



*English Language Arts 1
Curriculum Guide
Unit 1
2016-17*

Unit 1 Text Sequence

August 17 - October 21 (47 days)

LESSON	# OF DAYS	TEXT(S)
	1	First day of School
1	4	Non-Fiction Articles
2	2	Mentor Text- Excerpt from <i>Black Boy</i>
3	13	Narrative Writing Unit- “Black Blizzard” (Article)
	2	Formative and Review
4	2	Research Focus: How/What inspires authors?
5	6	“Being Stupid” (Short Story)
6	5	“American History” (Short Story)
7	5	“Scarlett Ibis” (Short Story)
8	2	Photo-based Narratives
	3	End of Unit Benchmark

INSTRUCTIONAL SEQUENCE

LESSON 1: 4 DAYS (over the course of the semester)

Non-Fiction Articles

RESOURCES:

“Five Habits of Great Students”
(www.washingtonpost.com)

“Peer Pressure: Its Influence on Teens and Decision Making”
(scholastic.com)

“The Different Types of Prejudice”
(www.ehow.com)

“Siblings of Disabled Have Their Own Troubles”
(www.nytimes.com)

STANDARDS:

Reading Informational Text (RI):

9-10.1--Cite strong thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

9-10.2—Determine a central idea of a text and analyze 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.

9-10.4--Determine the meaning of

TEXT DESCRIPTION: Articles of the week will be non-fiction current event articles taken from a variety of sources such as newspapers, magazines, or websites.

LESSON UNDERSTANDING(S):

- ❖ Writers have a purpose reflected in their theme or central idea.

ESSENTIAL QUESTION(S):

- ❖ How does the author develop the central idea?

LESSON OVERVIEW: Students will learn how to read and interact with informational text. Students will be expected to show their thinking through annotating the text. Student will underline key facts, underline unknown words, and write comments and questions in the margins. Through close reads and discussions, students will gain a deeper understanding of the author’s main points and be able to write an objective summary of the text.

READ THE TEXT:

- ❖ Students read the entire selection (or a designated section) independently. **(RL.9-10.10)**

UNDERSTAND THE TEXT:

- ❖ As you go through the text with students, focus on reading and discussing a specific paragraph or sentences where there are misunderstandings, key academic vocabulary words, and important points related to the Lesson Understandings and Essential Questions.

EXPRESS UNDERSTANDING:

- ❖ Writing task- Students will write an objective summary of the text.

or

- ❖ Writing task-Students will use the articles as a springboard for narrative writing tasks related to the short stories.

words and phrases as they are used in a text, including figurative, connotative, and technical meanings; 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).

ACADEMIC VOCABULARY:
Central Idea

INSTRUCTIONAL SEQUENCE

LESSON 2: 2 DAYS Mentor Text

TEXT(S): Excerpt from *Black Boy*

STANDARDS:

Reading Literature (RL):

9-10.1--Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

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.

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

TEXT DESCRIPTION: This excerpt is from *Black Boy*, an autobiography by Richard Wright. This narrative tells how Richard burned down the house as a young boy.

LESSON UNDERSTANDING(S):

- Good writers have a purpose reflected in their theme or central idea (RL 9-10.2).
- Narratives include a well-developed sequence of events (RL 9-10.2)
- Narratives include a narrator, characters, and a problem or situation (RL 9-10.3).
- Narratives include dialogue, pacing, and reflection to create a coherent whole (RL 9-10.3).
- Narratives include precise language, details, and sensory language (RL 9-10.4).
- Authors structure a text to create mystery, tension, or surprise (RL 9-10.5)
- Narratives include a conclusion that reflects on the experience (W 9-10.3e).

ESSENTIAL QUESTION(S):

- ❖ What writing strategies do authors use to strengthen their personal stories?
- ❖ How does an author develop a central idea?
- ❖ How are we shaped by our environment and experiences?

characters, and advance the plot or develop the theme.

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).

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.

ACADEMIC VOCABULARY:

Narrative, Conflict, Theme, Dialogue, Sensory language, Sensory details, First-Person narrator

LESSON OVERVIEW: The students will be introduced to the elements of narrative writing through the reading of the text excerpt from *Black Boy*.

