CURIE HIGH SCHOOL UNIT PLAN

Teacher(s)		Content Area	English
Unit Title ***Will this engage students?***	Close Reading Fiction	**Unit Duration**	5 Weeks

DESIRED RESULTS

Enduring Understandings	Common Core Standards Assessed in this Unit	Other Content Specific Standards (i.e. Standards of Mathematical Practice, NGSS, WIDA Standards, National Art Standards, National P.E. Standards)
• Authors literary techniques and devices to accomplish a purpose. • Writers use literary elements to express their views about the world. • Writers use symbolism to advance a particular theme in a fiction and nonfiction work. • Authors convey meaning through their writing that leads to a greater understanding of the world.	**Common Core State Standards:** RL.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. **Range of Reading and Level of Text Complexity:** CCSS.ELA-Literacy.RI.11-12.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. CCSS.ELA-Literacy.SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. CCSS.ELA-Literacy.W.11-12.3 Write narratives to develop real or imagined experiences or events using	**SEL Goal 3** – Demonstrate decision-making skills and responsible behaviors in personal, school and community contexts. **WIDA** 105 GRADES 11–12 CONNECTION: Common Core State Standards, English Language Arts, Reading: Literature, Craft and Structure #6 (Grades 11–12): **Analyze a case in which grasping a point of view** requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). Common Core State Standards, English Language Arts, Speaking and Listening, Comprehension and Collaboration #3 (Grades 11–12): Evaluate a **speaker's point of view,** reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

	effective technique, well-chosen details, and well-structured event sequences.	

Inquiry/Essential Questions		
Factual- *concrete questions that have right and wrong answers (who, why, what, when where); often focusing on recall* ● How can characterization and other literary techniques be used to accomplish an author's purpose? ● How do writers use literary elements to express their views about the world? ● How does symbolism advance a particular theme in a short story? ● What is inferencing?	**Conceptual**-*Conceptual-more abstract questions that explore broader meanings, deeper understandings, and transferrable knowledge; often involving analysis and synthesis* ● How do these literary devices help to express the story and reveal important details about the characters? ● Why is inferencing a valuable skill to rely on when reading a text? ● How does setting establish a particular mood in short stories and novels? ● How does the study of fiction and nonfiction texts help individuals construct their understanding of reality?	**Debatable-**questions that generate disagreement, engage multiple perspectives, and promote critical and creative thinking; often involving the creation and exploration of competing values, theories and rationale? 1. What is the relationship between decisions and consequences? 2. How do we know how to make good decisions? 3. How can a person's decisions and actions change his/her life?

ASSESSMENT		
SUMMATIVE		
Description of task and how is it being modified for different levels and DoK Level	Enduring Understanding and Essential Questions it is assessing	Skills assessed:
Performance Task(s): Notice and Note extended answers and annotations. Notes demonstrate students' comprehension of the concepts and skills emphasized during the course of instruction for this unit. These are Memory Moment, Contrast and Contradiction, Again and Again. Literary techniques that author's use to convey meaning. ***Differentiation: Students are allowed to work independently or in pairs. Annotations are done in groups, and reviewed as a whole class. Students complete these with guided discussions.***	● How can literary techniques be used to accomplish an author's purpose? ● How do writers use literary elements to express their views about the world? ● How does symbolism advance a particular theme in a short story?	● Use relevant textual evidence and valid inferences to support analysis of the text. ● Analyze the author's choices regarding setting, plot structure, and characterization impact the reader's understanding of the text. ● Incorporate logical reasoning and relevant textual evidence into written and spoken arguments to support claims.

