

Subject: Language Arts

Unit: Writing About Literature

Part I: Clarity of Learning Targets

What are the grade level indicators that go with this unit? Place a star next to the grade level indicators that are Power Indicators. Are the indicators in student friendly language? Place the level of Bloom's Taxonomy next to each Power Indicator.

Vocabulary:

*3 Infer the literal and figurative meaning of words and phrases and discuss the function of figurative language, including metaphors, similes, idioms and puns.

Reading Process:

*1. Apply reading comprehension strategies, including making predictions, comparing and contrasting, recalling and summarizing and making inferences and drawing conclusions.

Reading Applications Literary Text:

1. Compare and contrast an author's use of direct and indirect characterization, and ways in which characters reveal traits about themselves, including dialect, dramatic monologues and soliloquies.
2. Analyze the features of setting and their importance in a literary text.
3. Distinguish how conflicts, parallel plots and subplots affect the pacing of action in literary text.
4. Interpret universal themes across different works by the same author or by different authors.
5. Analyze how an author's choice of genre affects the expression of a theme or topic.
6. Explain how literary techniques, including foreshadowing and flashback, are used to shape the plot of a literary text.
7. Recognize how irony is used in a literary text.
8. Analyze the author's use of point of view, mood and tone.
9. Explain how authors use symbols to create broader meanings.
10. Describe the effect of using sound devices in literary texts (e.g., to create rhythm, to appeal to the senses or to establish mood).
11. Explain ways in which an author develops a point of view and style (e.g., figurative language, sentence structure and tone), and cite specific examples from the text.

Writing Processes

2. Determine the usefulness of and apply appropriate pre-writing tasks (e.g., background reading, interviews or surveys).
3. Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing.

4. Determine a purpose and audience and plan strategies (e.g., adapting focus, content structure, and point of view) to address purpose and audience.
5. Use organizational strategies (e.g., notes, outlines) to plan writing.
6. Organize writing to create a coherent whole with an effective and engaging introduction, body and conclusion, and a closing sentence that summarizes, extends or elaborates on points or ideas in the writing.
7. Use a variety of sentence structures and lengths (e.g., simple, compound and complex sentences; parallel or repetitive sentence structure).
- *8. Use paragraph form in writing, including topic sentences that arrange paragraphs in a logical sequence, using effective transitions and closing sentences and maintaining coherence across the whole through the use of parallel structures.
9. Use language, including precise language, action verbs, sensory details and colorful modifiers, and style as appropriate to audience and purpose, and use techniques to convey a personal style and voice.
10. Use available technology to compose text.
- *11. Reread and analyze clarity of writing, consistency of point of view and effectiveness of organizational structure.
12. Add and delete information and details to better elaborate on stated central idea and more effectively accomplish purpose.
13. Rearrange words, sentences and paragraphs and add transitional words and phrases to clarify meaning and maintain consistent style, tone and voice.
14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select effective and precise vocabulary that maintains consistent style, tone and voice.
- *15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization), identify and correct fragments and run-ons and eliminate inappropriate slang or informal language.
16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.

Writing Applications

- *2. Write responses to literature that organize an insightful interpretation around several clear ideas, premises or images and support judgments with specific references to the original text, to other texts, authors and to prior knowledge.

Writing Conventions

1. Use correct spelling conventions.
- *2. Use correct capitalization and punctuation.
- *3. Use clauses (e.g., main, subordinate) and phrases (e.g., gerund, infinitive, participial).
4. Use parallel structure to present items in a series and items juxtaposed for emphasis.
5. Use proper placement of modifiers.

Research

4. Evaluate and systematically organize important information, and select appropriate sources to support central ideas, concepts and themes.
5. Integrate quotations and citations into written text to maintain a flow of ideas.

What are the Big Ideas that go with this unit?

- Authors use stylistic techniques to create meaning.
- Authors create meaning in a variety of ways.
- Authors make decisions on style to get their points across.
- Readers use a variety of strategies to understand what they read.
- Readers select books that interest them.
- People read for many different reasons.
- Word choice and word order affect meaning.
- Writers prepare to write.
- Writers draft, revise and edit.
- Writers prepare for publication.
- Writers use a variety of support materials.

What are the Essential Questions that go with this unit?

- What choices do authors make in their writing?
- How do authors create meaning?
- Why do authors make certain stylistic choices?
- What strategies do readers use to comprehend text?
- How do readers choose appropriate reading materials?
- Why do people need to read?
- How does syntax affect meaning?
- What does proper punctuation look like?
- Why does punctuation and syntax matter?
- What do authors do to prepare to write?
- How do authors make their writing better?
- Why do authors share their work?
- How do authors support their ideas?

What strategies will we use in order to make learning targets clearer for all students, before, during and after instruction? How will you communicate the learning indicators to students?

Targets will be posted, referred to throughout the lesson, and tied to assessments.

Olmsted Falls Schools: Unit Design Framework
Part II: Feedback and Assessments (Formative and Summative)

How will we provide students with feedback throughout the unit?

What formative assessments will we use? (Non-graded assignments that check for understanding and provide feedback to the students) Incorporate the 7 Strategies of Assessment for Learning here.

Good and bad models of student writing, whole and part, in conjunction with:

1. Journaling
2. Exit slips
3. Rubrics

How will students be involved with keeping track of their own learning progress (note—this is different than tracking points for a grade)?

The formative assessments listed above will be used.

What summative assessments will we use? (Graded, evaluative assessments)

1. Final Paper
2. Preliminary writing assignments.
3. Multi-genre writing project.

Part III: Instruction and Student Activities

What instructional and student activities will we use for this unit? These activities should directly align with the indicators and assessments.

1. Structured prompt using critics quote to model structure.
2. Passage analysis.
3. Modeling of:
 - a. Papers
 - b. Parts (intro, conclusion, thesis, transition, etc)
4. Collaborative Revision.
5. Reviews.
6. Critical Controversy
7. Fan Fiction
8. Multi Genre Writing
9. Finished Paper

With good and bad examples and rubrics that clearly show expectations