READ THE TEXT:

- ❖ Students read the entire selection (or a designated section) independently. **(RL.9-10.10)**

UNDERSTAND THE TEXT:

- ❖ As you go through the text with students, focus on reading and discussing a specific paragraph or sentences where there are misunderstandings, key academic vocabulary words, and important points related to the Lesson Understandings and Essential Questions. Teachers should begin by asking comprehension level (DOK 1) questions before moving on to higher-level questions.

- ❖ **Text-dependent Questions**

1. What is the main problem of the narrative? (RL 9-10.2)
2. What internal conflict does Richard experience? (RL 9-10.3)
3. Why does Richard’s mother lock him out of the house after he’s been beaten? (RL 9-10.3)
4. What has Richard won? What, if anything has he lost? (RL 9-10.2)
5. What is the theme of the story? (RL 9-10.2)

EXPRESS UNDERSTANDING:

- ❖ Students use a handout to identify narrative elements found in Richard Wright’s narrative. (Effective Opening, Problem/Conflict, Dialogue, Sensory Language, Theme, Conclusion/Reflection)

LESSON 3: 12 DAYS
Narrative Writing Unit

RESOURCES: exemplar student essay, graphic organizers (circle of life, stating significance, nice squares)

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

ACADEMIC VOCABULARY:
Narrative
Problem/conflict
Sequence of events
Dialogue
Sensory language
Precise language
Conclusion/reflection
Theme/central idea

WRITING TASK: Students will write a well-developed narrative.

LESSON UNDERSTANDING(S):

- Good writers have a purpose reflected in their theme or central idea (W 9-10.4).
- Narratives include a well-developed sequence of events (W 9-10.3b)
- Narratives include a narrator, characters, and a problem or situation (W 9-10.3a).
- Narratives include dialogue, pacing, and reflection to create a coherent whole (W 9-10.3b-c).
- Narratives include precise language, details, and sensory language (W 9-10.3d).
- Narratives include a conclusion that reflects on the experience (W 9-10.3e).

ESSENTIAL QUESTION(S):

- ❖ What writing strategies do authors use to strengthen their stories?
- ❖ How does an author develop a central idea?
- ❖ How are we shaped by our environment and experiences?

LESSON OVERVIEW: Students will construct and develop their own narrative as they apply the elements of narrative writing through the writing process. (See Narrative Unit on Shared Drive for Lesson Plans.)

PREWRITING:

- Brainstorm using a flow map

DRAFTING:

- Introduction (beginning)
- Middle
- Conclusion with central idea

REVISING:

- Organization and Focus: Effective Opening
- Elaboration of Narrative: Description and Dialogue
- Language and Vocabulary: Sensory and Figurative Language

EDITING:

- Peer editing
- Conventions

	<p>FINAL DRAFT:</p> <ul style="list-style-type: none"> • Written or typed draft
<p>LESSON 4: 2 DAY Research Task</p> <p>RESOURCES:</p> <p>Computer Lab</p> <p>STANDARDS: <u>Reading Informational Text (RI):</u> 9-10.1--Cite strong thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><u>Writing (W)</u> 9-10.4--Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above)</p> <p>9-10.7--Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	<p><u>LESSON DESCRIPTION:</u> Students will use the internet to conduct a short research project focused on how a chosen author was inspired or influenced by their environment and experiences.</p> <p><u>LESSON UNDERSTANDING(S):</u></p> <ul style="list-style-type: none"> ❖ Conduct research to answer a question by synthesizing multiple sources of the subject under investigation (W 9-10.7). <p><u>ESSENTIAL QUESTION:</u></p> <ul style="list-style-type: none"> ❖ How are we shaped by our environment and experiences? <p><u>LESSON OVERVIEW:</u> Students will conduct research to answer the unit question by synthesizing multiple sources on the subject to demonstrate understanding of the subject.</p> <p>RESEARCH:</p> <ul style="list-style-type: none"> ❖ Students will conduct internet-based research on a chosen author to discover how an author was inspired or influenced by their environment and experiences. (RI.9-10.1; W.9-10.7) ❖ Use a Thinking Map to formatively organize, synthesize, and communicate findings. (W.9-10.4) <p>UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> ❖ Thinking Maps <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> ❖ Based upon the research you have conducted and the thinking maps you have created, write a short report (1/2 page) explaining how the environment and the experiences of your chosen author inspired or influenced them to write their stories (W.9-10.4). Include evidence to support your claim.

