Paramount Unified School District
Educational Services

English Language Arts 1
Curriculum Guide
Unit 2
2016-17

Paramount Unified School District
Educational Services

Unit Focus: Life Lessons in Literature

Standards
(focus standards in bold)

Reading Literature (RL):
9-10.10
9-10.1—Cite strong and 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 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.

Reading Informational Text (RI):
9-10.1, 9-10.5, 9-10.10
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 and objective summary of the text.

Transfer Goals

1. Read, comprehend, and evaluate a range of increasingly complex texts and media written for various audiences and purposes.
2. Communicate ideas effectively in writing and speaking to suit a particular audience and purpose.
3. Listen actively to engage in a range of conversations and to analyze and synthesize ideas, positions, and accuracy in order to learn, reflect and respond.
4. Generate open-ended questions and conduct research to find answers through critical analysis of text, media, interviews, and/or observations.

Understandings

will understand that…

❖ the theme or central idea of a text is developed and shaped using specific details (RL 9-10.2).
❖ complex characters develop over the course of a text, interact with other characters, and develop the theme (RL 9-10.1, RL 9-10.3).
❖ a central idea is developed and shaped by specific details (RI 9-10.2)
❖ quotations, details, and examples are used to support topic/thesis statements (W 9-10.2b).
❖ transitional words and phrases are used to create cohesion in writing (W 9-10.2c).
❖ precise language conveys thoughts and ideas more clearly (W 9-10.2d).
❖ a formal style and objective tone are essential to informative/explanatory writing (W 9-10.2e).
❖ a concluding statement follows from and supports the information or explanation presented (W 9-10.2f).

Essential Questions

Students will keep considering…

• How do I inform and explain what I know about complex information in writing?
• What can literature teach us about life?
• What defines a person/character?

Resources

Mentor Text For Writing:
"The Necklace"

Anchor Text:
Excerpts from I Know Why the Caged Bird Sings (including "When I Lay My Burden Down"—ch.5, Ch. 24, Ch. 16, Ch. 30/31)

Literary
"Still I Rise" by Maya Angelou (poem)

Informational:
Articles of the Week

Maya Angelou
Malala
Dr. Martin Luther King Jr.
Other

Non-print
Video Clip- "Still I rise" reading by Maya Angelou
Video Clip-Excerpt of Oprah Winfrey interview of Maya Angelou

	Knowledge	Skills	
Writing (W): 9-10.4, 9-10.5, 9-10.10 **9-10.2 (a-f)—Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of context.** Language (L) 9-10.1b—Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. 9-10.2—Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (a) Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. (b) Use a colon to introduce a list or quotation. (c) Spell correctly.	*Students will need to know…* • elements of short stories: character, theme, conflict, plot. • what the term "quotation" means as opposed to "dialogue." • transitional words and phrases. • precise language. • formal styles and objective tone. • concluding statements.	*Students will need to develop skill at…* • analyzing how complex characters develop over the course of a text, interact with other characters, and develop the theme. • analyzing the theme/central idea of a text and provide evidence of its development. • determining and using strong and thorough textual evidence to support analysis of a text. • determining and using quotations, details, and examples to support topic/thesis statements. • using transitional words and phrases to create cohesion in their writing. • using precise language to convey thoughts and ideas more clearly. • using a formal styles and objective tone. • composing a concluding statement that follows from and supports the information or explanation presented.	reading by Maya Angelou Video Clip-Excerpt of Oprah Winfrey interview of Maya Angelou*

Unit 2 Text Sequence
October 24 – January 19 (42 days)

LESSON	# OF DAYS	TEXT(S)
1	4	Articles of the Week (Informational)
2	2	Mentor Text – "The Necklace"
3	14	Informative/Explanatory Essay
4	12	Anchor Text- *I Know Why the Caged Bird Sings* by Maya Angelou (excerpted chapters)
	2	Formative & Review
5	2	Poem- "Still I Rise" by Maya Angelou
6	3	Writing Task Review- Character Analysis of Maya Angelou
	3	End of Unit Benchmark

INSTRUCTIONAL SEQUENCE	
LESSON 1: 4 DAYS (Spread out over the course of the quarter) **RESOURCES:** **Articles of the Week** Strong "Characters": Malala Maya Angelou Martin Luther King, Jr Other **STANDARDS:** **Reading Informational Text (RI):** 9-10.1, 9-10.4 **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.**	**TEXT DESCRIPTION**: Articles of the week will be non-fiction current event articles taken from a variety of sources such as newspapers, magazines, and other websites. **LESSON UNDERSTANDING(S)**: ❖ A central idea is developed and shaped by specific details (RI 9-10.2) ❖ Quotations, details, and examples are used to support topic/thesis statements (W 9-10.2b). **ESSENTIAL QUESTION(S):** ❖ What defines a person/character? **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:** ❖ Independent reading ❖ Partner reading ❖ Teacher reads to class ❖ Partner/group activity using a Thinking Map to formatively assess understanding **UNDERSTAND THE TEXT:** ❖ Close Read strategies ❖ Vocabulary study ❖ Language skills ❖ Thinking Maps

EXPRESS UNDERSTANDING:
- ❖ Discussion
- ❖ Thinking Maps- Students will use the articles to practice character analysis skills by identifying and inferring character traits of the people profiled in the articles.
- ❖ Writing Task- Students will be able to write a cohesive paragraph that identifies and explains one character trait with supporting evidence for each person.

