



Language Arts Lab II

Course # 0311, 0950

5 Credits

Revised July 2020

I. Course Description:

The Language Arts Lab curriculum strictly adheres to the New Jersey Student Learning Standards. The class serves as a support to further prepare students for the demands of college and career-readiness. These standards call for the progressive development of reading comprehension in order to allow students to gain a deeper understanding from fictional and informational text, as a means of preparing them for credit-bearing academic college courses as well as workforce training programs. Through reading an array of contemporary literature and challenging informational text in a range of subjects, students are expected to build knowledge, gain insights, explore possibilities, and broaden their perspectives. Moreover, the ability to write logical arguments based on substantive claims, sound reasoning, and relevant evidence, is a cornerstone of the writing standards, which are essential elements in the Language Arts Lab curriculum. In addition, just as media and technology are integrated throughout school and everyday life in the twenty-first century, skills related to media use (both critical analysis and production of media) are also integrated throughout the standards for Language Arts Lab.

II. Units:

Content Area:	Language Arts Lab	Grade(s)	10
Unit Plan Title:	Ourselves and Others		
NJSLS Standard(s) Addressed in this unit			
RL.9-10.1 Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.			
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 and 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.			
RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meaning; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).			
RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects (e.g., mystery, tension, or surprise).			
RL.9-10.9 Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).			
RL.9-10.10 By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or above.			
RI.9-10.1 Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.			
RI.9-10.2 Determine central ideas of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.			
RI.9-10.3 Analyze how the author unfolds an analysis or series of ideas or event, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.			
RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meaning; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).			
RI.9-10.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).			
RI.9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.			
W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.			
W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, and information clearly and accurately through the effective selection, organization, and analysis of content.			

W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.9-10.6 Use technology, including the Internet, to produce, publish writing and to interact and collaborate with others.

SL.9-10.1 Prepare for and participate effectively in a range of conversations and collaborative with diverse partners building on others' ideas and expressing their own clearly and persuasively.

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 B Collaborate with peers to set rules for discussions (e.g., informal consensus, taking notes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.

SL.9-10.1 C Propel conversations by posing and responding to questions that relate the current discussion to broader themes or large ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

SL.9-10.1 D Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.

Essential Questions (3-5)

What impact do the judgments of others have on self-esteem and self-efficacy?

How does one's upbringing change his/her view of society and the world?

How can we show respect to others and build relationships with people unlike us?

How can adversity in life make us stronger?

How does literature help us understand what it means to be human?

Anchor Text

The Poet X – Elizabeth Acevedo

With the Fire on High – Elizabeth Acevedo

Tears of a Tiger – Sharon M. Draper

Here to Stay – Sara Farizan

Let Me Hear a Rhyme – Tiffany D. Jackson

Restart – Gordon Korman

Barely Missing Everything – Matt Mendez

Monster – Walter Dean Myers

A Child Called It – Dave Pelzer

The Field Guide of the North American Teenager – Ben Philippe

All American Boys – Jason Reynolds, Brandon Kiely

Dear Martin – Nic Stone

The Hate U Give – Angie Thomas

I am Malala: How One Girl Stood Up for Education and Changed the World – Malala Yousafzai

Informational Texts (3-5)

Required

Article of the Week

Optional

Ourselves and Others - Additional Text (Collections online)

American Flag Stands for Tolerance – Newspaper Editorial (Collections)

Short Texts (1-3)

Required

Teacher selected per anchor text chosen (Collections or personal anthology)

Optional

What of This Goldfish, Would You Wish? (Collections)

Formative & Summative Assessments

Formative

Quizzes

Homework

Chapter tests

Classwork

Writing drafts

Writing Pre-test

Summative

Projects

Final draft

Novel test

Writing Post-test

Writing and Grammar Focus

Parts of Speech :Verbs – show instead of tell, Nouns – specific/appositives, Pronouns – point of view, Adjectives – objective/subjective, Adverbs – answering questions, Prepositions – create action/mood, Conjunctions, Subordinating conjunctions – time, cause & effect, logical order, Interjections

Punctuation: Capitalization, Comma rules, Semicolon, Colon, Quotation marks

Sentence Structure: Simple sentence, Run-on sentence, Fragment

Paragraph Structure: Schaffer paragraph structure

Vocabulary: Plurals, Possessives, Tense

Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

HMH Collections – Textbook

HMH Collections – Performance Assessments Workbook

my.hrw.com
 IXL
 NewsELA
 Kami
 Grammarly
 YouTube
 Read & Write
 Screencastify
 Pear Deck
 Flipgrid
 Edublogs
 Pobble365.com
 Online Text (Overdrive - eBooks)
 Online Audio Text
 Smartboard
 Whiteboard
 Canvas
 Google Classroom
 Google Drive/Docs/Slides

Suggested Time Frame: 12 Weeks

Content Area: Language Arts Lab

Grade(s) 10

Unit Plan Title: Understanding Narrative Writing

NJSLS Standard(s) Addressed in this unit

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.

RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).

W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.9-10.3 A. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

W.9-10.3 B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

W.9-10.3 C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

W.9-10.3 D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

W.9-10.3 E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.9-10.6 Use technology, including the Internet, to produce, share, and update individual and shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

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.

SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on *grades 9-10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Essential Questions (3-5)

What is the essence of narrative writing?

How do communication skills enhance self-expression?

How do writers and artists organize or construct text to convey meaning?

How does the author's voice influence how the audience feels about the characters?

How do authors employ literary devices to impact the reader's experience?

Anchor Text

The Poet X – Elizabeth Acevedo

With the Fire on High – Elizabeth Acevedo

Tears of a Tiger – Sharon M. Draper

Here to Stay – Sara Farizan

Let Me Hear a Rhyme – Tiffany D. Jackson

Restart – Gordon Korman

Barely Missing Everything – Matt Mendez

Monster – Walter Dean Myers

A Child Called It – Dave Pelzer

The Field Guide of the North American Teenager – Ben Philippe

All American Boys – Jason Reynolds, Brandon Kiely

Dear Martin – Nic Stone

The Hate U Give – Angie Thomas

I am Malala: How One Girl Stood Up for Education and Changed the World – Malala Yousafzai

Informational Texts (3-5)

Required: Article of the Week (AOW)

Optional: from “Revolution 2.0” - Memoir by Wael Ghonim (Collections), “Letter to Viceroy, Lord Irwin” – by Mohandas K. Gandhi

Short Texts (1-3)

Required:

“The Wife’s Story” - Ursula K. Le Guin (Collections)

Optional:

“My Life as a Bat” - Margaret Atwood (Collections)

Formative & Summative Assessments

Formative

Quizzes

Homework

Chapter tests

Classwork

Writing drafts

Writing Pre-test

Summative

Projects

Final draft

Novel test

Writing Post-test

Writing and Grammar Focus

Sentence Structure

Dependent clause

Independent clause

Compound sentence

Complex sentence

Compound complex sentence

Dialogue Structure

Literary Terms

Allegory	Allusion	Alliteration	Hyperbole
Understatement	Euphemism	Satire	Simile
Metaphor	Cliché	Idiom	Symbolism
Irony	Situational	Dramatic	Verbal
Sarcasm	Personification	Onomatopoeia	Oxymoron
Propaganda	Paradox	Pun	
Freytag's Pyramid	Exposition	Inciting Incident	Rising Action
Climax	Falling Action	Resolution	Denouement
Protagonist	Antagonist	Flashback	Foreshadowing
Theme	Setting	Tone	Mood
In-story Narrator	Omniscient Narrator	1st Person Narration	3rd Person Narration
Slang	Colloquialism		

Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

HMH Collections – Textbook
HMH Collections – Performance Assessments Workbook
my.hrw.com
IXL
NewsELA
Kami
Grammarly
YouTube
Read & Write
Screencastify
Pear Deck
Flipgrid
Edublogs
Pobble365.com
Online Text (Overdrive - eBooks)

Online Audio Text
Smartboard
Whiteboard
Canvas
Google Classroom
Google Drive/Docs/Slides

Suggested Time Frame: 12 Weeks

Content Area:	Language Arts Lab	Grade(s)	10
Unit Plan Title:	Independent Reading – Additional Writing Structures		
NJSLS Standard(s) Addressed in this unit			
R.9-10.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.			
R.9-10.10 Read and comprehend complex literary and informational texts independently and proficiently.			
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.			
RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).			
RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.			
RL.9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.			
W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.			
W.9-10.1. A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.			
W.9-10.1. B. Develop claim(s) and counterclaims avoiding common logical fallacies, propaganda devices, and using sound reasoning, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.			
W.9-10.1. C. Use transitions (e.g. words, phrases, 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.			
W.9-10.1. D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.			

W.9-10.1. E. Provide a concluding paragraph or section that supports the argument presented.

W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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.9-10.6 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.

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 own clearly and persuasively.

