

LHS English 9 Unit 3

Content Area: **ELA**
Course(s):
Time Period: **MP3**
Length:
Status: **Published**

Unit Overview

Theme: Shakespeare and the Rhythm of Language

Benchmark Text Focus: Fictional

Anchor Text: Romeo and Juliet

Writing Genre Focus: Argumentative Essay Writing

Targeted ELA Standards

Add the appropriate **NJSLS ELA** standards with which this unit aligns. This is done by clicking "actions" and then "add standards".

ELA.L.SS.9–10.1	Demonstrate command of the system and structure of the English language when writing or speaking.
ELA.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.
ELA.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.
ELA.L.VI.9–10.4	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.
ELA.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.
ELA.RI.CR.9–10.1	Cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
ELA.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.
ELA.RI.CI.9–10.2	Determine one or more central ideas of an informational text and analyze how it is

developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

ELA.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.

ELA.RI.IT.9–10.3

Analyze how an author unfolds ideas throughout the text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

ELA.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).

ELA.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.

ELA.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).

ELA.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.

ELA.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.

ELA.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.

ELA.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.

ELA.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.

ELA.SL.PI.9–10.4

Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

ELA.SL.UM.9–10.5

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

ELA.SL.AS.9–10.6

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

Weekly Structure

Day One		Day Two		Day Three		Day Four		Day Five		Day Six	
Reading Focus		Reading Focus		Reading Focus		Reading Focus		Reading Focus		Reading Focus	
Acti	Sugge	Activity	Sugge	Acti	Sugge	Activity	Sugge	Acti	Sugge	Activity	Sugge

vity	sted Time		sted Time	vity	sted Time		sted Time	vity	sted Time		sted Time
Do Now	10 minutes	Mini-lesson review/recap	10 minutes	Do Now	10 minutes	Mini-lesson review/recap	10 minutes	Do Now	10 minutes	Mini-lesson review/recap	10 minutes
Mini-lesson (I Do)	20 minutes	Small Group Instruction (You Do)	30 minutes	Mini-lesson (I Do)	20 minutes	Small Group Instruction (You Do)	30 minutes	Mini-lesson (I Do)	20 minutes	Small Group Instruction (You Do)	30 minutes
Practice (We Do)	17 minutes	Closure	7 minutes	Practice (We Do)	17 minutes	Closure	7 minutes	Practice (We Do)	17 minutes	Closure	7 minutes

Day Seven		Day Eight	
Writing Focus			
Activity	Suggested Time	Activity	Suggested Time
Do Now	10 minutes	Mini-lesson review/recap	10 minutes
Mini-lesson (I Do)	20 minutes	Individual Conferences (You Do)	30 minutes
Practice (We Do)	17 minutes	Closure	7 minutes

Day Nine		Day Ten	
Writing Focus			
Activity	Suggested Time	Activity	Suggested Time
Do Now	10 minutes	Mini-lesson review/recap	10 minutes
Mini-lesson (I Do)	20 minutes	Individual Conferences (You Do)	30 minutes
Practice (We Do)	17 minutes	Closure	7 minutes

Rationale

William Shakespeare's works have had a profound impact on literature, language, and culture, making him one of the most influential writers in history. This unit, "Exploring Shakespeare and Informative Writing," aims to introduce students to the timeless themes, rich language, and dramatic techniques found in Shakespeare's plays while also developing their skills in writing informative texts.

Why Study Shakespeare?

1. **Cultural and Literary Significance:** Shakespeare's plays and sonnets are foundational to English literature. Studying his works allows students to understand literary history and recognize his influence on storytelling, character development, and the English language.
2. **Universal Themes:** Shakespeare explores universal themes such as love, power, jealousy, and identity, which remain relevant today. Analyzing these themes helps students connect with the texts and

consider their own experiences and perspectives.

3. **Language and Expression:** Shakespeare's use of language is both complex and beautiful. Engaging with his work enhances students' vocabulary and understanding of poetic and dramatic techniques, enriching their overall communication skills.

