Each unit of study in English includes assessments that are used formatively as well as assessments that are used as summative, culminating experiences.

Formative assessments include low-stakes, exploratory responses written in the form of journal/learning log entries, quick writes, and free writes. Formative assessments also include announced and unannounced reading checks and exercises to determine the depth of students' understanding of key concepts. While formative assessments are often graded assessments, they are typically "lower-stakes" grades, and they help teachers and students develop an informed sense of each student's progress with the knowledge and skills targeted for a particular unit of study. The aim of such assessments and teacher feedback in response is to provide students with an accurate understanding of their performance relative to unit goals as well as actionable feedback to help them strengthen their performance.

Summative assessments include such tasks as essays, extended papers, objective and constructed response tests, Socratic seminar discussions, projects, and debates. While teachers also use these assessments formatively - by providing actionable feedback on written drafts or on Socratic seminar performance to guide student revision and improvement on subsequent tasks - summative assessments typically serve as "higher-stakes" grades.

Modes of writing assessed in English classes

Argumentative

- Literary analysis / argument
- Frame and case documented essay
- Argumentative essay

Explanatory

- Synthesis essay
- Prose analysis
- Rhetorical analysis
- Poetry analysis

Narrative

- Personal essay / creative nonfiction
- Exercises in prose style
- Alternative scenes, endings for fictional narratives

Additional Forms of Performance-Based Assessment

- Socratic seminar
- Debate
- Close-reading annotations, visual note-taking, and other artifacts
- Reading log entries
- Exploratory writing
- Speeches
- Google slide/Canva Presentations
- Podcasts

Alternative Assessment

With the exception of the occasional multiple-choice quiz or test questions, each classroom assessment in English focuses on an authentic, performance-based task.

Below are the listed examples of assessment:

Summative:

- Formal Writing
- Game Design
- Socratic Defense
- Presentations
- Vocabulary Quizzes
- Google Slide Group and Independent presentations
- End of Unit Tests
- Long Essays demonstrating Synthesis of disparate ideas

Modifications

Modifications for Diverse Learners

Please note this is not an exhaustive list. Please refer to the individualized education plan or 504 plan for accommodations and modifications that are individualized to the student.

General Modifications based on student individualized educational needs may include the following:

- Activity Choice
- Personally/Individually meaningful activities
- Hands-on, multimodal activities
- Involvement in goal setting and assessment activities
- Response options

Special Education/IEPs

- Previewing information/materials
- Questioning techniques
- Brainstorming and webbing

- Pre-teaching or reviewing strategies
- Study Skills
- Visual demonstrations, illustrations, or models
- Timelines for assignments
- Think-alouds, self-talk
- Journal entries
- Rubrics and checklists
- Peer review and coaching
- Individual conferencing with teacher(s)
- Graphic organizers
- Scaffolded questions
- Priority seating/Seating arrangements to minimize distractions, provide positive student models
- Written & oral directions
- Chunking of text/questions
- Kinesthetic activity
- Manipulatives
- Visual prompts/ use of images
- Differentiated instruction
- Guided notes/ class note exchange
- Reteaching concepts/ check for understanding
- Extra time 50%
- Study guide
- Oral testing as needed
- Test modification
- Project based learning
- Individualized instruction
- Practice exercises

- Cooperative learning groups - arranged based on strengths of students
- Buddy systems
- Group roles (timekeeper, recorder, encourager, materials messenger, listener)
- Gesture-signal
- Types of questioning, readings, and writing assignments

504s

- Study Skills/Extended Time on Assessments
- Priority seating/Seating arrangements to minimize distractions, provide positive student models
- Written & oral directions
- Chunking of text/questions
- Extra time
- Study guide
- Oral testing
- Test modification

ML Students

- Incorporate native culture and language
- Learning about students' cultural background is critical
- Communicate one on one with ELL teacher
- Scaffold native language
- Introduce new material using visuals
- Employ ELL translation devices/materials
- Practice a variety of activities: Talk and Turn/Group work
- Pre-teach vocabulary
- Provide extended time
- Discuss alternate responses
- Plan verbal and written instructions
- Introduce and instruct students on resources including eDictionaries

- Repeat and rephrase English phrases, sentences, and stories

At Risk Students

- Provide clear directions
- Peer support
- Modify assignments
- Set contracts for academics and behavior
- Hands-on activities
- Preferential seating

Gifted and Talented

- Questioning techniques
- Brainstorming and webbing
- Journal entries
- Rubrics and checklists
- Peer review and coaching
- Individual conferencing with teacher(s)
- Graphic organizers
- Project based learning
- Cooperative learning groups - arranged based on strengths of students
- Buddy systems
- Group roles (timekeeper, recorder, encourager, materials messenger, listener)
- Types of questioning, readings, and writing assignments
- Implement a multi-dimensional curriculum
- Personalized planning/instruction
- Student-centered curriculum
- Individual activities and projects

- Encourage ownership of learning
- Involve students in academic contests
- Consider parental input