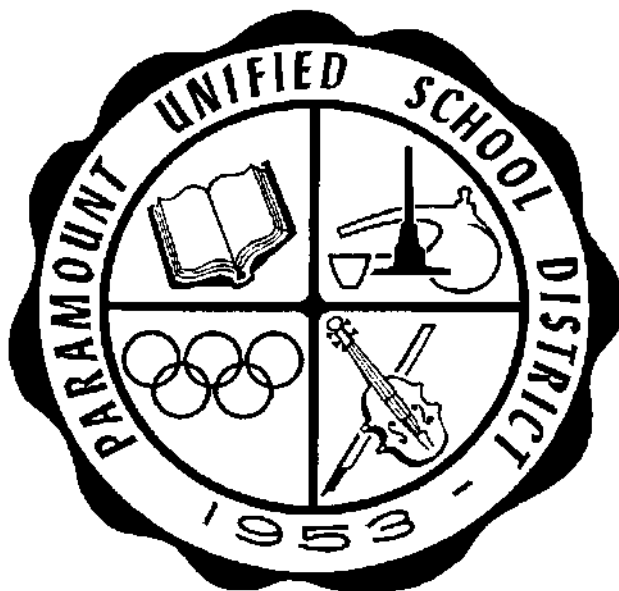


Paramount Unified School District
Educational Services



***English Language Arts 3
Curriculum Guide
Units 4
2016-2017***



Unit Focus: Characterization

Standards	Transfer Goals		
<p>Reading</p> <p>RL. 11-12.1: Cite textual evidence, identify uncertainty, and draw inferences.</p> <p>RL. 11-12.2: Determine two or more themes/central ideas in a text, how themes develop, how themes interact and intertwine with one another.</p> <p>RL. 11-12.3: Analyze the impact of author’s craft on a story.</p> <p>RL. 11-12.4: Defining and analyzing figurative language and connotation and its effect on tone and other elements of author’s craft.</p> <p>RL. 11-12.7: Analyze multiple interpretation of a story, drama, or poem and evaluate how each version interprets the source text.</p> <p>RL. 11-12.9: Demonstrate knowledge of eighteenth, nineteenth, and early twentieth century foundational works of American literature , including how two or more texts from the same period treat similar themes or topics.</p> <p>RI. 11-12.1: Cite textual evidence, identify uncertainty, and draw inferences.</p> <p>RI. 11-12.2: Determine two or more themes/central ideas in a text, how themes develop, how themes interact and intertwine with one another.</p> <p>RI. 11-12.4: Defining and analyzing figurative language</p> <p>RI. 11-12.5: Analyze how the structure and format influences the author’s purpose and how it validates the exposition or argument of the text.</p>	<p>Understandings</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Authors create archetypal characters to explore universal themes. • Authors use setting, plot, narration, dialogue, and action to develop characters. • Protagonists are the central character(s) or leading figure(s) in a text but they are not necessarily purely good. • Antagonists are characters, groups of characters, social or natural forces which stand in opposition to the protagonist but they are not necessarily evil. • The internal and external conflicts of the characters help drive the plot. • Author’s make very conscious and careful decisions about structure, diction, and tone when writing a story or poem. • An author’s works can be affected by the time period in which they lived. 	<p>Essential Questions</p> <p><i>Students will keep considering...</i></p> <ul style="list-style-type: none"> • How does an author use archetypal characters to help develop universal themes? • How do authors develop characters? • What characteristics make up a protagonist and antagonist? • How does internal and external conflict drive the plot of stories? • How does structure, diction, and tone affect the development and meaning of stories and poems? • How do events during an author’s life affect the author’s writing? 	<p>Resources</p> <p><u>Anchor Text:</u> <i>Of Mice and Men</i> by John Steinbeck</p> <p><u>Literary:</u> Poem “To Julia de Burgos” by Julia de Burgos Short Story “I Want a Wife”</p> <p><u>Informational:</u> Background on Steinbeck Background on The Dust Bowl</p> <p><u>Non-Print:</u> Movie <i>Of Mice and Men</i></p>

Writing

W. 11-12.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W. 11-12.4: Establish an author's craft that is appropriate for the purpose and audience.