Argumentative Writing Skills:

1. **Evidence-Based Reasoning:** As students study Shakespeare's works, they will learn to develop claims supported by strong textual evidence and logical reasoning. This includes analyzing literary elements, considering multiple perspectives, and selecting the most relevant details to strengthen their arguments.
2. **Clarity and Persuasion:** Writing effective arguments requires a clear thesis, logical organization, and persuasive language. Students will practice structuring their essays to present claims convincingly, anticipating counterarguments, and addressing them with thoughtful rebuttals tailored to their purpose and audience.
3. **Integration of Context:** Students will learn to integrate historical and cultural contexts into their arguments, using research to deepen and substantiate their analysis of Shakespeare's works. By blending literary analysis with contextual understanding, they will craft arguments that are nuanced, well-supported, and compelling.

The benchmark features the Babylonian story of two lovers named Pyramus and Thisbe. The work connects thematically to "Romeo and Juliet" and it predates Shakespeare's writing and was likely source material for the playwright. The writing allows students to practice the informative/explanatory skills they learned in this unit in order to describe the connection between the two stories, "Romeo and Juliet" and "Pyramus and Thisbe".

Enduring Understandings

Content Specific	Skills Specific
<ul style="list-style-type: none">▪ Importance of Language: Students will understand that Shakespeare's use of language, including techniques like metaphor, allusion, and rhetorical questioning, is not only a tool for artistic expression but also for persuasion and the exploration of human emotions and relationships. Additionally, students will understand how Shakespeare's use of iambic pentameter and other rhythmic structures in <i>Romeo and Juliet</i> serves to elevate dialogue, highlighting emotional conflicts and thematic elements such as love, fate, and tragedy.▪ Conveying Universal Human Experiences: Students will recognize that the themes of <i>Romeo and Juliet</i>—such as the tension between love and hate, the power of fate, and	<ul style="list-style-type: none">▪ Analyzing Language and Rhetorical Devices: Students will develop the ability to identify and analyze rhetorical devices in Shakespeare's text, understanding how these techniques shape characters' arguments, emotions, and relationships. This skill supports writing persuasive arguments in essays by showing how language can be a powerful tool for persuasion.▪ Understanding the Rhythm and Structure of Shakespeare's Verse: By understanding the rhythm of Shakespeare's language, students will learn how form affects meaning. This skill empowers students to analyze how the rhythm of language impacts a scene's emotional tone and character development, which they can incorporate into their

the tragic consequences of impulsive decisions—are expressed through both the structure of the play and the characters' dialogues. In studying character dialogues, students will analyze how the way characters speak—whether in prose or verse—reveals their emotional state, social status, and personal conflicts. This helps build the complex, multidimensional nature of characters like Romeo, Juliet, and Mercutio.

- **Exploring Argumentative Reasoning:** Students will explore how Shakespeare uses persuasive techniques, such as ethos, pathos, and logos, to influence the way characters persuade or manipulate each other and how these strategies contribute to the tragic ending. Students will learn that argumentative essays, like Shakespeare's plays, need a careful balance of ethos (credibility), pathos (emotional appeal), and logos (logical reasoning). Just as Shakespeare blends emotional intensity with logical development of plot, students will incorporate both rational argument and emotional appeal in their writing.
- **Argumentative Writing Creation:** Students will learn that constructing a clear, focused thesis statement and organizing their essays logically are essential for presenting a persuasive argument. They will apply these skills to write focused essays on Romeo and Juliet, supporting their arguments with specific evidence from the text, using not just the presentation of facts but also a careful analysis of those facts to show their relevance and significance. Additionally, students will consider and address opposing viewpoints—whether through character perspectives or alternative readings of the play—to strengthen their arguments by showing a thorough understanding of the issue.
- **Analyzing through Different Critical Lenses:** Students will understand that there are multiple ways to interpret Romeo and Juliet, including through historical, feminist, psychoanalytic, and sociological lenses, and that using these lenses strengthens their argumentative essays by allowing them to

argumentative writing.