SL.9-10.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Essential Questions (3-5)

What reading skills can one employ to become a successful reader?

How does language influence the way you think, act, perceive the world, and empower yourself?

What makes a story timeless?

How can we use evaluation and reflection to improve our writing?

How does a writer best organize his thoughts in an argumentative essay?

Anchor Text

Student Selected Novel for Independent Reading

Informational Texts (3-5)

Required:

Article of the Week (AOW)

<http://www.openculture.com/2015/04/kurt-vonneguts-8-tips-on-how-to-write-a-good-short-story.html>

<http://jrz.setonhill.edu/writing/creative1/shortstory/>

<http://www.huffingtonpost.com/news/short-story-writing/>

Optional:

Excerpts from *On Writing* - Stephen King

Short Texts (1-3)

Required:

Fresh Ink - Editor Lama Giles

Optional:

Putting Freytag's Pyramid To Use In Charting Your Own (And Others') Stories -

<http://writinghorrorfiction.blogspot.com/2011/03/putting-freytags-pyramid-to-use-in.html>

145th Street: Short Stories - Walter Dean Myers

Flying Lessons and Other Stories - Editor Ellen Oh
Help Wanted - Gary Soto
Fables honoring student's culture

Formative & Summative Assessments

Formative

Quizzes
Homework
Chapter tests
Classwork
Writing drafts
Writing Pre-test

Summative

Projects
Final draft
Novel test
Writing Post-test

Writing and Grammar Focus

Argumentative Structure: Thesis, argument, claims, counterclaims, reasons, evidence, logos, pathos, ethos

Poetry: Anthology, Collection, Cadence, Close Form, Free Verse, Prose Poem, End Stop Line, Enjambed Line, Stanza, Rhyme Scheme

Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

HMH Collections – Textbook
HMH Collections – Performance Assessments Workbook
my.hrw.com
IXL
NewsELA
Kami
Grammarly
YouTube
Read & Write
Screencastify
Pear Deck
Flipgrid
Edublogs
Pobble365.com

Online Text (Overdrive - eBooks)
Online Audio Text
Smartboard
Whiteboard
Canvas
Google Classroom
Google Drive/Docs/Slides
iPad
Chromebook

Suggested Time Frame: 12 Weeks

III. Instructional Strategies

Instructional strategies commonly utilized in Language Arts Lab:

Maps, photos, graphs, and other visuals
Engaging in discussion (whole class/small group)
Reading silently and aloud
Listening and speaking activities
Role playing
Watching and responding to media
Brainstorming (think-aloud/written)
Listing
Mapping
Free writing
Revising and editing
Participating in small and large groups
Researching to make connections to texts and classroom discussions
Learning centers
Collaborative projects
Answering questions (oral/written)
Summarizing
Debating
Analyzing texts, discussions, etc.
Paraphrasing
Peer teaching
Conferring

Interviewing (topic specific questioning/collecting data/creating questions)
 Competing in teams/debating about controversial topics and literary analysis
 Playing games
 Creating games
 Note taking/note making
 Drafting/writing

IV. Scope and Sequence

Skills	I = Introduction D = Developed in depth R = Reinforced
Demonstrate ability to listen effectively	D, R
Engage in formal debates and group discussion	D, R
Develop a paragraph with clear sense of cohesion	D, R
Employ mechanics to generate clear sentences	D, R
Utilize prewriting strategies including graphic organizers	D, R
Edit/revise drafts of manuscripts	D, R
Adapt writing style to a "given" audience	D
Recognize/use varied reference materials	D
Interpret information from multimedia sources	D
Engage in documentation of sources	D
Prepare (speech, essay, review reports) research papers	D
Compile a list of vocabulary words	D
Complete exercises antonyms, analogies, sentence completions	D
Practice strategies for improving comprehension	D

Recognize major literary forms	D
Identify themes	D
Place events in proper sequence	D
Infer character's motives	D
Explain author's purpose	D
Identify literary conventions (flashback, etc.)	D
Interpret figurative language	D
React to persuasive text	D
Respond to open-ended questions	D
Complete a standardized writing sample	D
Practice test-taking strategies (develop, improve)	D

V. Course Textbooks, Instructional Resources & Software

Textbook:

Collections, 2015, Houghton, Mifflin, Harcourt, 978-0-544-09020-0

Trimester 1 – Whole Class Reading Selections

Trimester 2 & 3 – Whole Class or Independent Reading Selections

Title	Copyright Date	Author	Publisher	ISBN
<i>The Poet X</i>	3/6/2018	Elizabeth Acevedo	Quill Tree Books	9780062662804
<i>With the Fire on High</i>	5/7/2019	Elizabeth Acevedo	Quill Tree Press	9780062662835