W. 11-12.7: Conduct research project in order to solve a problem using multiple sources.

W. 11-12.8: Evaluate the validity of multiple multi-modal sources

W. 11-12.9: Use textual evidence to support analysis, reflection, and research.

Speaking and Listening

SL. 11-12.1: Participate in a range of collaborative discussions.

SL. 11-12.3: Evaluate a speaker's point of view.

Language

L. 11-12.1: Standard English grammar conventions

L. 11-12.2: Standard English capitalization, punctuation, and spelling.

L. 11-12.5: Figurative Language and word relationships.

L. 11-12.6: Academic and domain specific words.

Knowledge

Students will need to know...

- Indirect Characterization
- Direct Characterization
- Tone
- Plot
- Setting
- Motivation
- Protagonist
- Antagonist
- Archetype/Archetypal Characters (hero, villain, damsel in distress, mentor, scapegoat, temptress, outcast)
- Internal Conflict
- External Conflict
- Character Types: (static, dynamic, round, flat)
- Foil
- Aspirations
- Delineate
- Text Structure/Format

Skills

Students will need to develop skill at...

- Researching and delineating the characteristics and qualities that define various types of archetypal characters.
- Identifying archetypal characters within a text.
- Analyzing how an author uses setting, plot, narration, dialogue, and action to develop characters and establish tone.
- Delineating the textual evidence that validates a character's internal and external conflicts.
- Identifying protagonists, antagonists, and foils in literary texts and analyzing the impact of these characters on the development of other characters and the plot.
- Differentiating between static, dynamic, round, and flat characters using textual evidence.



INSTRUCTIONAL SEQUENCE

LESSON 1: 1 DAY

TEXT(S):

Essential Vocab. Power-point & Worksheet

STANDARDS:

RL. 11-12.2 – Determine two or more themes or central ideas and analyze their development over the course of the text.

RL. 11-12.4 – Determine the meaning of words and phrases as they are used in the text, including figurative language and connotative meanings.

ACADEMIC VOCABULARY:

- Indirect Characterization
- Direct Characterization
- Tone
- Plot
- Setting
- Motivation
- Protagonist
- Antagonist
- Archetype/Archetypal Characters (hero, villain, damsel in distress, mentor, scapegoat, temptress, outcast)
- Internal Conflict
- External Conflict
- Character Types: (static, dynamic, round, flat)
- Foil
- Aspirations
- Delineate
-

TEXT DESCRIPTION: Definitions of Essential Vocabulary and practice using a complete the definitions form and a story analysis.

UNIT UNDERSTANDING:

- Authors **create archetypal** characters to explore universal **themes**.
- Authors use **setting, plot, narration, dialogue, and action** to develop characters.
- Protagonists are the **central character(s)** or leading figure(s) in a text but they are not necessarily purely good.
- **Antagonists** are characters, groups of characters, social or natural forces which stand in opposition to the **protagonist** but they are not necessarily evil.
- The **internal and external conflicts** of the **characters** help drive the plot.
- Author’s make very conscious and careful decisions about **structure, diction and tone** when writing a story or poem.

LESSON UNDERSTANDING(S):

- Essential vocabulary serves as a tool to better understand a text.

ESSENTIAL QUESTION(S):

- How do authors develop **characters**?
- What characteristics make up a **protagonist and antagonist**?
- How does **internal and external conflict drive the plot** of stories?
- How do **structure, diction and tone** affect the development and meaning of stories and poems?
- How does an author use **archetypal characters** to help develop universal themes?

FOCUS QUESTION (S):

- How does the ability to identify the literary strategies used by the author help in the interpreting of literature?

LESSON OVERVIEW:

1. The teacher will review the essential vocabulary via the power-point presentation.
2. The students will reflect their knowledge of the vocabulary by doing the definition completion worksheet.