- **Developing a Clear and Debatable Thesis:** Students will learn how to craft clear, focused thesis statements that serve as the foundation for their argumentative essays. By analyzing Romeo and Juliet, they will practice taking a position on the play's themes (e.g., love vs. fate) and defending it with textual evidence.
- **Using Evidence from the Text to Support Arguments:** This skill will help students select relevant quotes from Romeo and Juliet that support their arguments about themes, character motivations, or rhetorical strategies. Students will practice analyzing evidence, showing how it supports their thesis, and integrating it effectively into their essays.
- **Structuring Arguments Logically:** Students will learn how to organize their argumentative essays clearly, using introduction, body paragraphs, and conclusion to build a structured and compelling argument. This organization is crucial for articulating complex ideas, such as those found in Romeo and Juliet, and ensuring that the argument flows logically.
- **Integrating Counterarguments and Rebuttals:** Students will develop the skill of recognizing opposing viewpoints, such as different interpretations of the characters' actions or the play's message, and addressing them thoughtfully in their essays. This helps students engage with the text on a deeper level and craft more sophisticated arguments.
- **Crafting Persuasive and Effective Conclusions:** Students will practice writing conclusions that restate their thesis in light of the evidence provided, while reinforcing the significance of their argument in relation to Romeo and Juliet. They will also learn how to use language effectively to end their essay powerfully.
- **Analyzing Characterization through Language:** By analyzing how Shakespeare uses language to develop characters, students will build skills in identifying character motivations and interpreting how their

<p>approach the text from different perspectives and produce more complex arguments.</p>	<p>dialogue reflects the play's major themes. This understanding allows students to use character analysis as evidence in their argumentative essays.</p> <ul style="list-style-type: none"> ▪ Persuasive Language and Tone in Writing: Students will learn how to adopt an appropriate tone for their argumentative essays on <i>Romeo and Juliet</i>, balancing emotional appeal with logical reasoning. They will understand how to use the play's language techniques to evoke emotions and persuade their readers. ▪ Refining Writing Through Revision and Peer Feedback: This skill helps students refine their argumentative essays by focusing on clarity, structure, and strength of argument. By practicing revision techniques, students will learn to refine their analysis of <i>Romeo and Juliet</i> and strengthen their argumentative positions.
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Essential Questions

Content Specific	Skills Specific
<ul style="list-style-type: none"> ▪ How does Shakespeare's use of language and rhetorical devices influence the themes and characters in <i>Romeo and Juliet</i>? ▪ In what ways does the rhythm and structure of Shakespeare's verse deepen the emotional impact and thematic significance of <i>Romeo and Juliet</i>? ▪ How does Shakespeare develop characters through their use of language and the rhythm of their speech in <i>Romeo and Juliet</i>? ▪ What role do the themes of love, conflict, and fate play in <i>Romeo and Juliet</i>, and how does Shakespeare use language to express these themes? ▪ How do Shakespeare's rhetorical strategies 	<ul style="list-style-type: none"> ▪ How does Shakespeare's use of rhetorical devices (such as metaphor, irony, and rhetorical questions) influence the meaning and emotional impact of the dialogue in <i>Romeo and Juliet</i>? ▪ How does the rhythm and structure of Shakespeare's verse, particularly iambic pentameter, contribute to the emotional intensity and thematic depth of <i>Romeo and Juliet</i>? ▪ Why is it important to develop a clear and debatable thesis in an argumentative essay, and how can you ensure that your thesis statement is both focused and persuasive when writing about <i>Romeo and Juliet</i>? ▪ How do you select and effectively integrate

affect the outcome of the play, and how can these strategies be seen as persuasive tools within the text?

- What is the role of logical reasoning versus emotional appeal in an argumentative essay, and how can we balance both in analyzing *Romeo and Juliet*?
- How can different critical lenses (e.g., historical, feminist, psychoanalytic) enhance our interpretation of *Romeo and Juliet*, and how can we incorporate these lenses into argumentative writing?
- Why is the development of a clear thesis statement and logical organization important for persuasive writing, and how can this structure be applied when writing about *Romeo and Juliet*?
- How does considering and addressing opposing viewpoints strengthen an argumentative essay about *Romeo and Juliet*?
- How does the integration of evidence and analysis strengthen an argumentative essay, particularly in relation to *Romeo and Juliet*?

textual evidence from *Romeo and Juliet* to support your argument in an essay?

