

Designer Name(s): CGPercy  
 Subject Area: ELA  
 Unit Title/Focus: Nuts & Bolts of Language & Literature  
 Estimated Amount of Instructional Time: 20 days

Date: 6/09/2014  
 Grade Level(s):10

Stage 1 – (Desired Results)

*State Content and Skill Standards:*

CCSS.ELA-LITERACY.W.9-10.2.D

Use precise language and domain-specific vocabulary to manage the complexity of the topic.

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.W.9-10.6

Use technology, including the Internet, to produce, publish, 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.

CCSS.ELA-LITERACY.W.9-10.9.B

Apply *grades 9-10 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").

CCSS.ELA-LITERACY.L.9-10.1.A

Use parallel structure.\*

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.L.9-10.2.A

Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

CCSS.ELA-LITERACY.L.9-10.3.A

Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, *Turabian's Manual for Writers*) appropriate for the discipline and writing type.

CCSS.ELA-LITERACY.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.

*Enduring Understandings: (what are the big ideas, what are the specific understandings desired)*

Students will understand that:

- Language & literature have rules just like math does.
- Language & literature have subjective answers unlike math's objective answers.
- What literature's major components are and how to identify them.
- The elements of literary criticism.

*Essential Questions: (what questions will foster inquiry, understanding, and transfer of learning)*

- How many right answers are there to one question?
- How does an author decide which devices to use in a story?
- What is Literature v. literature?
- How do literary references accumulate over time?
- Why do we analyze Literature?

**Big Idea(s)**

**Great literature utilizes literary elements to create layers of meaning. Proficient readers analyze these elements to deeply understand the text.**

*What Students will know: (what knowledge will they acquire)*

- The major components writers use to create literature.
- That the use of textual detail is essential to support ideas.
- The language of literature and writing.
- The types of literary criticism.

*What Students will be able to do: (what will they eventually be able to do as a result of their skills learned/knowledge)*

- Create subjective questions and ideas relating to works of literature.
- Identify literary components such as narrator, voice, symbolism & allegory.
- Use textual detail to support conclusions.

**Stage 2 - Assessment Evidence (acceptable assessment evidence that students understand)**

*Performance Tasks: (what authentic performance task (s) will students demonstrate understanding; by what criteria will it be judged?)*

- Compose sample questions to illustrate subjective approaches to literature texts.
- Prepare short written analyses of literary texts using specific literary criticism styles.
- Presentation of a visual overview of a work of literature that illustrates the major literary components used by the author.

*Other Evidence: (quizzes, tasks, academic prompts, homework, observations)*

- Create reference tools to use during analysis exercises.
- Presentation of a visual overview of a work of literature that illustrates the major literary components used by the author.
- Quizzes on vocabulary and terminology.

**Stage 3 - Learning Plan (sequence of teaching and learning activities that will produce desired understandings, engagement and development) Use WHERETO elements to help you:**

*Learning Activities:*

- Where: Collect and organize information on literary techniques and language
- Hook: Students choose an author or geographical area or time period of interest
- Equip: Develop additional vocabulary and practice using analytical skills
- Rethink/Revise: Consider possible alternatives that would dramatically alter the outcome of the literary work
- Evaluate: Find other references in modern social media that links back to works of literature from prior periods
- Tailor literature samples to match student interests
- Create presentations using electronic devices and systems

W=help the students know WHERE the unit is going and WHAT is expected/Help teacher to know where the students are coming from (prior knowledge, interests)

H=HOOK all students and hold their interest

E=EQUIP students, help them EXPERIENCE the key ideas and EXPLORE the issue

R=Provide opportunities to RETHINK and REVISE their understanding/work

E (2)=Allow students to EVALUATE their work

T=Be TAILORED (personalized) to different needs, interests, and abilities of learners

O=Be ORGANIZED to maximize initial and sustained engagement as well as effective learning

<b>Assessment Tasks that Provide Evidence for Claims including DOK</b>	<input type="checkbox"/> <b>Claim #1/DOK 2</b>
	<input type="checkbox"/> <b>Claim #2/DOK 2</b>
	<input type="checkbox"/> <b>Claim #3/DOK 2</b>
	<input type="checkbox"/> <b>Claim #4/DOK 2</b>
<b>Achievement Level Descriptors</b>	<b>ALD #1:    ALD #2:    <span style="border: 1px solid black;">ALD #3:</span>    ALD #4:    (circle one):</b>