



NORWALK PUBLIC SCHOOLS, ENGLISH LANGUAGE ARTS DEPARTMENT
RIGOROUS CURRICULUM DESIGN UNIT PLANNING ORGANIZER

SUBJECT(S)	Transition English
GRADE/COURSE	Grade 9/English I
UNIT OF STUDY	Unit 1: How does literature reflect real life? (Fiction)
UNIT TYPE(S)	<input type="checkbox"/> Topical <input checked="" type="checkbox"/> Skills-based <input checked="" type="checkbox"/> Thematic Skills: Reading Focus— Author’s Purpose, Author’s Theme Theme: Determining Truth
PACING	Quarter 1 Aligns with <i>Edge</i> Units 1 and 5

OVERARCHING STANDARDS (OS)

Reading Standards for Literature

RL.9-10.10: By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Standards for Informational Text

RL.9-10.10: By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing Standards

W.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.9-10.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

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.

Speaking and Listening

SL.9-10.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics, texts, and issues*, building on others’ ideas and expressing their [students’] own clearly and persuasively.

SL.9-10.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Language Standards

L.9-10.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.9-10.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.9-10.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.9-10.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.

L.9-10.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

PRIORITY AND SUPPORTING CCS

Priority Standards

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; provide an objective summary of the text.

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.

RI.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

W.9-10.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

Supporting Standards

SL.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.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.9-10.1.d: Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their [students’] own views and understanding and make new connections in light of the evidence and reasoning presented.

SL.9-10.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

PRIORITY CCS

CONCEPTS (What students need to know)	SKILLS (What students need to be able to do)	DOK LEVEL
RL.9-10.2 Theme/Central Idea <ul style="list-style-type: none"> • Development of Theme/Central Idea • Emergence of Theme/Central Idea • Refinement by Specific Details Objective Summary	DETERMINE ANALYZE PROVIDE	1 3 2
RL.9-10.3 Complex Characters <ul style="list-style-type: none"> • Development of Complex Characters • Interactions of Complex Characters • Plot Advancement by Complex Characters • Theme Development by Complex Characters 	ANALYZE	3
RI.9-10.1 Textual Evidence	CITE	3
Text's Message <ul style="list-style-type: none"> • Explicit Meaning of Text • Inferences Drawn from Text 	SUPPORT, ANALYZE	3
W.9-10.9 Research <ul style="list-style-type: none"> • Evidence <ul style="list-style-type: none"> ○ Literacy Texts ○ Informational Texts • Analysis • Reflection 	CONDUCT DRAW SUPPORT	4 4 4

SKILLS AT A GLANCE

CONCEPTS (What students need to know)	SKILLS (What students need to be able to do)	DOK LEVEL
<p><u>Literary Analysis:</u></p> <ul style="list-style-type: none"> • Theme • Title • Plot • Conflict • Setting • Symbol • Character • Points of View 	<p>DETERMINE, IDENTIFY, ANALYZE</p>	<p>1,3</p>
<p><u>Reading Skills:</u></p> <ul style="list-style-type: none"> • Predictions • Summaries • Paraphrasing • Author’s Purpose • Textual Evidence 	<p>MAKE, QUESTION, REREAD, VERIFY, INFER</p> <p>PREVIEW, REFLECT CITE, IDENTIFY (DRAW), ANALYZE</p>	<p>2</p> <p>3 3</p>
<p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> • Content Area Vocabulary • Etymology • Big Question Vocabulary • Words with Multiple Meanings • Connotative Meaning • Denotative Meaning 	<p>IDENTIFY, INFER, ACQUIRE, USE</p> <p>USE, IDENTIFY, DIFFERENTIATE</p>	<p>2</p> <p>2</p>
<p><u>Conventions: (See Textbook: Units 1 and 2.)</u></p> <ul style="list-style-type: none"> • Common and Proper Nouns • Abstract and Concrete Nouns • Revising to Correct Use of Possessive Nouns • Personal Pronouns and Reflexive Pronouns • Relative, Interrogative, and Indefinite Pronouns • Revising to Correct Pronoun-Antecedent Agreement • Principal Parts of Regular Verbs 	<p>IDENTIFY, USE, PROVE (command of)</p>	<p>2</p>