READ THE TEXT:

- Independent or pair reading

UNDERSTAND THE TEXT:

- Text-dependent questions completed independently or in pairs

EXPRESS UNDERSTANDING:

- Pair-Share of evidence-based answers
- Class Discussion of the evidence-based answers



INSTRUCTIONAL SEQUENCE

LESSON 2: 2 DAYS

TEXT: “To Julia de Burgos” Julia De Burgos

STANDARDS:

RL. 11-12.1: Cite textual evidence, identify uncertainty, and draw inferences.

RL. 11-12.3: Analyze the impact of author’s craft on a story.

W. 11-12.9: Use textual evidence to support analysis, reflection, and research.

SL. 11-12.3: Evaluate a speaker’s point of view.

ACADEMIC VOCABULARY:

- Direct Characterization
- Indirect Characterization
- Internal Conflict
- External Conflict

TEXT DESCRIPTION: Puerto Rican poet, Julia de Burgos’ introspective poem “A Julia de Burgos” examines the role of women in society. Through it, she questions the gender expectations of women from society and the expectations a woman should have for herself in comparison.

UNIT UNDERSTANDING(S):

- The internal and external conflicts of the characters help drive the plot.
- Author’s make very conscious and careful decisions about structure, tone and tone when writing a story or poem

LESSON UNDERSTANDING(S):

- A character’s (in this case, the speaker’s) internal and external conflict help drive the poem.
- Protagonists and antagonists have different characteristics, even if they are the same person.

ESSENTIAL QUESTION(S):

- How do structure, diction and tone affect the development and meaning of stories and poems?
- How does internal and external conflict drive the plot of stories?
- What characteristics make up a protagonist and antagonist?

FOCUS QUESTION(S):

- How is Burgos’ poem a reflection not only of herself, but of society as well?
- Is Burgos a protagonist, an antagonist or both?

LESSON OVERVIEW: The students, for two days, will read and analyze Julia de Burgos’ poem, “To Julia de Burgos”. During day one, the students will read the poem and complete a “Double Bubble Map”. On the second day, the students will re-read the poem and begin to look above the surface of comprehension and analyze how the structure and diction of the poem creates theme and meaning by answering the text-dependent questions.

READ THE TEXT:

- Whole class read of the poem.
- Multiple partner and independent reads of the poem when answering text-dependent questions and completing the double-bubble map.

UNDERSTAND THE TEXT:

- Close Read strategies – annotating of poem,

EXPRESS UNDERSTANDING:

- Completion of Double Bubble Map, class discussion, and text-dependent questions.



INSTRUCTIONAL SEQUENCE

LESSON 3: 2 DAYS

RESOURCE(S): Text of the essay “I Want a Wife” by Judy Brady

STANDARDS:

RL. 11-12.1: Cite textual evidence, identify uncertainty, and draw inferences.

L. 11-12.1: Standard English grammar conventions.

ACADEMIC VOCABULARY:

- **Tone**
- **Diction**
- **Motivation**
- **Aspirations**

RESOURCE DESCRIPTION: Judy Brady’s essay “I Want a Wife” is a humorous piece that gives multiple reasons about why anyone would want a wife in their life.

UNIT UNDERSTANDING(S):

- Author’s make very conscious and careful decisions about structure, diction and tone when writing a story, essay or poem.

LESSON UNDERSTANDING(S):

- Students will justify why someone would want a wife by citing evidence from the text that support why anyone would want a wife.

ESSENTIAL QUESTION(S):

- How do authors develop characters?
- How do structure, diction and tone affect the development and meaning of stories, essays and poems?

FOCUS QUESTION(S):

- What is the author’s central idea about wanting a wife?
- What are the characteristics of a “wife”?
- What is the tone of the essay? How does Judy Brady’s use of diction help create the tone?

LESSON OVERVIEW: In small groups of 2-3, students will read Judy Brady’s essay “I Want a Wife.” As they go through the essay, students will cite textual evidence that relay the central idea of why someone would want a wife. After all of the textual evidence has been cited, students will take the text a step further by coming up with a reason of their own on why someone would want a wife. Students will explain the benefit of the reason they came up with.

