

BCS Literacy Vision

Grade 11

Unit Overview

In this unit, students will read many stories about people and the human condition.

Students will be able to:

- Analyze narratives to understand how authors order the action, introduce and develop characters, and introduce and develop multiple themes.
- Expand your knowledge and use of academic and concept vocabulary.
- Write a narrative text that uses effective narrative techniques to develop fictional experiences, events, and characters.
- Conduct research projects of various lengths to explore a topic and clarify meaning.
- Make effective style choices regarding figurative language and dialect.
- Demonstrate an understanding of frequently confused words, passive voice, and sentence fragments.
- Collaborate with your team to build on the ideas of others, develop consensus, and communicate.
- Integrate audio, visuals, and text in presentations.

Essential Questions:

- ***What do stories reveal about the human condition?***

Anchor Text(s)

- Anchor Text, Short Story: "**Everyday Use**", Alice Walker (980L)
- Anchor Text, Short Story: "**Everything Stuck to Him**", Raymond Carver (460L)
- Anchor Text, Short Story: "**The Leap**", Louise Erdrich

Related Texts

Informational Texts

- Historical Perspectives: Focus Period 1950-Present, A Fast-Changing Society
- "**A Brief History of the Short Story**", D.F. McCourt (1270L)

Literary Texts

- **Old Man at the Bridge**, Ernest Hemingway (700L)
- Short Story: "**An Occurrence at Owl Creek Bridge**", Ambrose Bierce (1000L)
- Short Story: "**The Jilting of Granny Weatherall**", Katherine Anne Porter (780)
- Short Story: "**The Tell-Tale Heart**", Edgar Allan Poe (860L)
- Short Story: "**The Man to Send Rain Clouds**", Leslie Marmon Silko (910L)
- Short Story: "**Ambush**", Tim O'Brien (950L)
- Short Story: "**Housepainting**", Lan Samantha Chang (650L)

End-of-Unit Assessment:

Part 1: Writing to Sources: Narrative

Students will write short story in third-person point of view on the following prompt: How does a fictional character or characters respond to life-changing news?

Part 2: Speaking & Listening:

Students will use their narrative to conduct a storytelling session. Students will reflect on the unit goals, learning strategies, the text and what stories can reveal to us about people.

Week 1	
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Day 1	Instructional Plan
Text(s): SE pp 750-757	<p><u>Student Learning Target:</u> 11-12.L.VAU.6 Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> ○ Read “Old Man at the Bridge”. ○ Deepen their understanding of the human condition by reading, writing, speaking, listening, and presenting. ○ Be able to participate in discussions about blindness and sight. ○ Add new words to their Word Network as they read texts in the unit. ○ Write a summary of the Launch Text. ○ Participate in an activity related to the unit theme. ○ Write a response to the QuickWrite prompt: Which matters more – the present or the future? ○ Add notes and evidence that will be used to inform the Performance-Based Assessment.
Day 2	Instructional Plan
Text(s): SE pp 758-759	<p><u>Student Learning Target:</u></p> <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> ○ Listen actively. ○ Clarify by asking questions. ○ Monitor understanding. ○ Interact and share ideas.
Day 3	Instructional Plan
Text(s): Historical Perspective Focus Period: 1950-Present SE pp 760-763	<p><u>Student Learning Target:</u></p> <p>Students will:</p> <ul style="list-style-type: none"> ○ Read quotes that relate to the idea of individualism. ○ Discuss how this period in history is filled with conflict and destruction. ○ Discuss the human condition as a literary theme.