INSTRUCTIONAL SEQUENCE

LESSON 5: 7 DAYS

TEXT(S): “Being Stupid” (from *Living Up the Street*)

STANDARDS:

Reading Literature (RL):

9-10.1—Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

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.

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.

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).

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

TEXT DESCRIPTION: Gary Soto and his friends make a bad choice to steal from Scott’s sister’s house while she is on vacation. Guilt plagues their consciences after the act, and they return the stolen goods. Gary concludes by longing for a simpler life, or the simplicity of youth, which no longer exist for him.

LESSON UNDERSTANDING(S):

- Good writers have a purpose reflected in their theme or central idea (RL 9-10.2).
- Narratives include a well-developed sequence of events (RL 9-10.2)
- Narratives include a narrator, characters, and a problem or situation (RL 9-10.3).
- Narratives include dialogue, pacing, and reflection to create a coherent whole (RL 9-10.3).
- Narratives include precise language, details, and sensory language (RL 9-10.4).
- Authors structure a text to create mystery, tension, or surprise (RL 9-10.5)
- Narratives include a conclusion that reflects on the experience (W 9-10.3e).

ESSENTIAL QUESTION(S):

- ❖ What writing strategies do authors use to strengthen their personal stories?
- ❖ How does an author develop a central idea?
- ❖ How are we shaped by our environment and experiences?

LESSON OVERVIEW: The students will focus on the elements of narratives—specifically characters and problem/situation; precise language, details, and sensory language; conclusion/reflection; and how the author uses the characters to develop the theme.

READ THE TEXT:

- ❖ Students read the entire selection (or a designated section) independently. **(RL.9-10.10)**
- ❖ Teacher reads the text aloud while students follow along, OR students take turns reading aloud to each other, OR students listen to the audio version while following along. For a particularly complex text, the teacher may choose to modify the order of the first two reads.
- ❖ Partner/group activity using a Thinking Map to formatively assess understanding. **(SL.9-10.1)**

as mystery, tension, or surprise.

ACADEMIC VOCABULARY:

indifferent
predicaments
remorseful
solemnly
pensive

UNDERSTAND THE TEXT:

❖ As you go through the text with students for the close read, focus on reading and discussing specific paragraphs or sentences where there are misunderstandings, key academic vocabulary words, and important points related to the Lesson Understandings and Essential Questions. Teachers should begin by asking comprehension level (DOK 1) questions before moving on to higher-level questions.

❖ **Text-dependent Questions**

1. Read the sentences from the text. What can the reader infer about the narrator?
 - a. "I was Catholic. I knew right from wrong and what he meant."
 - b. "I was Catholic. I believed in evilness."
 - c. ". . . in my mind I prayed to God and confessed out evilness."
 - d. "I said a made-up prayer and assured God that if I got out of this one I'd be good. **(RL.9-10.3)**
2. In paragraph 6, on page 134, what is the meaning of the word *hasty*? **(RL.9-10.4)**
3. Using your own paper, create a tree map for the narrator, Gary. On the top line write Gary's name, then, on the left, write down 3 quotations showing Gary's thoughts and motivations from before the theft, then, on the right, write down 3 quotations showing Gary's thoughts and motivations after the theft.
 - a. Under your tree map, write one sentence that explains Gary's change in thinking. **(RL.9-10.3)**
4. Read the paragraph from the text.

"A dog crossed the street. A collie. What a lucky life, I thought, to chow down a bowl of Skippy dog food and trot off for an eventful night of dog fights and knocked-over garbage cans. What freedom from conscience. When we were kids of thirteen and fourteen we had done the same: Downed a bowl of Frosted Flakes and then met somewhere, in a vacant lot or a corner, to begin a day of wandering through the streets of Fresno in search of trouble. There had been no better time."