- How can you organize your argumentative essay logically to ensure a clear progression of ideas and an effective presentation of your argument about *Romeo and Juliet*?
- Why is it important to address counterarguments in your essay, and how can you effectively respond to opposing viewpoints in a discussion of *Romeo and Juliet*?
- What role does the conclusion play in an argumentative essay, and how can you craft a conclusion that not only summarizes your argument but also emphasizes its significance in relation to *Romeo and Juliet*?
- How does Shakespeare use language to develop complex characters in *Romeo and Juliet*, and how can analyzing these characters enhance your argumentative essay?
- How can you use persuasive language and tone to enhance your argumentative essay, and what strategies can you apply from Shakespeare's language to engage your audience effectively?
- How can you refine your argumentative essay through revision and peer feedback to strengthen your argument, clarify your analysis, and improve the overall persuasiveness of your writing?

Key Resources

Anchor Text: *Romeo & Juliet* by William Shakespeare - No Fear Shakespeare Edition (hard copy) and Folger edition (PDF)

Romeo and Juliet "My Shakespeare" website

"*Romeo and Juliet*" movie modern adaptation (1996)

Royal Shakespeare Company website

[Romeo and Juliet: Historical background](#)

[Romeo and Juliet Allusions](#)

[Romeo and Juliet False Statements and Reasoning Errors](#)

From Folger Shakespeare Library:

[Reading Shakespeare's Language: Romeo and Juliet](#)

[About Shakespeare's Romeo and Juliet](#)

[Shakespeare's Life: From the Folger Shakespeare Editions](#)

[Shakespeare's Theater: From the Folger Shakespeare Editions](#)

[An Introduction to This Text: Romeo and Juliet](#)

Additional instructional resources:

- [Comprehension microskills](#)
- [Tier I instructional practices](#)
- [Engagement toolkit](#)

Lexia Aspire Resources:

- [Word Recognition](#) - phonemic awareness, decoding, fluency
- [Language Comprehension](#) - vocabulary, morphology, academic language, syntax
- [Writing & reading comprehension](#) - background knowledge, inference, main idea, making predictions, visualization, expository, narrative, argumentative, figurative language, sensory language, transition words, dialogue, counterclaims, editing

Supplementary Resources

Ways to integrate informational texts into this unit include:

- Provide historical and social context, including gender roles, social structure, the Renaissance, and Shakespeare's Life and Work
- Deepen thematic understanding on Love and Relationships, including love vs. hate and modern love
- Make connections to real-world issues

Informational texts from district-approved resources.

[Folger Shakespeare Library](#)

[Additional district-approved secondary ELA instructional resource list](#)

[Warm-Up Activities to Engage Students Before They Read Nonfiction Texts](#)

Skills, Content, Activity, Assessment

Month	Weeks	Standards	Suggested Learning Targets	Mini-Lesson Skills	Suggested Student Centered Activities	Resources	Assessment
February	1-2	L.VL.9–10.3 RL.CT.9–10.8 W.AW.9–10.1	SWBAT demonstrate their knowledge of reading an informational text by taking a pre-assessment.	Reading Mini-lessons: <ul style="list-style-type: none">• Reading Pre-assessment• Use of reference materials to support understanding of texts• Building background		Argumentative Writing Rubric	<ul style="list-style-type: none">• LinkIt! pre-assessment - reading• Argumentative Essay writing pre-assessment

			<p>SWBAT reflect on how their own experiences and knowledge inform their understanding of these texts.</p> <p>SWBAT Recognize and appreciate cultural experiences reflected in texts from outside the United States.</p> <p>SWBAT demonstrate their knowledge of argumentative essay writing by taking a pre-assessment.</p>	<p>knowledge of unit's anchor text: historical and cultural significance</p> <ul style="list-style-type: none">• Building background knowledge of unit's anchor text: how the author's cultural experiences and knowledge shape the text and influence its meaning <p>Writing Mini-lessons:</p> <ul style="list-style-type: none">• Argumentative Writing Pre-assessment			
	<p>RL.CI.9–10.2</p> <p>RI.CI.9–10.2</p> <p>W.AW.9</p>	<p>SWBAT Identify the main idea(s) or theme(s) of a text.</p>	<p>Reading Mini-lessons:</p> <ul style="list-style-type: none">• Main idea/themes of texts	<p>LHS ELA Instructional Workshop Model Suggested Activities/Groups</p>	<p>Argumentative Writing Rubric</p>	<p>LHS Suggested Formative Reading Assessments</p>	