Day 4		Instructional Plan	
<p>Text(s):</p> <p>Everyday Use Alice Walker</p> <p>SE pp 764-774</p>	<p>Student Learning Target: 11-12.RL.KID.1 Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources. 11.RL.RRTC.10 Read and comprehend a variety of literature throughout the grades 11- 12 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed</p> <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> ○ Notice: Whom the story is about, what happens, where and when it happens, and why those involved react as they do ○ Annotate: Mark vocabulary and key passages to revisit ○ Connect: Ideas within selection to what you already know and have read ○ Respond: Complete Comprehension check by writing a brief summary of the selection ○ Complete comprehension questions. ○ Research one unfamiliar detail from the text. ○ Conduct research on an aspect of the text they find interesting. ○ Review the Close Read Model and complete the close read sections in the selection. ○ Respond to questions about the text, citing textual evidence. 		
Day 5		Instructional Plan	
<p>Text(s):</p> <p>Everyday Use Alice Walker</p> <p>SE pp 775-777</p>	<p>Student Learning Target: 11-12.L.CSE.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; consider complex and contested matters of usage and convention. 11-12.L.KL.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; consult references for guidance; and apply an understanding of syntax to the study of complex texts. 11-12.RL.KID.3 Analyze how an author’s choices regarding the development and interaction of characters, events, and ideas over the course of a text impact meaning.</p> <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> ○ Complete activities related to the Concept Vocabulary words: sidle; shuffle; furtive; cowering; awkward; hangdog ○ Complete activities related exocentric compounds. ○ Add new words to their Word Network as they read texts in the unit. ○ Identify examples of everyday and formal English. 		
Week 2			
Day 6		Instructional Plan	
<p>Text(s):</p> <p>Everyday Use Alice Walker</p>	<p>Student Learning Target: 11-12.SL.CC.1 Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th and 12th grade topics, texts, and issues, building on others’ ideas and expressing one’s own ideas clearly and persuasively. 11-12.W.TTP.3 Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.</p>		

<p>SE pp 778-779</p>	<p>11-12.W.TTP.3.a Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing point of view, and introducing a narrator/speaker and/or characters. 11-12.W.TTP.3.b Sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome. 11-12.W.TTP.3.c Create a smooth progression of experiences or events. 11-12.W.TTP.3.d Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters. 11-12.W.TTP.3.e Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> ○ Write a narrative retelling an event from “Everyday Use” from the perspective of a character other than Mama. ○ Have a discussion about what factors lead a person to embrace, reject, or feel neutral about his or her heritage. ○ Add notes and evidence that will be used to inform the Performance-Based Assessment. ○ Add new words to their Word Network as they read texts in the unit. ○ Complete Selection Test.
<p>Day 7</p>	<p>Instructional Plan</p>
<p>Text(s): Everything Stuck to Him Raymond Carver SE pp 780-789</p>	<p>Student Learning Target: 11.RL.RRTC.10 Read and comprehend a variety of literature throughout the grades 11- 12 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.</p> <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> ○ Notice: Whom the story is about, what happens, where and when it happens, and why those involved react as they do ○ Annotate: Mark vocabulary and key passages to revisit ○ Connect: Ideas within selection to what you already know and have read ○ Respond: Complete Comprehension check and by writing a brief summary of the selection ○ Complete comprehension questions. ○ Research one unfamiliar detail from the text. ○ Research an aspect of the text they find interesting. ○ Review the Close Read Model and complete the close read sections in the selection. ○ Respond to questions about the text, citing textual evidence. ○ Write notes about the internal story in “Everything Stuck to Him”.
<p>Day 8</p>	<p>Instructional Plan</p>
<p>Text(s): Everything Stuck to Him Raymond Carver SE pp 790-791</p>	<p>Student Learning Target: 11-12.L.CSE.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; consider complex and contested matters of usage and convention. 11-12.L.KL.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; consult references for guidance; and apply an understanding of syntax to the study of complex texts.</p> <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> ○ Complete activities related to the Concept Vocabulary words: waterfowl; letterhead; overcast; shotgun. ○ Find examples of endocentric compounds. ○ Add new words to their Word Network as they read texts in the unit. ○ Analyze examples of pronouns in the story.