Performance Task(s): Essays/Writing about and from literature. **Final Assessment** Students write the last entry to Long Way Down in a group. Students choose one poem from the novel to use as a model. Write the last entry including a resolution of Will's problem. **DOK Level 4** **Synthesize ideas into new concepts**	• How can literary techniques be used to accomplish an author's purpose? • How do writers use literary elements to express their views about the world? • How does symbolism advance a particular theme in a short story?	• Use relevant textual evidence and valid inferences to support analysis of the text. • Analyze the author's choices regarding setting, plot structure, and characterization impact the reader's understanding of the text. • Incorporate logical reasoning and relevant textual evidence into written and spoken arguments to support claims.
Writing assignments demonstrate students' comprehension of the concepts and skills emphasized during the course of instruction for this unit. These are Memory Moment, Contrast and Contradiction, Again and Again. Literary techniques that author's use to convey meaning. ***Differentiation: Students are allowed to work independently or in pairs.***	• How can literary techniques be used to accomplish an author's purpose? • How do writers use literary elements to express their views about the world? • How does symbolism advance a particular theme in a short story?	• Use relevant textual evidence and valid inferences to support analysis of the text. • Analyze the author's choices regarding setting, plot structure, and characterization impact the reader's understanding of the text. • Incorporate logical reasoning and relevant textual evidence into written and spoken arguments to support claims.
Performance Task(s): Tests demonstrate students' comprehension of the concepts and skills emphasized during the course of instruction for this unit. These are Memory Moment, Contrast and Contradiction, Again and Again. Literary techniques that author's use to convey meaning. Summative Test: 1. What is the most important **pattern, memory moment, contrast and contradiction** you saw in the novel? Why was this meaningful? What can you infer to be true about the book, the narrator or the story? What theme or big idea does this pattern support? **DOK Level 2: Identify patterns in events or behavior** **DOK Level 3: Support ideas with details and examples** ***Differentiation: Test completion scores will be modified based on student IEP.*** ***Students can complete tests in pairs.***	• How can literary techniques be used to accomplish an author's purpose? • How do writers use literary elements to express their views about the world? • How does symbolism advance a particular theme in a short story?	• Use relevant textual evidence and valid inferences to support analysis of the text. • Analyze the author's choices regarding setting, plot structure, and characterization impact the reader's understanding of the text. • Incorporate logical reasoning and relevant textual evidence into written and spoken arguments to support claims.

FORMATIVE		
Tasks and DoK Level	Enduring Understanding and Essential Questions it is assessing	Skills assessed:
Performance Task(s): Group work/Discussion of non-fiction articles, Analysis of articles. **DOK Level 3: Support ideas with details and examples**	• How can literary techniques be used to accomplish an author's purpose? • How do writers use literary elements to express their views about the world? • How does symbolism advance a particular theme in a short story?	• Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively
Performance Task(s): Journals: Students complete daily journals. Journals ask them to apply thematic concepts from the readings to their experience. Personal Reflections **DOK Level 1: Explain simple concepts or routine procedures** **Recall elements and details**	• Authors convey meaning through their writing that leads to a greater understanding of the world.	• Incorporate logical reasoning and relevant textual evidence into written and spoken arguments to support claims.
Performance Task(s): Annotations Using Notice and Note **DOK LEVEL 1: Recall** **DOK LEVEL 2: Identify patterns in events or behavior** **Show patterns** **DOK LEVEL 3: Identify the author's purpose and explain how** **it affects the interpretation of a reading selection**	• How can literary techniques be used to accomplish an author's purpose? • How do writers use literary elements to express their views about the world? • How does symbolism advance a particular theme in a short story?	Incorporate logical reasoning and relevant textual evidence into written and spoken arguments to support claims. Use relevant textual evidence and valid inferences to support analysis of the text. Analyze the author's choices regarding setting, plot structure, and characterization impact the reader's understanding of the text.