		-10.1	<p>SWBAT analyze and articulate the main arguments and claims in informational texts.</p> <p>SWBAT identify the characteristics of an argumentative essay writing.</p> <p>SWBAT generate ideas for a piece of writing by brainstorming in various ways.</p>	<ul style="list-style-type: none"> • Main arguments/claims in informational texts <p>Writing Mini-lessons:</p> <ul style="list-style-type: none"> • Characteristics of argumentative exemplar essay • Review argumentative essay rubric • Ways to brainstorm argumentative essay writing 			
	3-4	<p>RL.CR.9-10.1</p> <p>RL.TS.9-10.4</p> <p>W.AW.9-10.1</p>	<p>SWBAT evaluate the relevance and sufficiency of evidence that supports a claim.</p> <p>SWBAT analyze</p>	<p>Reading Mini-lessons:</p> <ul style="list-style-type: none"> • Relevance and sufficiency of evidence provided in texts • How specific sentences/paragraphs contribute to overall 	LHS ELA Instructional Workshop Model Suggested Activities/Groups		LHS Suggested Formative Reading Assessments

			<p>how specific sentences and paragraphs contribute to the overall structure.</p> <p>SWBAT identify how authors organize their ideas, claims, and choices in structuring a text.</p> <p>SWBAT recognize the audience for their writing and understand the purpose behind it.</p> <p>SWBAT use an appropriate style and tone, such as formal and objective in academic contexts.</p>	<p>structure of text</p> <ul style="list-style-type: none"> • How authors organize texts (ideas, claims, text structure) <p>Writing Mini-lessons:</p> <ul style="list-style-type: none"> • Knowing your audience and deciding on a purpose for writing • Appropriate style and tone based on audience and purpose • Introduction paragraph: introduce chosen topic that captures audience's interest 			
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			SWBAT introduce and define a chosen topic clearly.				
		RL.PP.9 –10.5 RL.CT.9 –10.8 W.AW.9 –10.1	SWBAT understand how cultural backgrounds influence authors' writing styles and purposes. SWBAT analyze and interpret seminal and informational texts critically. SWBAT organize and present complex ideas in a logical sequence. SWBAT use transitions to enhance clarity and flow.	Reading Mini-lessons: <ul style="list-style-type: none"> • Cultural background influences an author's writing style and purpose (Romeo and Juliet: Historical Background) • Authors using seminal text and/or source materials (Romeo and Juliet Allusions) Writing Mini-lessons: <ul style="list-style-type: none"> • Body paragraphs: organizing and presenting complex ideas in a logical sequence • Body paragraphs: use of 	LHS ELA Instructional Workshop Model Suggested Activities/Groups	Romeo and Juliet: Historical background Romeo and Juliet Allusions Romeo and Juliet False Statements and Reasoning Errors	LHS Suggested Formative Reading Assessments

				transitions to enhance clarity and flow			
March	1-2	<p>L.VL.9–10.3</p> <p>L.VI.9–10.4</p> <p>W.AW.9–10.1</p>	<p>SWBAT clarify the meanings of unknown words and phrases by using context and various strategies.</p> <p>SWBAT analyze how word choices affect meaning and tone.</p> <p>SWBAT understand word relationships, particularly the differences between similar words (denotations and connotations).</p> <p>SWBAT use domain-</p>	<p>Reading Mini-lessons:</p> <ul style="list-style-type: none"> • Using context clues to clarify the meaning of unknown words • Impact of word choice on meaning and tone • Word relationships: Connotations and denotations <p>Writing Mini-lessons:</p> <ul style="list-style-type: none"> • Using domain-specific terms to convey information • Appropriate tone based on audience and purpose 	<p>LHS ELA Instructional Workshop Model Suggested Activities/Groups</p>		<p>LHS Suggested Formative Reading Assessments</p>

