

# Reading Fiction

Content Area: **English Language Arts**  
Course(s): **HSPA Literacy II**  
Time Period: **1 marking period**  
Length: **10 weeks**  
Status: **Published**

## Unit Overview

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Students will be able to use active reading strategies to comprehend narrative texts independently on state mandated and other standardized assessments. This includes short stories, novels, plays, and poetry.

## Transfer

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Skills are applicable to English Language Arts class material and all classes requiring reading.

## Knowledge

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Students will know...

- Skills needed for independent reading fluency and comprehension
- A variety of strategies for before, during, and after reading to construct meaning
- Strategies for success on tests and other assessments
- How to identify literary elements in narrative texts and how author's use of these elements affect structure and meaning.

## Application of Skills and Knowledge

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Student will be skilled at...

- Reading independently with fluency and comprehension
- Taking standardized tests successfully
- Identifying and using reading strategies that work for him/her to be a successful reader

## Academic Vocabulary

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- analysis

- antagonist
- author's purpose
- causal relationships
- clarifying
- climax
- comparing
- comprehension
- connotative meaning
- contrasting
- decoding
- denotation
- dramatic irony
- exposition
- external conflict
- falling action
- figurative meaning
- fluency
- generalizing
- inference
- internal conflict
- literary elements
- main idea
- paraphrasing
- plot
- predicting
- protagonist
- questioning
- resolution
- rising action
- setting
- situational irony
- structure
- summarizing
- textual evidence
- theme
- theme
- tone
- verbal irony
- visualizing

- vocabulary in context

## **Objective 1**

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Student will be able to independently comprehend narrative texts.

## **Learning Goal 1**

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Student will be able to paraphrase and summarize narrative text.

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|----------------|---|
| LA.RL.9-10.2   | 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 and provide an objective summary of the text. |
| LA.RL.9-10.10b | By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or above.  |

## **Learning Goal 2**

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Students will be able to infer meaning, particularly theme, from narrative text.

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|----------------|---|
| LA.RL.9-10.1   | Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.               |
| LA.RL.9-10.2   | 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 and provide an objective summary of the text. |
| LA.RL.9-10.3   | 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.                                 |
| LA.RL.9-10.10b | By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or above.  |

## **Learning Goal 3**

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Student will be able to define vocabulary in context within narrative texts.

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|----------------|--|
| LA.RL.9-10.4   | 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). |
| LA.RL.9-10.10b | By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or above.   |

## **Objective 2**

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Student will be able to utilize active reading strategies before, during, and after reading narrative texts.

## **Learning Goal 4**

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Student will be able to use prior experiences and knowledge to predict what will happen in a narrative text before reading.

LA.RL.9-10.1

Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

LA.RL.9-10.9

Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).

## **Learning Goal 5**

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Student will be able to use a variety of speaking and writing strategies to enhance comprehension during reading of narrative material.

LA.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.

LA.SL.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.

## **Objective 3**

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Student will be able to define, identify, and analyze literary elements in narrative texts.

## **Learning Goal 6**

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Student will be able to define literary terms.

LA.RL.9-10.2

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 and provide an objective summary of the text.

LA.RL.9-10.3

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.

LA.RL.9-10.4	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).
LA.RL.9-10.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).

## **Learning Goal 7**

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Student will be able to identify uses of literary elements including central idea in narrative texts.

LA.RL.9-10.2	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 and provide an objective summary of the text.
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## **Learning Goal 8**

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Student will be able to analyze an author's purpose in choosing literary elements and the structure of a narrative text.

LA.RL.9-10.2	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 and provide an objective summary of the text.
LA.RL.9-10.3	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.
LA.RL.9-10.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).
LA.RL.9-10.10b	By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or above.

## **Formative Assessment and Performance Opportunities**

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- Annotation (During Reading)
- Anticipation Guides (Before Reading)
- Making connections to self, world, text (Before, During, After Reading)
- Reading Workshop/Focus Groups (During and After Reading)
- SOAPStone Analysis (During and After Reading)
- Think-Pair-Share (Before Reading)
- What I Know-Want to Know-Learned (Before Reading)

## **Summative Assessment**

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- Comprehension Questions modeled on standardized test of record
- Open Ended Responses (RACE and TIQE Formulas) (During and After Reading)
- Student Created Exam Questions (After Reading)

## **21st Century Life and Careers**

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CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

## **Accommodations/Modifications**

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- Be given a copy of teacher's lecture notes
- Be given a written list of instructions
- Be given an outline of a lesson
- Create alternate projects or assignments
- Have another student share class notes with him/her
- Have curriculum materials translated into native language
- Learn content from audio books, movies, videos and digital media instead of reading print versions
- Listen to audio recordings instead of reading text
- Mark texts with a highlighter
- Receive study skills instruction
- Take more time to complete a project
- Take more time to complete a task or test
- Use alternate texts at lower readability level
- Use manipulatives to teach or demonstrate concepts
- Use visual presentations or verbal material, such as word webs and visual organizers
- Work with fewer items per page or line and/or materials in a larger print size

## **Interdisciplinary Connections**

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- Academic Vocabulary as needed to comprehend each reading
- Historical background for each reading

## **Unit Resources**

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"On the Sidewalk Bleeding"

"Chicxulub"

"From Dandelion Wine"- hard copy only

"Desiree's Baby"

*12 Angry Men*