READ THE TEXT:

- ❖ Small group reading of the text

UNDERSTAND THE TEXT:

- ❖ Close Read strategies
- ❖ Text-dependent questions

EXPRESS UNDERSTANDING:

- ❖ Constructed Response question with a Thinking Map Bra



LESSON 4: 5 DAYS

TEXT(S):

Articles on Archetypes

STANDARDS:

- RI. 11-12.1: Cite textual evidence, identify uncertainty, and draw inferences.
- RI. 11-12.4: Defining and analyzing figurative language
- RI. 11-12.7: Integrate and evaluate multiple sources of information presented in different media or formats.
- W. 11-12.7: Conduct research project in order to solve a problem using multiple sources.
- W. 11-12.9: Use textual evidence to support analysis, reflection, and research.
- SL. 11-12.1: Participate in a range of collaborative discussions.
- SL. 11-12.3: Evaluate a speaker's point of view.
- L. 11-12.6: Academic and domain specific words.

ACADEMIC VOCABULARY:

Archetype

Archetypal Characters:

hero, villain, mentor, seductress, damsel in distress, outcast, innocent,

TEXT DESCRIPTION: A collection of teacher selected articles that define the different types of archetypal characters that will be the focus when reading Of Mice and Men.

UNIT UNDERSTANDING(S):

- Authors create archetypal characters to explore universal themes.

LESSON UNDERSTANDING(S):

- Many types of archetypal characters can exist in a single text
- Archetypal characters contribute to the development of plot and theme.

ESSENTIAL QUESTION(S):

- How does an author use archetypal characters to help develop universal themes?
- How do authors develop characters?

FOCUS QUESTION(S):

- What is an archetype?
- What are the characteristics of the seven major archetypal characters?

LESSON OVERVIEW: Since characterization is the central focus of the reading of Of Mice and Men, students need to have a clear understanding of what archetypes are in order to make the in-depth analysis and connections of how these archetypes develop the theme of the novella. In addition, reading multiple articles allows students to synthesize information and formulate conclusions that will be presented to their classmates.

Day 1-3: Students read, discuss, and complete their graphic organizer in groups. Students should prepare their poster individually and be prepared to present on day four.

Day 4-5: Students sit in groups and present their information. The rest of the group takes notes on the presented archetype by completing the provided handout.

READ THE TEXT:

- Independent reading of the articles

UNDERSTAND THE TEXT:

- Annotation of the text for key ideas.
- Answering of questions on Thinking Map for development of poster.

EXPRESS UNDERSTANDING:

- Group discussion of articles to gather the most essential information to complete the graphic organizer.
- Creation of poster and presentation for classmates that reflects the key elements and explanation of their archetype.
- As students read the novella, understanding of archetypes should be reflected throughout class discussion and answering of text-dependent questions.



INSTRUCTIONAL SEQUENCE

LESSON 5: 2 DAYS

TEXT(S):

SBAC Review Matching Exercise
SBAC Jeopardy Game 1 & 2

STANDARDS:

RL. 11-12.3: Analyze the impact of author’s craft on a story.

RL. 11-12.4: Defining and analyzing figurative language and connotation and its effect on tone and other elements of author’s craft.

RI. 11-12.4: Defining and analyzing figurative language

RI. 11-12.5: Analyze how the structure and format influences the author’s purpose and how it validates the exposition or argument of the text.