<ul style="list-style-type: none"> • Irregular Verbs • Subjects and Predicates 		
Writing: <ul style="list-style-type: none"> • “Big Question” • Formal Thesis Statement with Evidence 	PRODUCE PRODUCE, PROVIDE, ORGANIZE	3 3
Speaking and Listening: <ul style="list-style-type: none"> • Collaboration • Clarification • Verification • Response • Summary • Justification • Presentation 	PRESENT, RESPOND, ANALYZE, DISCUSS (short stories)	3

ESSENTIAL QUESTION(S)	CORRESPONDING BIG IDEAS
How does literature reflect real life?	This information will be developed in coordination with students as the unit progresses through multiple texts that focus on the “Big Question.”

KEY VOCABULARY TERMS ASSOCIATED WITH UNIT OF STUDY		
TEXT VOCABULARY Words from required readings which may be new or unknown to students.	ACADEMIC VOCABULARY High frequency words used by mature language users across several content areas. Words with multiple meanings might be on this list, as well.	ELA CONTENT AREA VOCABULARY Words particular to the study of English Language Arts. These words build a central and conceptual understanding of instruction.
<i>See vocabulary identified in the textbook for each of the specific titles listed below in the “Resources” section of this document as “Required Readings.”</i>	context, truth, evidence, belief, argument, survival, interpret, comprehend, evaluate, determine, analyze, inference	point of view, prediction, characterization, conflict, symbolism, plot, theme, setting, title

RESOURCES

REQUIRED READINGS	STUDENT RESOURCES Components of Pearson Prentice Hall Common Core Literature	TEACHER RESOURCES Components of Pearson Prentice Hall Common Core Literature
<p><u>Literary Analysis Workshop:</u></p> <ul style="list-style-type: none"> • <i>Seedfolks</i> by Paul Fleischman (YAF, Book) • “The Most Dangerous Game” by Richard Connell (Short Story, Textbook: p. 214) • “Flowers for Algernon” (Short Story teacher choice) • “The Scarlet Ibis” by James Hurst (Short Story, Textbook: p. 384) • Optional: “American History” by Judith Ortiz Cofer (Short Story, Textbook: p. 240) • Use as a model for Final Assessment: “Checkouts” by Cynthia Rylant (Short Story, Textbook: p. 82) AND “Stockings” from <i>The Things They Carried</i> by Tim O’Brien (for pre-assessment and rewrite) • “The Necklace” by Guy de Maupassant (Short Story, Textbook: p. 332) in <i>Edge</i> ESL 3 • “The Interlopers” by Saki/H. H. Munro (Short Story, Textbook: p. 270) in <i>Edge</i> ESL 3 	<p>Student Edition Textbook (2 Volume Set) Pearson Student Successnet Online Access All-in-One Workbook Reader’s Notebook (On-Level, Adapted, ELL, Spanish) Reality Central Anthology</p>	<p>Teacher Edition Textbook (Single Volume) Pearson Teacher Online Access All-in-One Workbook, Answer Key Reader’s Notebook, Teaching Guide Units 1-6 Resources Professional Development Guidebook Classroom Strategies and Teaching Routines Daily Bell-ringer Activities Reading Kit: Reading & Literacy Intervention e-Text Student Edition, CD-ROM Teacher Resources, CD-ROM Exam View Test Bank, CD-ROM Media Studio Bundle See It! PH LIT Video Program Hear It! PH Lit Audio Program Virtual Art Museum CD-ROM Reality Central, Grade 6-8 (30 per grade level)</p>

ASSESSMENTS	
REQUIRED ASSESSMENTS	SUPPLEMENTAL ASSESSMENTS (OPTIONAL)
<ul style="list-style-type: none"> • Pre-assessment to identify literary elements (text: “Stockings” from <i>The Things They Carried</i> by Tim O’Brien, with glossary of defined terms) • Final Assessment: Students read and annotate a short story (student choice). In their annotations, the students identify and analyze the “literary analysis” concepts. The students then write a short paragraph where they identify the author’s purpose and theme. 	