			<p>specific terms to convey information in their essays.</p> <p>SWBAT use appropriate tone and style based on different writing contexts.</p>				
		<p>RL.IT.9–10.3</p> <p>RI.IT.9–10.3</p> <p>RL.MF.9–10.6</p> <p>RL.CT.9–10.8</p> <p>W.AW.9–10.1</p>	<p>SWBAT analyze how the introduction and development of ideas contribute to the overall meaning.</p> <p>SWBAT identify and articulate themes and significant concepts in texts.</p> <p>SWBAT identify the author's intent in a text.</p>	<p>Reading Mini-lessons:</p> <ul style="list-style-type: none"> Analyzing how the introduction and development of ideas contribute to the overall meaning Following themes and significant concepts throughout a text Author's intent in various texts Integrate information from various formats to form a comprehens 	<p>LHS ELA Instructional Workshop Model Suggested Activities/Groups</p>		<p>LHS Suggested Formative Reading Assessments</p>

			<p>SWBAT integrate information from various formats to form a comprehensive understanding.</p> <p>SWBAT incorporate quotations and examples effectively to support their ideas.</p> <p>SWBAT unpack quotes and examples from a text to explain their significance and how they support the chosen topic or main idea.</p>	<p>ive understanding</p> <p>Writing Mini-lessons:</p> <ul style="list-style-type: none"> • Body paragraphs: use quotations and examples to support ideas • Body paragraphs: unpack quotes and examples to show significance of chosen topic 			
	3-4	<p>L.VI.9–10.4</p> <p>RL.CR.9–10.1</p> <p>RI.CR.9–10.1</p>	<p>SWBAT Analyze the use of rhetorical devices in literature to understand the</p>	<p>Reading Mini-lessons:</p> <ul style="list-style-type: none"> • Rhetorical devices used by authors in anchor text 	<p>LHS ELA Instructional Workshop Model Suggested Activities/Groups</p>		<p>LHS Suggested Formative Reading Assessments</p>

		<p>RL.IT.9–10.3</p> <p>W.AW.9–10.1</p>	<p>author's point of view.</p> <p>SWBAT identify and interpret various figures of speech used in texts.</p> <p>SWBAT identify and cite textual evidence from various sections of an informational text</p> <p>SWBAT draw connections between different parts of the text and to broader themes or concepts.</p> <p>SWBAT identify and select facts and details that are</p>	<ul style="list-style-type: none"> Figures of speech used in text Explicit and inferential text evidence interpretation Connections between different parts of the text to broader themes and concepts <p>Writing Mini-lessons:</p> <ul style="list-style-type: none"> Body paragraphs: relevant facts and details to support topic Body paragraphs: Acknowledging alternate or opposing claims 			
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			<p>relevant to their chosen topic.</p> <p>SWBAT enhance their argument by acknowledging alternate or opposing claims.</p>				
		<p>RL.CI.9–10.2</p> <p>RI.CI.9–10.2</p> <p>RL.IT.9–10.3</p> <p>RI.IT.9–10.3</p> <p>RL.TS.9–10.4</p> <p>W.AW.9–10.1</p>	<p>SWBAT identify and explain the order in which an author presents ideas.</p> <p>SWBAT analyze how these ideas are supported and developed through details and examples in the text.</p> <p>SWBAT recognize and articulate the connection</p>	<p>Reading Mini-lessons:</p> <ul style="list-style-type: none"> • Order of ideas presented by an author • Analyze how ideas are supported and developed through details and examples • Connections between different points made in a text • Author's structural choices <p>Writing Mini-lessons:</p>	<p>LHS ELA Instructional Workshop Model Suggested Activities/Groups</p>		<p>LHS Suggested Formative Reading Assessments</p>

			<p>s between different points made in the text.</p> <p>SWBAT evaluate the effectiveness of an author's structural choices in enhancing the text's meaning.</p> <p>SWBAT write a clear and effective concluding paragraph that summarizes the main points.</p> <p>SWBAT Connect their conclusion back to the initial thesis or main argument of the text.</p>	<ul style="list-style-type: none"> • Conclusion paragraph: summarize key points • Connecting conclusion back to initial thesis 			
April	1-2	RL.CI.9–10.2 RI.CI.9–10.2	SWBAT identify and analyze different interpretations	Reading Mini-lessons: <ul style="list-style-type: none"> • Different interpretations of a 	LHS ELA Instructional Workshop Model Suggested Activities/G		LHS Suggested Formative Reading Assessments