LEARNING PLAN

Learning Process (Describe your weekly objectives [Criterion-CCSS-Other based], learning activities, assessments, and their associated DOK Level)

Week	Standard-Based Skill and Content Objectives	Learning Activities

1-4	**STANDARDS**: RL.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). **CONTENT**: Annotation Guide: **SKILLS**: Use relevant textual evidence and valid inferences to support analysis of the text. **TEXTS**: **Core text:** Long Way Down **Supplemental Non-Fiction**: Various scholarly articles.	**LEARNING ACTIVITIES and DOK LEVEL:** Annotation Guide: Students complete annotation guide in small groups on the board. Whole class sum up discussion led by the teacher. 1. Ask **5 questions** in the margins about the action of the story. Label these with a (?). Write down what you infer to be the **answer** to your question. **DOK LEVEL 1: Recall** 2. **HIGHLIGHT 3 examples** of a word, phrase or situation that is repeated **again and again**. Ask yourself, why does this keep happening? Write your answer in the margin. Label it with a (*). **DOK LEVEL 2: Identify patterns in events or behavior** 3. **HIGHLIGHT 3 examples** of **Contrasts and Contradictions**. This is when a character acts in a way you don't expect, or in a way that is opposite of his or her previous actions. Ask yourself: Why is the character doing that? Write your answer in the margin. Label it with a © **DOK LEVEL 2: Show relationships** 4. **Highlight** any **Memory Moment** you see. This is when the author interrupts the action to tell you about a memory. Ask yourself: Why might this memory be important? Write your answer in the margin. Label it with an (M). **DOK LEVEL 3: Identify the author's purpose and explain how it affects the interpretation of a reading selection**
5	**STANDARDS**: W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. **CONTENT**: Test from on Google forms **SKILLS**: Incorporate logical reasoning and relevant textual evidence into written and spoken arguments to support claims. **TEXTS**: Long Way Down	**LEARNING ACTIVITIES and DOK LEVEL:** Summative Test: 1. What is the most important **pattern, memory moment, contrast and contradiction** you saw in the novel? Why was this meaningful? What can you infer to be true about the book, the narrator or the story? What theme or big idea does this pattern support? **DOK Level 2: Identify patterns in events or behavior** **DOK Level 3: Support ideas with details and examples**
	STANDARDS: CCSS.ELA-Literacy.W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique,	**LEARNING ACTIVITIES and DOK LEVEL:** Students write several journals a week in which they describe events from their lives and apply themes from the readings.

	well-chosen details, and well-structured event sequences. **CONTENT**: Journals, small writing assignments. **SKILLS**: Writing narratives about personal experiences focusing on thematic connections with the text.	**DOK Level 3: Support ideas with details and examples**
	STANDARDS: CCSS.ELA-Literacy.SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. CONTENT: Non-fiction articles, entrance slip, exit slip SKILLS: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively TEXTS: Miscellaneous Non-fiction articles	**Performance Task(s):** Group work/Discussion of non-fiction articles, Analysis of articles. **DOK Level 3: Support ideas with details and examples**

SAT/Interdisciplinary Connections *To what extent does your unit of study connect to other courses?*	**Service** *To what extent does this unit engage students in principled action? What can I do to use this unit to initiate service?*	**Global Context** How will this unit contribute to the development of international mindedness in students?
This unit of study connects to societal issues that are covered in Social Studies class. There are political and ideological ideas and themes that the novel maintains that can be applied to students' lives.		

Reflection		
Before Teaching This Unit Choose 2-3 questions to respond to...	**During Teaching This Unit** Choose 2-3 questions to respond to...	**After Teaching This Unit** Choose 2-3 questions to respond to...