<i>Tears of a Tiger</i>	10/1/1994	Sharon M. Draper	Atheneum	9780689318788
<i>Here to Stay</i>	9/18/2018	Sara Farizan	Algonquin Books	9781616207007
<i>Let Me Hear a Rhyme</i>	5/21/2019	Tiffany D. Jackson	Katherine Tegen Books	9780062840325
<i>Restart</i>	5/30/2017	Gordon Korman	Scholastic Press	9781338053777
<i>Barely Missing Everything</i>	3/5/2019	Matt Mendez	Simon & Shuster	9781534404458
<i>Monster</i>	4/21/1999	Walter Dean Myers	Harper Collins Pub	9780060280772
<i>A Child Called It</i>	9/1/1995	Dave Pelzer	Heath Comm.	9781558743663
<i>The Field Guide of the North American Teenager</i>	1/8/2019	Ben Philippe	Balzer & Bray	9780062824110
<i>All American Boys</i>	9/29/2015	Jason Reynolds & Brendan Kiely	Atheneum/Caitlyn Dlouhy Books	9781481463331
<i>Dear Martin</i>	10/17/2017	Nic Stone	Crown Books	9781101939499
<i>The Hate U Give</i>	2/28/2017	Angie Thomas	Balzer + Bray	9780062498533
<i>I am Malala: How One Girl Stood Up for Education and Changed the World</i>	8/19/2014	Malala Yousafzai	Little, Brown Books	9780316327930

VI. Student Handout

Language Arts Lab

The Language Arts Lab curriculum strictly adheres to the New Jersey Student Learning Standards. The class serves as a support to further prepare students for the demands of college and career-readiness. These standards call for the progressive development of reading comprehension in order to allow students to gain a deeper understanding from fictional and informational text, as a means of preparing them for credit-bearing academic college courses as well as workforce training programs. Through reading an array of contemporary literature and challenging informational text in a range of subjects, students are expected to build knowledge, gain insights, explore possibilities, and broaden their perspectives. Moreover, the ability to write logical arguments based on substantive claims, sound reasoning, and relevant evidence, is a cornerstone of the writing standards, which are essential elements in the Language Arts Lab curriculum. In addition, just as media and technology are integrated throughout school and everyday life in the twenty-first century, skills related to media use (both critical analysis and production of media) are also integrated throughout the standards for Language Arts Lab.

Proficiencies:

Demonstrate listening abilities in various speaking situations.

Collaborate by sharing ideas, examples, and insights, productively and respectfully in informal conversation/discussion.

Master a list of common Greek and Latin root words.

Comprehend vocabulary provided in context.

Become familiar with antonyms, analogies, sentence completion.

Recognize the important differences between electronic and non-electronic communication, an awareness of electronic etiquette, and the implications of a permanent, global Internet.

Develop a paragraph/essay with a clear sense of cohesion.

Employ mechanics to produce clear, unambiguous sentences.

Combine and rearrange ideas to create an impact upon the reader.

Utilize pre-writing strategies in paragraphs, essays, and research projects.

Revise written material to make it more effective.

Develop awareness of the role of audience, writing as both a process and a product, and the various genres of writing.

Develop an awareness of the influence of technology on the format of both formal and informal writing.

Demonstrate and use textual and graphic organizers.

Recognize relevant details and infer new things from those details

Predict outcomes

Put events in chronological order
Interpret connotative meanings and differentiate them from denotative meanings
Write about themes as they relate to their own lives
Contrast the mood, plot, theme, characters, and settings from different works by the same author and by different authors
Identify archetypal elements from both literature and their own experiences.
Separate subjective from objective details
Describe the influence of time and place upon fact versus fiction
Understand the importance of source in nonfiction
Apply their understanding of nonfiction to evaluate a source for credibility
Develop an awareness of media messages and the evaluation and source credibility
Cite where they get their information from as it relates to their own lives
Demonstrate understanding of how technology influences nonfiction
Analyze conflict in novels.
Write about characters in a novel
Recognize symbolism, literary, and rhetorical devices used in novels.
Identify the themes of a novel.
Evaluate the novel
Understand character
Understand plot development
Understand cultural and temporal differences and similarities of theme
Appreciate details of setting
Distinguish how individual elements contribute to the novel as a whole

Appendix: Suggested Assignments

Unit 1:

Narrative Writing: Write a personal narrative in which you recall a time when you did not act in an appropriate manner. How you affected the other person? How you could have responded differently? How did you mature through that experience?