As Gary reflects, what does he realize about himself and his life? **(RL.9-10.3)**

5. Using the evidence from your tree map, and your response to question 4 above, write a sentence that best summarizes the theme/central idea of the text. **(RL.9-10.2)**
6. Go back to the beginning. Re-read the opening scene of the story (the first three paragraphs). How does the opening story of the drunk *foreshadow* the theme of the story? What sentences from this

opening section reflect the overall theme? **(RL.9-10.2, RL.9-10.5)**

7. Review the remainder of the selection (from paragraph 4 “I marched through life ...” to the end) and identify two additional sentences that support the theme. **(RL.9-10.1)**

❖ **Vocabulary Study**

- Students should work in depth with the academic vocabulary words using a variety of methods and activities appropriate to the words chosen. **(L.9-10.4, L.9-10.5, L.9-10.6)**

❖ **Language Skills**

- Teach mini-lesson on prepositions and prepositional phrases. **(L9-10.1b)**
- Have students find prepositional phrases in the story and then practice writing sentences about the story using prepositional phrases.

❖ **Thinking Map Opportunities**

- Use a tree map for the narrator, Gary. On the top line write Gary’s name, then, on the left, write down 3 quotations showing Gary’s thoughts and motivations from before the theft, then, on the right, write down 3 quotations showing Gary’s thoughts and motivations after the theft.
 - Under your tree map, write a few sentences that explain Gary’s change in thinking.
 -

EXPRESS UNDERSTANDING:

1. Use a Thinking Map to demonstrate a theme Gary Soto reveals through the actions and decisions of the characters in “Being Stupid?” Be sure to use specific examples to justify your assertions, and explain how each example helps develop the theme. Conclude by discussing the connection of the theme to our lives below your thinking map.

LESSON 6: 6 DAY

TEXT(S): “American History”

STANDARDS:

Reading Literature (RL):

9-10.1--Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

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.

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.

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).

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.

TEXT DESCRIPTION: Using the setting of the national tragedy of the Kennedy assassination, the story contrasts this with the personal tragedy of the young, female protagonist’s painful encounter with racism.

LESSON UNDERSTANDING(S):

- Good writers have a purpose reflected in their theme or central idea (RL 9-10.2).
- Narratives include a well-developed sequence of events (RL 9-10.2)
- Narratives include a narrator, characters, and a problem or situation (RL 9-10.3).
- Narratives include dialogue, pacing, and reflection to create a coherent whole (RL 9-10.3).
- Narratives include precise language, details, and sensory language (RL 9-10.4).
- Authors structure a text to create mystery, tension, or surprise (RL 9-10.5)
- Narratives include a conclusion that reflects on the experience (W 9-10.3e).

ESSENTIAL QUESTION(S):

- ❖ What writing strategies do authors use to strengthen their personal stories?
- ❖ How does an author develop a central idea?
- ❖ How are we shaped by our environment and experiences?

LESSON OVERVIEW: The students will focus on the elements of narratives—specifically characters and problem/situation; precise language, details, and sensory language; conclusion/reflection; and how the author uses the characters to develop the theme.

READ THE TEXT:

- ❖ Students read the entire selection (or a designated section) independently. **(RL.9-10.10)**
- ❖ Teacher reads the text aloud while students follow along, OR students take turns reading aloud to each other, OR students listen to the audio version while following along. For a particularly complex text, the teacher may choose to modify the order of the first two reads.
- ❖ Partner/group activity using a Thinking Map to formatively assess understanding. **(SL.9-10.1)**

UNDERSTAND THE TEXT:

- ❖ As you go through the text with students for the close read, focus on reading and discussing a specific paragraph or sentences where there are misunderstandings, key academic vocabulary

ACADEMIC VOCABULARY:

enthralled
infatuated
literally
solace
vigilant

words, and important points related to the Lesson Understandings and Essential Questions. Teachers should begin by asking comprehension level (DOK 1) questions before moving on to higher-level questions.