L. 11-12.5: Figurative Language and word relationships.

L. 11-12.6: Academic and domain specific words.

ACADEMIC VOCABULARY:

- Tone
- Plot
- Setting
- Protagonist
- Antagonist
- Archetypal Characters
- Conflict (Internal/External)
- Character Types:
- Genres
- Parts of an Argument
- Figurative Language
- Test-Taking Skills
-

TEXT DESCRIPTION: Review Definitions of Essential Vocabulary and Practice using a matching form and a Jeopardy-Style Game

UNIT UNDERSTANDING(S):

- Authors **create archetypal** characters to explore universal **themes**.
- Authors use **setting, plot, narration, dialogue, and action** to develop characters.
- Protagonists are the **central character(s)** or leading figure(s) in a text but they are not necessarily purely good.
- **Antagonists** are characters, groups of characters, social or natural forces which stand in opposition to the **protagonist** but they are not necessarily evil.
- The **internal and external conflicts** of the **characters** help drive the plot.
- Author’s make very conscious and careful decisions about **structure, diction and tone** when writing a story or poem.

LESSON UNDERSTANDING(S):

- Reviewing and practicing using essential vocabulary builds confidence and competence in preparation for the SBAC.

ESSENTIAL QUESTION(S):

- How do authors develop **characters**?
- What characteristics make up a **protagonist and antagonist**?
- How does **internal and external conflict drive the plot** of stories?
- How do **structure, diction and tone** affect the development and meaning of stories and poems?
- How does an author use **archetypal characters** to help develop universal themes?

FOCUS QUESTION(S):

- How will this academic vocabulary help students with the SBAC?
- What does (insert vocabulary word) mean?

LESSON OVERVIEW: Summary of the Lesson Focus

1. The students will work in pairs to review the essential vocabulary by completing the matching exercise.
2. The students will practice the vocabulary by playing the two Jeopardy-Style Games.

READ THE TEXT (Day 1):

- Pair reading of the definitions in the matching exercise.

UNDERSTAND THE TEXT (Day 1):

- Pair completion of the exercise matching definitions with essential terms.

EXPRESS UNDERSTANDING (Day 2):

- Class is divided into two teams to play the SBAC Review Jeopardy-Style Game (The class could be divided into four teams with the two teams playing the first Jeopardy Game and the two teams playing the second Jeopardy Game).



INSTRUCTIONAL SEQUENCE

LESSON 6: 4 DAYS

TEXT(S): Articles on The Great Depression and Dust Bowl, PowerPoint on the life and works of John Steinbeck, “To A Mouse” by Robert Burns

STANDARDS:

RI. 11-12.1: Cite textual evidence, identify uncertainty, and draw inferences.

RI. 11-12.2: Determine two or more themes/central ideas in a text, how themes develop, how themes interact and intertwine with one another.

ACADEMIC VOCABULARY:

- Tone
- Characterization
- Plot
- Setting
- Motivation

TEXT DESCRIPTION: The articles about The Great Depression and Dust Bowl give background information about the setting of the novella *Of Mice and Men*. The PowerPoint on the life and works of John Steinbeck gives information about the man himself and insight into why he wrote the novella *Of Mice and Men*. The poem “To A Mouse” by Robert Burns is the inspiration for the title of the novella *Of Mice and Men* and shares with the novella a common focus on the tragedy of unfulfilled dreams.

UNIT UNDERSTANDING(S):

- ❖ An author’s works can be affected by the time period in which the author lived.

LESSON UNDERSTANDING(S):

- ❖ Steinbeck was influenced by his reading and the events of the Great Depression and the Dustbowl in the writing of his novella, *Of Mice and Men*.

ESSENTIAL QUESTION(S):

- ❖ How do events during an author’s life (including the author’s own reading) affect the author’s writing?

FOCUS QUESTION(S):

- ❖ How was Steinbeck’s work affected by the time period in which he lived and the reading he did?