		<p>RL.MF.9–10.6</p> <p>W.AW.9–10.1</p>	<p>ons of a text.</p> <p>SWBAT evaluate which format best addresses a specific question or problem.</p> <p>SWBAT objectively summarize a text, reflecting the main ideas without personal bias.</p> <p>SWBAT edit their essay to improve clarity, grammar, and coherence by identifying and correcting errors in sentence structure, word choice, and punctuation.</p> <p>SWBAT</p>	<p>single text</p> <ul style="list-style-type: none"> • Evaluate which format best addresses a specific question/problem • Objective summary <p>Writing Mini-lessons:</p> <ul style="list-style-type: none"> • Edit essay writing • Present essay findings 	<p>roups</p>		
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		present their essay findings clearly and effectively by organizing their ideas, using appropriate eye contact, volume, tone, and engaging their audience through clear explanations and relevant details.				
	L.VL.9–10.3 L.VI.9–10.4 RL.CR.9–10.1 RL.CI.9–10.2 RL.IT.9–10.3 RL.TS.9–10.4 RL.PP.9–10.5 RL.MF.9–10.6 RL.CT.9–10.8 W.AW.9–10.1	SWBAT to demonstrate their knowledge of an informational text by taking a benchmark assessment. SWBAT reflect on their learning in reading and writing throughout marking period 3 by creating SMART goals.	<ul style="list-style-type: none"> • Reading benchmark MP 3 • Writing benchmark MP 3 • End of MP reflection • Creating SMART goals 		End of MP Reflection Argumentative Writing Rubric	LinkIt! Benchmark MP 3 End of MP Reflection

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit
<p>• Content Areas</p> <p>1. Iambic Pentameter:</p> <ul style="list-style-type: none"> ▪ Understand what iambic pentameter is: a line of verse with five metrical feet, each consisting of an unstressed syllable followed by a stressed syllable (da-DUM, da-DUM, da-DUM, da-DUM, da-DUM). ▪ Explore how iambic pentameter mirrors natural speech while adding a rhythmic, almost musical quality to the dialogue. ▪ Analyze examples of iambic pentameter in the play, such as the prologue and key speeches by Romeo and Juliet. <p>2. Variations in Rhythm:</p> <ul style="list-style-type: none"> ▪ Identify where Shakespeare deviates from strict iambic pentameter, such as with spondees (two stressed syllables), trochees (stressed followed by unstressed), or the occasional use of a sixth foot (a feminine ending). ▪ Discuss how these variations create emphasis, reflect a character's emotional state, or convey a shift in tone. <p>3. Blank Verse vs. Prose:</p> <ul style="list-style-type: none"> ▪ Compare the use of blank verse (unrhymed iambic pentameter) with prose. Investigate why certain characters speak in prose while others use verse, and what this 	<ul style="list-style-type: none"> ▪ Identifying and Defining a Focused Argument/Thesis: Students learned to identify a significant issue, define a specific research question, and develop a focused thesis statement. This thesis guides the rest of their essay, making it clear and structured. Students will build on this ability to develop a clear, debatable thesis that answers a specific question related to <i>Romeo and Juliet</i>. ▪ Conducting Research and Gathering Evidence: Students became proficient in gathering reliable, credible sources, often from academic journals, books, or reputable websites, to support their argument. They also develop skills in synthesizing information from multiple sources. Students will apply the same research skills to gather evidence, but this time, the evidence will be pulled from the text itself (<i>Romeo and Juliet</i>). They will analyze how specific language choices, dramatic techniques, and character developments support their thesis. ▪ Structuring the Argument and Essay: Students learned to organize their research essay into a clear and logical structure: an introduction with a thesis, body paragraphs with topic sentences and supporting evidence, and a conclusion that ties everything together. Students apply the same organizational structure to their argumentative essays on <i>Romeo and Juliet</i>, ensuring that each body paragraph presents a clear argument or analysis, supported by textual evidence, and flows logically from one to the next. ▪ Evaluating and Synthesizing Evidence: Students learned to critically evaluate and synthesize evidence from a range of sources, ensuring that each piece of evidence directly supports their argument. In their analysis of <i>Romeo and Juliet</i>, students will evaluate and synthesize various textual elements, such as

distinction reveals about class, mood, or psychological state.

- Analyze scenes where characters switch between prose and verse, such as in the exchanges between the Nurse and Juliet.