❖ Text-dependent Questions

1. In your own words, describe where Elena lives? **(RL.9-10.10)**
2. What did the girls chant at her while turning the jump rope? Is this inappropriate? Explain why or why not. **(RL.9-10.10, RL.9-10.1)**
3. What did the kids call Eugene? Is this inappropriate? Explain why or why not. **(RL.9-10.10, RL.9-10.1)**
4. Explain why Elena couldn't get into the honors classes? Is this unfair? Explain. **(RL.9-10.10, RL.9-10.1)**
5. Compare and contrast Eugene and Elena's homes? **(RL.9-10.10, RL.9-10.1)**
6. Rephrase "There was only one source of beauty and light...That was seeing Eugene." **(RL.9-10.4)**
7. Compare and contrast the mother's statements. What does this reveal about their expectations for their children? **(RL.9-10.10, RL.9-10.1)**
8. Why was Elena ready for rejection when she approached Eugene for the first time? **(RL.9-10.3)**
9. What is the theme/central idea of this narrative? Cite details from the text to support your answer. **(RL.9-10.2)**
10. Beyond: Look at the paragraph on how the building blocks light to the house and the paragraph at the end that describes the building and house again. What is the author trying to accomplish by using this imagery? **(RL.9-10.1)**

❖ Vocabulary Study

- Students should work in depth with the academic vocabulary words using a variety of methods and activities appropriate to the words chosen. **(L.9-10.4, L.9-10.5, L.9-10.6)**

❖ Language Skills

- Have students find prepositional phrases in the story and then practice writing sentences about the story using prepositional phrases.

❖ Thinking Map Opportunities

- Use a Double Bubble Map to compare and contrast Eugene and Elena's homes.

	<p>EXPRESS UNDERSTANDING:</p> <ol style="list-style-type: none"> 1. Use a thinking map to demonstrate a theme Judith Cofer reveals through the actions and decision of the characters in “American History.” Be sure to use specific examples to justify your assertions, and explain how each example helps develop the theme. Conclude by discussing the connection of the theme to our lives below your thinking map. 2. Beyond: Choose a scene in which a conversation could have taken place between Elena and her mother or Elena with another important character but did not. Write dialogue for the scene.
<p>LESSON 7: 6 DAYS</p> <p>TEXT(S): “The Scarlet Ibis”</p> <p>STANDARDS: Reading Literature (RL): 9-10.1--Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 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. 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. 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</p>	<p>TEXT DESCRIPTION: The narrator reflects back on his youth when he spent time with his younger, crippled brother, Doodle. He reflects on the influences which prompted him to help his younger brother overcome his handicap, and also on the causes of Doodle’s death.</p> <p>LESSON UNDERSTANDING(S):</p> <ul style="list-style-type: none"> ● Good writers have a purpose reflected in their theme or central idea (RL 9-10.2). ● Narratives include a well-developed sequence of events (RL 9-10.2) ● Narratives include a narrator, characters, and a problem or situation (RL 9-10.3). ● Narratives include dialogue, pacing, and reflection to create a coherent whole (RL 9-10.3). ● Narratives include precise language, details, and sensory language (RL 9-10.4). ● Authors structure a text to create mystery, tension, or surprise (RL 9-10.5) ● Narratives include a conclusion that reflects on the experience (W 9-10.3e). <p>ESSENTIAL QUESTION(S):</p> <ul style="list-style-type: none"> ❖ What writing strategies do authors use to strengthen their personal stories? ❖ How does an author develop a central idea? ❖ How are we shaped by our environment and experiences? <p>LESSON OVERVIEW: The students will focus on the elements of narratives—specifically characters and problem/situation; precise language, details, and sensory language; conclusion/reflection; and how complex characters develop over the course of a text, interact with other characters, and advance the theme.</p>

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).

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.

