

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

Date: 6/04/2014
 Grade Level(s):9

Stage 1 – (Desired Results)

State Content and Skill Standards:

CCSS.ELA-LITERACY.L.9-10.1

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

CCSS.ELA-LITERACY.L.9-10.6

Acquire and use accurately 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.

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.W.9-10.1.C

Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

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 idea of theme and authorial intent.

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?
- Who decides what is fiction v. nonfiction?
- How does Literature endure through time?

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 literatures.
- That the use of textual detail is essential to support ideas.
- The language of literature and writing.

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 themes and other literary components.
- Use textual detail to support their conclusions.

Stage 2 - Assessment Evidence (acceptable assessment evidence that students understand)	
<p><i>Performance Tasks: (what authentic performance task (s) will students demonstrate understanding; by what criteria will it be judged?)</i></p> <p>Presentation of a visual overview of a work of literature that illustrates the major literary components used by the author. Prepare short written analyses of literary texts.</p>	<p><i>Other Evidence: (quizzes, tasks, academic prompts, homework, observations)</i></p> <p>Compose sample questions to illustrate subjective approaches to literature texts. Create reference tools to use during analysis exercises.</p>
Stage 3 - Learning Plan (sequence of teaching and learning activities that will produce desired understandings, engagement and development) Use WHERETO elements to help you:	
<p><i>Learning Activities:</i></p> <p>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</p>	

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

Assessment Tasks that Provide Evidence for Claims including DOK	<input type="checkbox"/> Claim #1/DOK 2
	<input type="checkbox"/> Claim #2/DOK 2
	<input type="checkbox"/> Claim #3/DOK 2
	<input type="checkbox"/> Claim #4/DOK 2
Achievement Level Descriptors	ALD #1: <input type="checkbox"/> ALD #2: <input checked="" type="checkbox"/> ALD #3: <input type="checkbox"/> ALD #4: <input type="checkbox"/> (circle one):