STANDARDIZED ASSESSMENT CORRELATIONS (OVERALL CLAIM: Students can demonstrate college and career readiness in ELA, literacy, and math.) (State, College and Career)
<p><u>EXPECTATIONS FOR LEARNING IN LANGUAGE ARTS (ENGLISH) AND LITERACY IN ALL DISCIPLINES (HISTORY/SOCIAL STUDIES, SCIENCE/TECHNICAL, WORLD LANGUAGES)</u></p> <p>(This information has been developed at the national level. Connecticut is a governing member of the Smarter Balanced Assessment Consortium (SBAC) and has input into the development of the assessments.)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Claim 1 – (Reading) Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts. <input type="checkbox"/> Claim 2 – (Writing) Students can produce effective and well-grounded writing for a range of purposes and audiences. <input type="checkbox"/> Claim 3 – (Speaking and Listening) Students can employ effective speaking and listening skills for a range of purposes and audiences. <input type="checkbox"/> Claim 4 – (Research/Inquiry) Students can engage in research/inquiry to investigate topics and to analyze, integrate, and present information.

21 ST CENTURY SKILLS CORRELATIONS (Check the appropriate boxes relevant to the subject area for implementation across disciplines at the building level)
<p><u>AREAS OF ALIGNMENT FOR ALL DISCIPLINES</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Communication: Students will demonstrate the ability to properly read, write, present, and comprehend ideas between a variety of media and audiences. <input type="checkbox"/> Information Literacy: Students can use appropriate applied research in any given challenge. Student has the ability to find useful and reliable information. <input type="checkbox"/> Problem-Solving: Students can experiment with new and familiar concepts while processing information until a viable solution is reached.

□ **Collaboration:** Students will demonstrate that they can work together to share, advocate, and compromise on issues critical to the team's success.

UNIT 1: SUGGESTED ACTIVITIES

(Approximately 9 weeks)

WEEK 1

- Classroom routines, procedures, set-up, expectations
- Getting to know you activities
 - Personal Crest/Flag: symbols

WEEK 2

Pre-Test: Read “Stockings” from *The Things They Carried* by Tim O’Brien independently and identify literary elements

Unit Launch Ideas

- **Entry Strategy:** Post a photo splash (on Power Point) with examples of the literary elements.
- Provide small groups of students with literary terms written on a card, and with scenarios or quotes on another card. Students match the terms with the scenarios justifying their reasons to their group members. (Use: I think these go together *because...*)
- Student groups share out their justifications.
- **Exit Strategy:** Students fill in a chart with Scenario, Category, and Justification
- **Homework Option:** Look up and define literary terms. (Theme, Title, Plot, Conflict, Setting, Symbol, Character, Points of View)

Begin Text #1: Seedfolks by Paul Fleischman (Young Adult Fiction Book)

Connections in ESL 3 Class:

- “The Necklace” by Guy de Maupassant (Textbook: p. 332) in *Edge* ESL 3
- “The Interlopers” by Saki/H. H. Munro (Textbook: p. 270) in *Edge* ESL 3

Warm-Up:

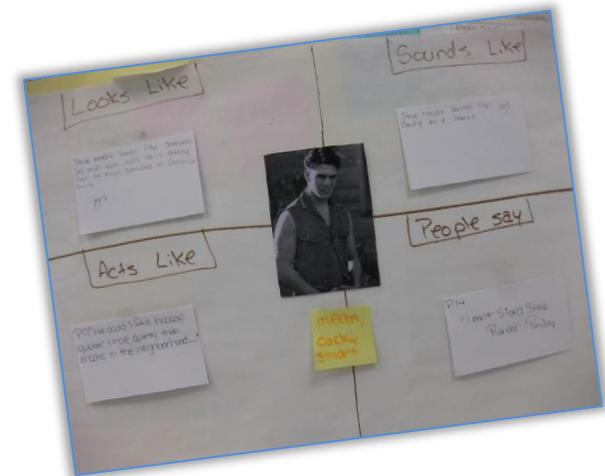
- Power Point Loop: Chicago, deserted trashy urban lot, community garden, vegetables (eggplant, lettuce, pumpkin), goldenrod, seasons, India, Mexico, Vietnam, Russia, Romania, USA, Haiti, Korea, UK, immigration, migration
- Students watch the Power Point in silence. Students turn and talk to a partner about what they think the text is going to be about, linking the Power Point slides to their ideas.