❑ Why do we think that the unit or the selection of topics will be interesting? ❑ What do students already know, and what can they do? ❑ What have students encountered in this discipline before? ❑ What does experience tell us about what to expect in this unit? ❑ What attributes of the learner profile does this unit offer students opportunities to develop? ❑ What potential interdisciplinary connections can we identify? ❑ What do we know about students' preferences and patterns of interaction? ❑ Are there any possible opportunities for meaningful service learning? ❑ What in the unit might be inspiring for community or personal projects? ❑ Could we develop authentic opportunities for service learning? ❑ How can we use students' multilingualism as a resource for learning?	❑ What difficulties did we encounter while completing the unit or the summative assessment task(s)? ❑ What resources are proving useful, and what other resources do we need? ❑ What student inquiries are emerging? ❑ What can we adjust or change? ❑ What skills need more practice? ❑ What is the level of student engagement? ❑ How can we scaffold learning for students who need more guidance? ❑ What is happening in the world right now with which we could connect teaching and learning in this unit? ❑ How well are the learning experiences aligned with the unit's objectives? ❑ What opportunities are we hearing to help students explore the interpretative nature of knowledge, including personal biases that might be retained, revised or rejected? (DP theory of knowledge skills development)	❑ What were the learning outcomes of this unit? ❑ How well did the summative assessment task serve to distinguish levels of achievement? ❑ Was the task sufficiently complex to allow students to reach the highest levels? ❑ What evidence of learning can we identify? ❑ What artifacts of learning should we document? ❑ Which teaching strategies were effective? Why? ❑ What was surprising? ❑ What student-initiated action did we notice? ❑ What will we do differently next time? ❑ How will we build on our experience to plan the next unit? ❑ How effectively did we differentiate learning in this unit? ❑ What can students carry forward from this unit to the next year/level of study? ❑ Which subject groups could we work with next time? ❑ What did we learn from standardizing the assessment?

LEARNING LOG 1: Ladders for English 3 (Semester 2)

Notice & Note---Reading Inference/RI (READING):

1	2	3	4
Identify moment that seems meaningful in the text *(Use Rules of Notice and Signposts to find details.)* Explain how the chosen detail fits into the story	Explain why the moment you have chosen is meaningful in the text (i.e. why is it a signpost) Ask anchor questions related to interpreting this moment. Modify the anchor question to fit this example.	ferences and interpretations about the MEANING of selected moment within the text (i.e. make an inference to answer the anchor question)	Connect this moment to other significant details, textual patterns, or big ideas/themes. he importance of this moment within the context of the story overall.

Self Assessment Discussion Ladder

Assess your participation in class discussion. What level are you currently at?

1	2	3	4
Arrive prepared for discussion. **Listen attentively.** **Show engagement by making eye contact and actively tracking the speaker.**	**Respectfully ask and/or answer at least one question based during discussion.**	**Use evidence to support positions. Thoughtfully respond to others by agreeing, disagreeing, or asking follow-up questions about other students' ideas.**	**Propel discussion by asking follow-up questions to clarify ideas.** **Defend own ideas &/or challenge others' ideas in a respectful way.** **Connect discussion to previously read pieces of text and/or connect group members' ideas to themes.**

Writing Ladder

Exemplary 4	Student makes a precise, **knowledgeable** claim and creates an organization that **logically sequences claim(s), counterclaims, reasons, and evidence.** Student incorporates **strong and thorough textual evidence** to support analysis of what the text says explicitly as well as inferences drawn from the text.
Exceeds 3	Student makes an adequate claim and has some organization that **sequences claim(s), counterclaims, reasons, and evidence.** Student incorporates **good textual** evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Adequately Meets 2	Student somewhat makes a claim and creates an organization that **logically sequences claim(s), counterclaims, reasons, and evidence.** Student incorporates **some** textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Below Standard 1	Student lacks a claim and has some evidence with some organization.

	Student incorporates no textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Insufficient Evidence to Assess 0	There is no evidence of a claim or evidence.

Dimension
Performance Criteria
Features Discourse

Discourse: Linguistic Complexity

(Quantity and variety of oral and written text in communication)

- **Amount of speech/written text**
- **Structure of speech/written text**
- **Density of speech/written text**
- **Coherence and cohesion of ideas**
- **Variety of sentence types to form organized text**

Sentence Language Forms and Conventions

(Types, array, and use of language structures in communication)

- **Types and variety of grammatical constructions**
- **Mechanics of sentence types**
- **Fluency of expression**
- **Match language forms to purposes/perspectives**
- **Formulaic and idiomatic expressions**

Word/Phrase Vocabulary Usage

(Specificity of word or phrase choice in communication)

- **General, specific, and technical language**
- **Multiple meanings of words and phrases**
- **Nuances and shades of meaning**
- **Collocations and idioms**