LESSON OVERVIEW:

- Days One & Two: Groups of three students work together to read the articles (Great Depression, Dust Bowl, Migrant Farm Workers). The students complete the activity including the info and conclusion chart and the text-based (stem-stimulated) prompts.
- Day Three: The teacher presents the Steinbeck PowerPoint and students complete the listening guide.
- Day Four: Students work in small groups to read and analyze the poem, “To A Mouse”



READ THE TEXT:

- ❖ Partner reading
- ❖ Teacher reads to class

UNDERSTAND THE TEXT:

- ❖ **Text-dependent questions:** completed independently, in pairs, or in small groups
- ❖ **Vocabulary Study:** direct instruction and use of target vocabulary in text based answers
- ❖ **Language Skills:** demonstrated via the use of standard English grammar and spelling in responding to text-dependent questions
- ❖ **Thinking Map:** Multi-Flow Map used for organizing the causes and effects of the Great Depression and the Dust Bowl

EXPRESS UNDERSTANDING:

- ❖ Discussion in small groups
- ❖ Sharing text-based answers and thinking maps



INSTRUCTIONAL SEQUENCE

LESSON 7: 22 DAYS

**TEXT(S): *Of Mice and Men* by:
John Steinbeck**

STANDARDS:

- RL. 11-12.1: Cite textual evidence, identify uncertainty, and draw inferences.
- RL. 11-12.2: Determine two or more themes/central ideas in a text, how themes develop, how themes interact and intertwine with one another.
- RL. 11-12.3: Analyze the impact of author’s craft on a story.
- RL. 11-12.4: Defining and analyzing figurative language and connotation and its effect on tone and other elements of author’s craft.
- RL. 11-12.7: Analyze multiple interpretation of a story, drama, or poem and evaluate how each version interprets the source text.
- RL. 11-12.9: Demonstrate knowledge of eighteenth, nineteenth, and early twentieth century foundational works of American literature , including how two or more texts from the same period treat similar themes or topics.
- SL. 11-12.1: Participate in a range of collaborative discussions.
- L. 11-12.1: Standard English grammar conventions
- L. 11-12.2: Standard English capitalization, punctuation, and spelling.
- L. 11-12.5: Figurative Language and word relationships.

TEXT DESCRIPTION: John Steinbeck's *Of Mice and Men* is a novella about what it means to be human. Steinbeck's story of George and Lennie's ambition of owning their own ranch, and the obstacles that stand in the way of that ambition, reveal the nature of the American Dream, dignity, loneliness, and sacrifice.

UNIT UNDERSTANDING(S):

- Authors create archetypal characters to explore universal themes.
- Authors use setting, plot, narration, dialogue, and action to develop characters.
- Protagonists are the central character(s) or leading figure(s) in a text but they are not necessarily purely good.
- Antagonists are characters, groups of characters, social or natural forces which stand in opposition to the protagonist but they are not necessarily evil.
- The internal and external conflicts of the characters help drive the plot.
- Author’s make very conscious and careful decisions about structure, diction and tone when writing a story or poem.

LESSON UNDERSTANDING(S):

- Specific pieces of textual evidence should validate and support the characteristics of that archetype.
- Setting and plot have an effect on character’s personalities
- Characters’ in the novella have specific views of the American Dream

ESSENTIAL QUESTION(S):

- How does an author use archetypal characters to help develop universal themes?
- How do authors develop characters?
- What characteristics make up a protagonist and antagonist?
- How does internal and external conflict drive the plot of stories?
- How do structure, diction and tone affect the development and meaning of stories and poems?

FOCUS QUESTION(S):

- How is the American Dream driven by a person’s character traits?
- Are examples of indirect characterization just as clear as examples of direct characterization?
- How does having so many archetypes in one story help develop the theme?
- Why does the knowledge of academic vocabulary improve the ability to comprehend text?

LESSON OVERVIEW: Within the 22 days that the novella is read, multiple lessons are delivered. Here is the breakdown of the 22 days:

Day 1 – Start Vocab for chapter 1 (15 minutes only. Finish for homework.) Begin reading chapter 1 and start text dependent questions.



ACADEMIC VOCABULARY:

- Indirect Characterization
- Direct Characterization
- Tone
- Plot
- Setting
- Motivation
- Protagonist
- Antagonist
- Archetype/Archetypal Characters
(hero, villain, damsel in distress, mentor, innocent, temptress)
- Internal Conflict
- External Conflict
- Character Types:
(static, dynamic, round, flat)
- Foil
- Aspirations
- Delineate

Day 2 – Finish reading chapter 1 and text dependent questions.