Day 9	Instructional Plan
<p>Text(s):</p> <p>Everything Stuck to Him Raymond Carver</p> <p>SE pp 792-793</p>	<p>Student Learning Target:</p> <p>11-12.RL.KID.3 Analyze how an author’s choices regarding the development and interaction of characters, events, and ideas over the course of a text impact meaning.</p> <p>11-12.SL.PKI.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective so that listeners can follow the line of reasoning; address alternative or opposing perspectives; and organize and develop substance and style appropriate to task, purpose, and audience.</p> <p>11-12.SL.PKI.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>11-12.W.TTP.3.a Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing point of view, and introducing a narrator/speaker and/or characters.</p> <p>11-12.W.TTP.3.b Sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome.</p> <p>11-12.W.TTP.3.c Create a smooth progression of experiences or events.</p> <p>11-12.W.TTP.3.d Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters.</p> <p>11-12.W.TTP.3.e Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> ○ Write a narrative scene after researching colic. ○ Improvise a dialogue between the father and his daughter that continues their conversation. Add notes and evidence that will be used to inform the Performance-Based Assessment. ○ Add notes and evidence that will be used to inform the Performance-Based Assessment. ○ Complete Selection Test.
Day 10	Instructional Plan
<p>Text(s):</p> <p>The Leap Louise Erdrich</p> <p>SE pp 802-803</p>	<p>Student Learning Targets:</p> <p>11.RL.RRTC.10 Read and comprehend a variety of literature throughout the grades 11- 12 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.</p> <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> ○ Notice: Whom the story is about, what happens, where and when it happens, and why those involved react as they do ○ Annotate: Mark vocabulary and key passages to revisit ○ Connect: Ideas within selection to what you already know and have read ○ Respond: Complete Comprehension check and by writing a brief summary of the selection ○ Complete comprehension questions. ○ Research one unfamiliar detail from the text.
Week 3	
Day 11	Instructional Plan
<p>Text(s):</p> <p>The Leap Louise Erdrich</p> <p>SE pp 802-803</p>	<p>Student Learning Target:</p> <p>11-12.RL.KID.1 Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.</p> <p>11-12.RL.KID.3 Analyze how an author’s choices regarding the development and interaction of characters, events, and ideas over the course of a text impact meaning.</p>

	<ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> ○ Review the Close Read Model and complete the close read sections in the selection. ○ Respond to questions about the text, citing textual evidence. ○ Write notes about the internal story in “Everything Stuck to Him”.
Day 12	Instructional Plan
<p>Text(s):</p> <p>The Leap Louise Erdrich</p> <p>SE pp 804-805</p>	<p>Student Learning Target:</p> <p>11-12.L.VAU.4.b Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase.</p> <p>11-12.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings and language that is stylistically poignant and engaging.</p> <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> ○ Complete activities related to the Concept Vocabulary words: encroaching; instantaneously; anticipation; constricting; perpetually; superannuated ○ Complete activities finding the Latin root –strict-. ○ Add new words to their Word Network as they read texts in the unit. ○ Analyze motifs in “The Leap.”
Day 13	Instructional Plan
<p>Text(s):</p> <p>The Leap Louise Erdrich</p> <p>SE pp 806-807</p>	<p>Student Learning Target:</p> <p>11-12.SL.PKI.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective so that listeners can follow the line of reasoning; address alternative or opposing perspectives; and organize and develop substance and style appropriate to task, purpose, and audience.</p> <p>11-12.W.TTP.3 Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.</p> <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> ○ Write an anecdote about an event in their past. ○ Choose a quote and explain how it connects to the plot and themes of the story. ○ Add notes and evidence that will be used to inform the Performance-Based Assessment. ○ Complete Selection Test.
Day 14	Instructional Plan
<p>Text(s):</p> <p>PERFORMANCE TASK: WRITING FOCUS Write a Narrative</p> <p>SE pp 808-810</p>	<p>Student Learning Target:</p> <p>11-12.W.TTP.3 Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.</p> <p>11-12.W.TTP.3.a Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing point of view, and introducing a narrator/speaker and/or characters.</p> <p>11-12.W.TTP.3.b Sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome.</p> <p>11-12.W.TTP.3.c Create a smooth progression of experiences and events.</p> <p>11-12.W.TTP.3.d Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters.</p> <p>11-12.W.TTP.3.e Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>11-12.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.</p>