Textual Analysis: Using quotations from the book and/or reference to specific situations, analyze one character. What motivates this character? What character traits define him or her? Does this person change throughout the course of the book, and if so, in what way?

Reading Journals: Students will respond to a variety of teacher prompts about the novel they are reading and their reading experience.

Article of the Week (AOW): Students will respond to a variety of teacher prompts about the article and/or will write a reflection of their reading which might cover topics like; What makes the article relevant now? Why will it still matter later? What did you learn from this article? Did any of the information surprise you? What might you want to say to the author? What questions do you still have about the topic? What are some possible answers? How can you elaborate on any of the text-2-text, text-2-world, or text-2-self connections you made during annotation?

Schaffer Paragraph: Pre-benchmark and benchmark assessments, as well as assessment of the student's understanding of their anchor text, student's will respond using the Schaffer paragraph.

Formative Assessments: In the form of a quiz or writing assignment, will be given on the following topics: Plagiarism; Comma Rules; Simple Sentence Types; Schaffer Paragraph; Understanding within the anchor text.

Unit 2:

Narrative Writing: Complete the end of The Wife's Story from a given point.

Comparative Analysis: Students will compare and contrast two stories focusing on different perspectives, how two authors use literary devices and other elements of fiction to tell similar stories.

Novel Project:

- **Prequel, Sequel** - Write at least a five-page prequel or sequel to your novel to add additional information to the story as you imagine it to happen. Be sure to use dialogue and be sure to use it correctly. Although this is your additional material, the style of writing should stay true to the original text. You will share your prequel or sequel to the class.
- **Alternate Ending** - Were you surprised by the end of your novel? Think you can do better? Write at least a five-page ending to your novel as you think the story should have ended. Be sure to use dialogue and be sure to use it correctly. Although this is your ending, the style of writing should stay true to the original text. Stay in the same voice and writing style that the original author began. If you have not yet completed the book, work from that point forward.
- **Movie / Drama** - Choose a scene or several scenes from your story to act out. You can also create a new scene that wasn't in the novel i.e. - a new ending or an extension of a scene from the novel. This is not an impromptu production. Your scene must be mapped out and you should be following a script. You can video your actors doing the scene to ensure it turns out the way you want.

Article of the Week (AOW): Students will respond to a variety of teacher prompts about the article and/or will write a reflection of their reading which might cover topics like; What makes the article relevant now? Why will it still matter later? What did you learn from this article? Did any of the information surprise you? What might you want to say to the author? What questions do you still have about the topic? What are some possible answers? How can you elaborate on any of the text-2-text, text-2-world, or text-2-self connections you made during annotation?

Schaffer paragraph: Benchmark assessment; test based on anchor text or AOW. What character in the book is a static character & which is dynamic? How does the setting of the story impact what was happening in the time it was written?

Project: based on literary devices and figurative language. Students will research a number of literary devices and find definitions, examples, and a video clip displaying the term.

Formative Assessments: In the form of a quiz or writing assignment, can be given on the following topics: Literary devices; Figurative language; Sentence structure; Schaffer paragraph; Narrative Structure; Whole class text; if used

Unit 3:

Textual Writing: Compare two different books you have read -- how has your EXPERIENCE of reading them been different? If one was easier to read than the other, why? Really think about it, describe how it felt to read each title.

Novel project: Students will compose a short novel; rich in vocabulary, characters, figurative language, and all parts of Freytag's pyramid to show a command of the process of writing. They will defend choices made in setting, conflict, dialogue, character voice, and pacing.

Reading Journals: Students will respond to a variety of teacher prompts about their independent reading selection. Questions will revolve around the choices made by the writer and construction of the text overall.

Article of the Week (AOW): Students will respond to a variety of teacher prompts about the article and/or will write a reflection of their reading which might cover topics like; What makes the article relevant now? Why will it still matter later? What did you learn from this article? Did any of the information surprise you? What might you want to say to the author? What questions do you still have about the topic? What are some possible answers? How can you elaborate on any of the text-2-text, text-2-world, or text-2-self connections you made during annotation?

Schaffer paragraph: Benchmark assessment; test based on anchor text or AOW.

Project: based on anchor text, characters, and events.

Formative Assessment: In the form of a quiz or writing assignment, can be given on the following topics: Argumentative essay; short story draft; Narrative writings