Before Reading Activity: NovelLinks.org *Seedfolks* “Problematic Situation” activity

WEEK 3

Continue Text #1: *Seedfolks* by Paul Fleischman

- During Reading Activity: Develop Vocabulary
 - Paint Chips (word families, synonyms)
 - Probable Passage
 - Word Walls
 - Thesaurus.com
 - Popplet.com
 - Note phrasal verbs as they occur (example: “turn out” p. 24)
- During Reading Activity: Similes, Metaphors, Idioms
 - Example p. 27 “slippery as snakes”
 - “I put Miles on the CD” vs. miles on the CD
- Are you more like...?
 - Ask: Are you more like a cat or a dog? Brainstorm characteristics of each (cat vs. dog) and chart them out.
 - Continue asking students who they are more like using two characters from the text.
 - Students move to the side of the room of the character they most identify with.
 - Have students compare chart out the characteristics of the character from the text they most identify with.
 - Have students from each side of the room share out why they are more like that character (use compare and contrast language—pre-teach, model and post this language for students to use).
 - After several comparisons of pairs of characters, have students write a paragraph comparing themselves to one of the text’s characters (use: similarly, we both, like, etc.), and/or a paragraph contrasting themselves to one of the text’s characters (use: unlike, in contrast, on the other hand, etc.)



WEEK 4

Finish Text #1: *Seedfolks* by Paul Fleischman

- Culminating Activity: Focus on Character Development
 - Characterization Dinner Party
 - Students “become” a character from the text. Students sit with other “characters” and have a conversation in the style of the character on a teacher-presented topic. Students speak in first person. Students need to know their character.

- Write their Own Chapter
 - Character playlist
 - Create similes, metaphors for the characters
 - Create a photo splash

- Symbolism of the Garden
 - Prepare a photo splash of items in a garden (from the text)
 - Label the symbolism in the garden (lettuce is green = money, etc.)
 - If using a Pocket/Pattern Folder have students keep track of symbolism in the text/garden

- Create Sticky Dot Graphs, Affinity Groups, and Compare/Contrast Paragraphs
 - Create charts on conflict (for the entire class) as they come up in the text, put a page number, have students copy this conflict with page number onto an index card to keep in their Pattern/Pocket Folder
 - Have students put a sticky dot under or next to the conflicts they share with the characters
 - Create affinity groups: have students sort and group their index cards with the conflicts, guide students to put similar types of conflicts together: internal (person vs. self), external (person vs. person, person vs. society, and person vs. nature); label the groups
 - Compare and contrast their own and their family’s conflicts with each other and with characters in the text

WEEK 5

Text #2: “The Most Dangerous Game” by Richard Connell (Short Story, Textbook: p. 214)

- Modified Text with comprehension questions before reading the original text
 - See betterlesson.com for text modification and lesson ideas
- Use summarizing frames (Somebody, wanted/insisted/demanded/etc., but/consequently/etc., so/as a result/consequently...)
- Culminating Activity: Focus on Setting and Conflict
 - Internal and External Conflict Graphic Organizer of a “Body”: Students choose 3 of each with quotes from the text
 - Create How-to Overcome Conflict Guide: Students pick one internal or external conflict from the graphic organizer (overcome a fear of a dog, get out of quicksand, keep it together, etc.). Students write a “How-to” Guide using a one-page template (following an example from an article).

WEEK 6

Text #3: “Stockings” from *The Things They Carried* by Tim O’Brien

- Revisit the pre-assessment text, reading to focus on Symbolism and Theme.
- Rewrite the pre-assessment using what students have learned.

Begin Text #4: “The Scarlet Ibis” by James Hurst (Short Story, Textbook: p. 384)

- Activities focusing on Point of View and Theme

WEEK 7

Finish Text #4: “The Scarlet Ibis” by James Hurst (Short Story, Textbook: p. 384)

Text #5: “Checkouts” by Cynthia Rylant (Short Story, Textbook: p. 82)

- Use as a model skills for the final assessment

WEEK 8

Begin Text #6: “Flowers for Algernon” (Short Story)

- Focus on characterization

WEEK 9

Finish Text #6: “Flowers for Algernon” (Short Story)

- Post-reading Activity: Multiple Intelligence Test (bgfl.org)

Final Assessment: Students read and annotate a short story (student choice). In their annotations, the students identify and analyze the “literary analysis” concepts. The students then write a short paragraph where they identify the author’s purpose and theme.