Day 3 – Chapter 1 analysis chart on archetypal traits. (Finish for homework.)

Day 4 - Start Vocab for chapter 2 (15 minutes only. Finish for homework.) Begin reading chapter 2 and start text dependent questions.

Day 5 - Finish reading chapter 2 and text dependent questions.

Day 6 – Character traits affect the American Dream Chart (Finish for homework.)

Day 7 – Chapter 1 and 2 quiz (Formative Assessment)

Day 8 - Start Vocab for chapter 3 (15 minutes only. Finish for homework.) Begin reading chapter 3 and start text dependent questions.

Day 9 – Finish reading chapter 3 and text dependent questions.

Day 10 – Indirect/Direct characterization chart (Finish for homework.)

Day 11 - Start Vocab for chapter 4 (15 minutes only. Finish for homework.) Begin reading chapter 4 and start text dependent questions.

Day 12 - Finish reading chapter 4 and text dependent questions.

Day 13 – Chapter 4 mini-essay

Day 14 – Chapter 4 mini-essay

Day 15 – Read chapter 5 and start text dependent questions.

Day 16 – Finish chapter 5 and text dependent questions. Begin constructed response question. (Finish for homework.)

Day 17 – Read all of chapter 6 and complete all of the text dependent questions. (Pass out Extra Credit writing assignment.)

Day 18 – End of the novella archetype chart. (Finish for homework.)

Day 19 and 20 – *Of Mice and Men* movie analysis and constructed response.

Day 21 and 22 – Extra days to make sure everything relating to the novella has been completed.

READ THE TEXT:

- Independent reading
- Partner reading
- Teacher reads to class
-

UNDERSTAND THE TEXT:

- Close Read strategies



- | | |
|--|--|
| | <ul style="list-style-type: none">• Text-dependent questions• Vocabulary study <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none">• Discussion• Writing tasks: mini essay and constructed responses• Independent/Partner/Group Activities |
|--|--|



INSTRUCTIONAL SEQUENCE

LESSON 8: 1 Day

TEXT(S): Unit 4 Vocabulary Terms

STANDARDS:

RL. 11-12.4

L. 11-12.1, 2, 5, 6

ACADEMIC VOCABULARY:

Direct Characterization

Indirect Characterization

Diction

Archetypes

Foil

Symbolism

Motivation

Inferences

Figurative Language

Imagery

Round Character

Irony

External Conflict

Internal Conflict

TEXT SPECIFIC VOCABULARY:

perceptive

huffed

TEXT DESCRIPTION: Review of Academic Vocabulary used during the course of Unit 4.

UNIT UNDERSTANDINGS:

- ❖ Author's make very conscious and careful decisions about structure, diction, and tone when writing a story or poem.

LESSON UNDERSTANDINGS:

- ❖ Multiple sources worked on during the semester covered the academic vocabulary which led to the understandings of multiple central ideas and character traits.

ESSENTIAL QUESTIONS:

- ❖ How do structure, diction, and tone affect the development and meaning of stories and poems?

FOCUS QUESTIONS:

- ❖ How has the knowledge of academic vocabulary prepared me for the benchmark?

LESSON OVERVIEW: Students will individually read a short story that includes examples of all the academic vocabulary used throughout the quarter. Once the reading is complete, students will answer the questions that ask for all the examples of academic vocabulary to be identified by citing textual evidence from the story.

READ THE TEXT:

- ❖ Independent reading

UNDERSTAND THE TEXT:

- ❖ **Vocabulary study:**

The entire lesson focuses on the study of vocabulary.

- ❖ **Language skills:**

Lesson has elements or students prior knowledge of standard English grammar conventions as well



as figurative language and word relationships, and how academic specific words enhance conceptual understandings.

EXPRESS UNDERSTANDING:

The teacher will call on students to give their responses to the answers and student will have to state their response and give a rationale as to why they believe their answer is correct.