

Unit 01 Unlocking the Text: Literature/ Informational

Content Area: **English**
Course(s): **English 1**
Time Period: **Semester 1**
Length: **5 weeks**
Status: **Published**

Unit Introduction

Students will learn to comprehend what the text actually says and suggests, including being able to cite text evidence, infer, and determine central ideas. In essence, the students are learning how both fiction and nonfiction text "work." Consequently, students will be expected to make claims and support with text evidence and also demonstrate their understanding of narrative story structure, in both writing and speaking.

Progress Indicators for Reading Literature

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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. |

Progress Indicators Reading For Informational Text

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| LA.RI.9-10.1 | Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) 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.RI.9-10.2 | Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text. |

Progress Indicators for Writing

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| LA.W.9-10.1.B | Develop claim(s) and counterclaims avoiding common logical fallacies, propaganda devices, and using sound reasoning, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. |
| LA.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. |
| LA.W.9-10.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| LA.W.9-10.6 | Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information |

and to display information flexibly and dynamically.

LA.W.9-10.10

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.

Progress Indicators for Speaking and Listening

LA.SL.9-10.6

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

Progress Indicators for Language

LA.L.9-10.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

LA.L.9-10.1.A

Use parallel structure.

LA.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.L.9-10.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Essential Questions

- How can vocabulary help a person communicate more effectively in the world?
- How do the part of speech and the context clues help in correct use of new or unfamiliar vocabulary words?
- How do authors convey ethics and mores through fiction?
- How can literature help readers understand different types of conflict, including interpersonal conflict and social conflict?
- How does the author's life, culture, time period and worldview impact the subject matter?
- How can literature be transformed into different types of art?

Content/Skills

1. Words in Context and Rhetorical/Literary Terms

2. Possible Literature Selections:

1984, The Body of Christopher Creed, Hiroshima, The Hunger Games, Little Brother, Feed, Pride of Baghdad,

The Secret on the Wall, Teaming Up