4. Rhyming Couplets:

- Examine the use of rhyming couplets at the end of scenes or speeches and discuss their purpose (e.g., to signal the end of a scene, to summarize a key point, or to add emphasis).
- Consider how the rhythm of the couplets contributes to the play's overall tone.

5. Word Play and Puns:

- Analyze how Shakespeare's wordplay, puns, and use of alliteration contribute to the rhythm and musicality of the language.
- Discuss how these elements enhance the meaning of the text and engage the audience.

6. Sonnet Form:

- Study the use of the sonnet form, particularly in the first meeting of Romeo and Juliet (Act 1, Scene 5).
- Discuss how the sonnet's structured rhythm reflects the themes of love and fate in the play.

Skills Development

1. Scansion:

- Practice scansion, the act of analyzing verse to determine its rhythm. Mark stressed and unstressed syllables in lines from the play.
- Develop the ability to

character speeches, plot developments, and thematic motifs (e.g., the tension between love and violence). They will synthesize evidence from different parts of the play to argue how Shakespeare's use of language shapes the themes and characters.

▪ Proper Citation and Ethical Use of

Sources: Students learned how to cite sources correctly, whether they are quoting, paraphrasing, or summarizing, and understand the importance of academic integrity. Students will apply the same citation skills to their argumentative essays on *Romeo and Juliet*. They will use textual evidence, correctly citing quotes from the play.

recognize and articulate the effects of different metrical patterns.

2. Close Reading:

- Engage in close reading of passages, focusing on how Shakespeare's rhythmical choices enhance the emotional and thematic impact of the scene.
- Identify specific examples where the rhythm underscores key themes like love, conflict, and fate.

3. Textual Analysis:

- Analyze the text for how the rhythm of language interacts with other literary devices, such as imagery, metaphor, and symbolism.
- Explore how Shakespeare's use of rhythm supports character development and dramatic tension.

4. Performance and Recitation:

- Practice reciting lines with attention to rhythm and meter, considering how the delivery of the text can influence its meaning.
- Experiment with performing scenes, exploring how changes in rhythm can affect tone and interpretation.

5. Comparative Analysis:

- Compare the rhythm in Romeo and Juliet with other Shakespearean plays or with contemporary works. Discuss how rhythm contributes to different styles and effects.

Career Readiness, Life Literacies, and Key Skills

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
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	Communicate clearly and effectively and with reason.
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.
CRP.K-12.CRP10	Plan education and career paths aligned to personal goals.
CRP.K-12.CRP10.1	Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.
CRP.K-12.CRP12.1	Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Interdisciplinary Connections

TH.K-2.1.4.2.Cr1a	Propose potential character choices and plot details in a guided drama experience (e.g., process drama, story drama, creative drama).
TH.K-2.1.4.2.Cr1b	Collaborate with peers to conceptualize props, costumes and scenery in a guided drama experience (e.g., process drama, story drama, creative drama).
TH.K-2.1.4.2.Cr1c	Identify ways in which voice, gestures, movements, and sounds may be used to create or retell a story in guided drama experiences (e.g., process drama, story drama, creative

	drama).
TH.K-2.1.4.2.Cr2	Organizing and developing ideas.
	How, when, and why do theatre artists' choices change?
TH.K-2.1.4.2.Pr	Performing
TH.K-2.1.4.2.Pr4	Selecting, analyzing, and interpreting work.
	Choose, Rehearse
TH.K-2.1.4.2.Pr4a	With prompting and support, demonstrate the physical movement, voice and sound which are fundamental to creating drama experiences (e.g., process drama, story drama, creative drama).
TH.K-2.1.4.2.Cn11	Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.
	As theatre is created and experienced, personal experiences and knowledge are synthesized to interpret meaning and analyze the way in which the world may be understood.
	What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work?
TH.K-2.1.4.2.Cn11a	With prompting and support, identify similarities and differences in stories and various art forms from one's own community and from multiple cultures in a guided drama (e.g., process drama, story drama, creative drama) experience about global issues, including climate change.
SOC.9-12.1.1	Chronological Thinking
SOC.9-12.1.1.1	Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned.
SOC.9-12.1.1.2	Analyze how change occurs through time due to shifting values and beliefs as well as technological advancements and changes in the political and economic landscape.