	<ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> ○ Write a fictional narrative that answers the question: How do stressful situations often reveal the best and worst in people? ○ Focus on a conflict. ○ Create a story chart, develop your characters, and connect to texts. ○ Organize and write a first draft.
Day 15	Instructional Plan
<p>Text(s):</p> <p>PERFORMANCE TASK: WRITING FOCUS Write a Narrative</p> <p>SE pp 811-815</p>	<p>Student Learning Targets:</p> <p>11-12.L.CSE.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; consider complex and contested matters of usage and convention of a word or a phrase.</p> <p>11-12.L.VAU.4.c Consult reference materials, both print and digital, to find the pronunciation of a word or phrase.</p> <p>11-12.W.TTP.3 Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.</p> <p>11-12.W.TTP.3.a Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing point of view, and introducing a narrator/speaker and/or characters.</p> <p>11-12.W.TTP.3.b Sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome.</p> <p>11-12.W.TTP.3.c Create a smooth progression of experiences over events.</p> <p>11-12.W.TTP.3.e Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> ○ Look for ways to incorporate dialogue into their writing. ○ Evaluate and revise draft utilizing peer reviews. ○ Edit for conventions and proofread for accuracies. ○ Create a final version of their narrative and share in small groups. ○ Reflect on their narratives.
Week 4	
Day 16	Instructional Plan
<p>Text(s):</p> <p>Small-Group Learning</p> <p>SE pp 816-819</p>	<p>Student Learning Targets:</p> <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> ○ Preview the selections in the unit and discuss how they relate to the EQ and unit topic. ○ Make a schedule with group for completing tasks. ○ Choose specific roles for each member.
Day 17	Instructional Plan
<p>Text(s):</p> <p>A Brief History of the Short Story D.F. McCourt</p>	<p>Student Learning Targets:</p> <p>11-12.L.CSE.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; consider complex and contested matters of usage and convention.</p>

<p>SE pp 820-827</p>	<p>11-12.L.VAU.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 11th and 12th grade-level text by choosing flexibly from a range of strategies.</p> <p>11-12.L.VAU.4.a Use context as a clue to the meaning of a word or a phrase.</p> <p>11-12.L.VAU.4.b Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase.</p> <p>11-12.RI.KID.3 Analyze how an author’s choices regarding the ordering of ideas and events, the introduction and development of ideas, and connections among ideas impact meaning.</p> <p>11-12.RI.CS.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her own exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>11.RI.RRTC.10 Read and comprehend a variety of literary nonfiction throughout the grades 11-12 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.</p> <p>11-12.W.RBPK.7 Conduct and write short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem by narrowing or broadening the inquiry when appropriate, synthesizing multiple sources on the subject, and demonstrating a new understanding of the subject under investigation.</p> <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> ○ Notice: the general ideas of the text. What is it about? Who is involved? ○ Annotate: Mark vocabulary and key passages to revisit ○ Connect: Ideas within selection to what you already know and have read ○ Respond: Complete Comprehension check by writing a brief summary of the selection ○ Complete comprehension questions. ○ Research one aspect of the text they find interesting. ○ Review the Close Read Model and complete the close read sections in the selection. ○ Respond to questions about the text, citing textual evidence. ○ Complete activities related to the Concept Vocabulary words: supplanted; ascendant; renaissance. ○ Add new words to their Word Network as they read texts in the unit. ○ Analyze how the author structures events in the story. ○ Label sentences as either passive or active. ○ Create a research report that relates to the story. ○ Add notes and evidence that will be used to inform the Performance-Based Assessment. ○ Complete Selection Test.
<p>Day 18</p>	<p>Instructional Plan</p>
<p>Text(s):</p> <p>An Occurrence at Owl Creek Bridge Ambrose Bierce</p> <p>SE pp 828-838</p>	<p>Student Learning Target:</p> <p>11-12.L.VAU.4.a Use context as a clue to the meaning of a word or a phrase.</p> <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> ○ Notice: Who or what is “speaking” the poem and whether the poem tells a story or describes a single moment. ○ Annotate: Mark vocabulary and key passages to revisit ○ Connect: Ideas within selection to what you already know and have read ○ Respond: Complete Comprehension check and write a brief summary of the selection ○ Notice, Annotate, Connect, Respond as they read the selection the first time. ○ Complete comprehension questions. ○ Research one unfamiliar detail from the text. ○ Conduct research on an aspect of the text they find interesting.