ACADEMIC VOCABULARY:

reiterated
doggedness
infallibility
imminent
precariously

READ THE TEXT:

- ❖ Students read the entire selection (or a designated section) independently. **(RL.9-10.10)**
- ❖ Teacher reads the text aloud while students follow along, OR students take turns reading aloud to each other, OR students listen to the audio version while following along. For a particularly complex text, the teacher may choose to modify the order of the first two reads.
- ❖ Partner/group activity using a Thinking Map to formatively assess understanding. **(SL.9-10.1)**

UNDERSTAND THE TEXT:

- ❖ As you go through the text with students for the close read, focus on reading and discussing a specific paragraph or sentences where there are misunderstandings, key academic vocabulary words, and important points related to the Lesson Understandings and Essential Questions. Teachers should begin by asking comprehension level (DOK 1) questions before moving on to higher-level questions.
- ❖ **Text-dependent Questions**
 1. What does paragraph 1 reveal about the setting of the text? **(RL9-10.4, RL9-10.5)**
 2. What differences do you notice between paragraph 3 and the first two paragraphs of the story? **(RL9-10.4, RL9-10.5)**
 3. On page 316-317 (“I through myself pretty smart . . . through “He’s all there!” And he was.) the narrator points out differences between the brothers. What can we infer about how the brother feels about Doodle’s condition? **(RL.9-10.1)**
 4. Read the last paragraph on page 317, right column “Although Doodle . . .” through page 318 (stop at “Then he began to cry.”). In what ways is the relationship of the narrator and Doodle typical of brothers or siblings? Support your answer with three details from the text. **(RL.9-10.1)**
 5. Reread the paragraph on page 319, right column, that starts with ““What are you crying for?”” Why is the narrator crying? What possible theme is emerging here? **(RL.9-10.2)**
 6. When the narrator says, “Once I had succeeded in teaching Doodle to walk, I began to believe in my own infallibility...” What does the author’s use of the word “infallibility” reveal about the narrator’s character? **(RL.9-10.4)**
 7. Why does Brother leave Doodle behind in the rain? **(RL.9-10.3)**
 8. What is the theme of this narrative? Use details from the text to support your answer. **(RL.9-10.1, RL.9-10.2)**

❖ **Vocabulary Study**

- Students should work in depth with the academic vocabulary words using a variety of methods and activities appropriate to the words chosen. **(L.9-10.4, L.9-10.5, L.9-10.6)**

❖ **Language Skills**

- Have students find prepositional phrases in the story and then practice writing sentences about the story using prepositional phrases.

❖ **Thinking Map Opportunities**

- Use a Flow Map to sequence the events of the story.
- Use a Bubble Map to describe Doodle.

EXPRESS UNDERSTANDING:

Narrative Writing Task: Rewrite this narrative from the point of view of Doodle. The narrative should be at least two pages long. Remember, a good narrative includes *a clear point of view, strong sensory details to make the character(s) and event come alive, precise language, dialogue and description, and an effective conclusion.*

INSTRUCTIONAL SEQUENCE

LESSON 8: 2 DAYS Narrative Practice

RESOURCES:

Non-Print

- Photos of children around the world
“These Are Photos Of Children’s Bedrooms. But They Represent Something Much, Much More.”

(<http://pulptastic.com/james-mollison-where-children-sleep/>)

STANDARDS:

Writing (W)

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

9-10.4—Produce clear and coherent writing in which development, organization, and style are appropriate to task, purpose, and audience.

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.

LESSON DESCRIPTION: Students will plan a narrative of a significant, small moment in a child’s life by using visual sources (photographs) to draw conclusions and make inferences for their narrative.

LESSON UNDERSTANDING(S):

- ❖ Develop a narrative by planning and focusing on a specific purpose **(W.9-10.5)**
- ❖ Organize a clear and coherent narrative appropriate to the task and audience **(W.9-10.4)**

ESSENTIAL QUESTION:

- ❖ How are we shaped by our environment and experiences?

LESSON OVERVIEW: Students will view photographs of children from various countries and construct a brief narrative based upon their observations of the photographs.

PREWRITING:

- ❖ Students will examine various photographs of children from around the world in their rooms.
- ❖ Using Thinking Maps, the students will infer ideas and draw conclusions about the child’s life **(W.9-10.5)**.

DRAFTING:

- ❖ Students will use a Thinking Map to plan the sequence of their narrative of a significant, small moment in the child’s life **(W.9-10.5)**.

EXPRESS UNDERSTANDING:

Students will orally share their story with other students in groups. Students will listen to each other’s stories and use a rubric to score each story on the elements of a narrative **[W.9-10.3(a-e)]**.