Day 19	Instructional Plan
<p>Text(s):</p> <p>An Occurrence at Owl Creek Bridge Ambrose Bierce</p> <p>SE p 839</p>	<p>Student Learning Target:</p> <p>11-12.L.VAU.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 11th and 12th grade-level text by choosing flexibly from a range of strategies.</p> <p>11-12.L.VAU.4.b Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase.</p> <ul style="list-style-type: none">• Students will:<ul style="list-style-type: none">○ Complete activities related to the Concept Vocabulary words: etiquette; deference; dictum.○ Add new words to their Word Network as they read texts in the unit.
Day 20	Instructional Plan
<p>Text(s):</p> <p>An Occurrence at Owl Creek Bridge Ambrose Bierce</p> <p>SE p 840</p>	<p>Student Learning Target:</p> <p>11-12.RL.CS.5 Analyze how an author's choices concerning the structure of specific parts of a text contribute to its overall structure, meaning, and aesthetic impact.</p> <ul style="list-style-type: none">• Students will:<ul style="list-style-type: none">○ Analyze figurative language.

Week 5

Day 21	Instructional Plan
<p>Text(s):</p> <p>An Occurrence at Owl Creek Bridge Ambrose Bierce</p> <p>SE p 841</p>	<p>Student Learning Target:</p> <p>11-12.L.CSE.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; consider complex and contested matters of usage and convention.</p> <p>11-12.L.KL.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; consult references for guidance; and apply an understanding of syntax to the study of complex texts.</p> <p>11.RL.RRTC.10 Read and comprehend a variety of literature throughout the grades 11- 12 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.</p> <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> ○ Notice how the author uses a device known as asyndeton. ○ Complete selection test.
Day 22	Instructional Plan
<p>Text(s):</p> <p>The Jilting of Granny Weatherall Katherine Anne Porter</p> <p>SE pp 842-852</p>	<p>Student Learning Target:</p> <p>11-12.L.VAU.4.b Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase.</p> <p>11.RL.RRTC.10 Read and comprehend a variety of literature throughout the grades 11- 12 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.</p> <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> ○ Notice: Whom the story is about, what happens, where and when it happens, and why those involved react as they do ○ Annotate: Mark vocabulary and key passages to revisit ○ Connect: Ideas within selection to what you already know and have read ○ Respond: Complete Comprehension check and write a brief summary of the selection ○ Notice, Annotate, Connect, Respond as they read the selection the first time. ○ Complete comprehension questions. ○ Research one unfamiliar detail from the text. ○ Research one aspect of the text they find interesting.

Day 23	Instructional Plan
<p>Text(s):</p> <p>The Jilting of Granny Weatherall Katherine Anne Porter</p> <p>SE pp 853</p>	<p>Student Learning Target: 11-12.L.VAU.4.b Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase.</p> <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> ○ Review the Close Read Model and complete the close read sections in the selection. Respond to questions about the text, citing textual evidence. ○ Complete activities related to the Concept Vocabulary words: hypodermic; clammy; dyspepsia. ○ Add new words to their Word Network as they read texts in the unit.
Day 24	Instructional Plan
<p>Text(s):</p> <p>The Jilting of Granny Weatherall Katherine Anne Porter</p> <p>SE pp 854-855</p>	<p>Student Learning Targets: 11-12.RL.CS.5 Analyze how an author's choices concerning the structure of specific parts of a text contribute to its overall structure, meaning, and aesthetic impact.</p> <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> ○ Analyze stream of consciousness, flashbacks and narrative point of view in the reading. ○ Identify metaphors or similes in the passage.
Day 25	Instructional Plan
<p>Text(s):</p> <p>The Jilting of Granny Weatherall Katherine Anne Porter</p> <p>SE pp 856-857</p>	<p>Student Learning Targets: 11-12.RL.CS.5 Analyze how an author's choices concerning the structure of specific parts of a text contribute to its overall structure, meaning, and aesthetic impact. 11-12.SL.PKI.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. 11-12.W.TTP.2 Write informative/explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.</p> <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> ○ Write a comparison of two stories they have studied then present to the class. ○ Add notes and evidence that will be used to inform the Performance-Based Assessment.

Week 6	
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Day 26	Instructional Plan
<p>Text(s):</p> <p>PERFORMANCE TASK: Speaking and Listening Focus Present a Narrative</p> <p>SE pp 858-859</p>	<p>Student Learning Target: 11-12.SL.CC.1 Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th and 12th grade topics, texts, and issues, building on others' ideas and expressing one's own ideas clearly and persuasively. 11-12.W.TTP.3 Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences. 11-12.W.TTP.3.b Sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome.</p> <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> ○ Develop a stream-of-consciousness narrative the reviews how the technique is used in the short stories. ○ Analyze the text, draft the narrative, plan use of media, and organize the presentation. ○ Practice the narrative, film, present and evaluate. ○ Present as a group and use checklist items to evaluate.
Day 27	Instructional Plan
<p>Text(s):</p> <p>INTRODUCE INDEPENDENT LEARNING</p> <p>SE pp 860-861</p>	<p>Student Learning Target:</p> <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> ○ Create a Schedule. ○ Practice what you have learned. ○ Take notes. ○ Preview the selections in the unit and discuss how they relate to the EQ and unit topic.
Day 28	Instructional Plan
<p>Text(s):</p> <p>INDEPENDENT LEARNING</p> <p>SE pp 862-864</p>	<p>Student Learning Target: 11.RL.RRTC.10 Read and comprehend a variety of literature throughout the grades 11- 12 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed. 11.RI.RRTC.10 Read and comprehend a variety of literary nonfiction throughout the grades 11-12 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed. 11-12.SL.CC.1 Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th and 12th grade topics, texts, and issues, building on others' ideas and expressing one's own ideas clearly and persuasively.</p> <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> ○ Notice, Annotate, Connect, Respond as they read the selection the first time. ○ Will review the Close Read Model and complete the close read sections in the selection. ○ Respond to questions about the text, citing textual evidence.

- Write about a paragraph that grabbed their interest.
- Share what they learned from independent learning with a group and reflect on how it adds to their understanding of the human condition.

Day 29**Instructional Plan**

Text(s):

PERFORMANCE-BASED ASSESSMENT

SE pp 865-867

Student Learning Target:

11-12.W.TTP.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.

11-12.W.TTP.1.a Introduce precise claim(s).

11-12.W.TTP.1.b Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

11-12.W.TTP.1.c Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence.

11-12.W.TTP.1.d Provide a concluding statement or section that follows from and supports the argument presented.

11-12.W.TTP.1.e Use precise language and domain-specific vocabulary to manage the complexity of the topic.

11-12.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

- Students will:

- Evaluate the strength of their content.
- Add notes and evidence that will be used to inform the Performance-Based Assessment.
- Write a short story answering how fictional characters respond to life-changing news.
- Use the rubric to guide their revisions.

Day 30**Instructional Plan**

Text(s):

PERFORMANCE-BASED ASSESSMENT

SE pp 867-869

Student Learning Target:

11-12.SL.CC.1 Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th and 12th grade topics, texts, and issues, building on others' ideas and expressing one's own ideas clearly and persuasively.

1-12.SL.PKI.5 Make strategic use of digital media and visual displays in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

- Students will:

- Conduct a storytelling session.
- Reflect on Unit goals, learning strategies, and the text.