INSTRUCTIONAL SEQUENCE

LESSON 2: 2 DAYS

TEXT(S): "The Necklace"

STANDARDS:
Reading Literature (RL):
9-10.4
9-10.1—Cite strong and 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 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.

TEXT DESCRIPTION: Married to a minor bureaucrat, Mathilde is a beautiful woman who despises her life and dreams of wealth and social status. When she gets the chance to attend an elegant reception she borrows a diamond necklace from a wealthy friend. Mathilde is a sensation at the party but loses the necklace. (edited summary from EOL, Third Edition).

LESSON UNDERSTANDING(S):
- ❖ Complex characters develop over the course of a text, interact with other characters, and develop the theme (RL 9-10.1, RL 9-10.3).

ESSENTIAL QUESTION(S):
- ❖ What can literature teach us about life?
- ❖ What defines a person/character?

LESSON OVERVIEW: The students will be introduced to the elements of literary analysis.

READ THE TEXT:
- ❖ The first read of "The Necklace" will be assigned for homework.
- ❖ For the second read, the 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.

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

ACADEMIC VOCABULARY: Narrative, Conflict, Theme, Dialogue, Sensory language, Telling details, First-Person narrator	by asking comprehension level (DOK 1) questions before moving on to higher-level questions. **EXPRESS UNDERSTANDING:** ❖ Thinking Map on literary elements. Students should include textual evidence on their map (SL.9-10.1).

| **LESSON 3: 14 DAYS**

RESOURCES: exemplar teacher essay, graphic organizers.

STANDARDS:
9-10.2 (a-f)—Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of context.

ACADEMIC VOCABULARY:
Thesis Statement
Topic Sentence
Quotes
Evidence
Conclusion | **WRITING TASK**: **Informative/Explanatory Essay**
 Choose a character from one of the short stories we have read, "Being Stupid", "American History", "The Scarlett Ibis", or "The Necklace" and analyze the character's traits. In the conclusion, discuss how these traits contribute to the development of the theme of the story. In a well-developed essay, use textual evidence to support your thesis.

LESSON UNDERSTANDING(S):
❖ Quotations, details, and examples are used to support topic/thesis statements (W 9-10.2b).
❖ Transitional words and phrases are used to create cohesion in writing (W 9-10.2c).
❖ Precise language conveys thoughts and ideas more clearly (W 9-10.2d).
❖ A formal style and objective tone are essential to informative/explanatory writing (W 9-10.2e).
❖ A concluding statement follows from and supports the information or explanation presented (W 9-10.2f).

ESSENTIAL QUESTION(S):
❖ What defines a person/character?

LESSON OVERVIEW: Using Write From the Beginning and Beyond, students will construct a well-developed expository essay.

PREWRITING:
• Analyze the Prompt
• Brainstorm Ideas for Writing
• Select Topic and Brainstorm Reasons
• Select Reasons and Organize Writing
• Opening Paragraph
• Extend with Details |

- Transitions
- Closing
- Oral Rehearsal

DRAFTING:
- Color Coding
- Composing Rough Draft

REVISING/EDIT:
- Oral Rehearsal
- Peer editing with rubric

FINAL DRAFT:
- Written draft
- Typed draft

INSTRUCTIONAL SEQUENCE

LESSON 4: 12 DAYS **TEXT(S): Excerpts from *I Know Why the Caged Bird Sings* by Maya Angelou (including "When I Lay My Burden Down"—ch.5, Ch. 24, Ch. 16, Ch. 30/31)** **STANDARDS:** Reading Literature (RL): **9-10.1—Cite strong and 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 theme or central idea of a text and analyze in**	**TEXT DESCRIPTION**: In *I Know Why the Caged Bird Sings*, Maya Angelou describes her coming of age as a precocious but insecure black girl in the American South during the 1930s and subsequently in California during the 1940s. (Sparknotes.com) **LESSON UNDERSTANDING(S)**: ❖ Complex characters develop over the course of a text, interact with other characters, and develop the theme (RL 9-10.1, RL 9-10.3). ❖ The theme or central idea of a text is developed and shaped using specific details (RL 9-10.2). **ESSENTIAL QUESTION(S):** ❖ What can literature teach us about life? ❖ What defines a person/character? **LESSON OVERVIEW:** The students will focus on literary elements (plot, character, conflict, symbolism) to analyze how the author develops the theme. **FIRST TEXT (CHAPTER 5):**

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.

ACADEMIC VOCABULARY:

Contemptuous
Decisive
Dilemma
Impudent
Indignity
Ludicrous
Pretentious

READ THE TEXT:
❖ Background: Silently read the article introducing the novel. After reading the students can create a Circle Map about what they learn about Maya Angelou and *I Know Why the Caged Bird Sings.*
❖ Watch video clip of interview with Maya Angelou. Add information to Circle Map.
❖ The first read of this story will be assigned as homework.
❖ For the second read, the 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.

UNDERSTAND THE TEXT:
❖ Review theme
❖ The students will work with their group to answer the following questions:
1. What was Momma doing on the porch right before the kids appeared?
2. What did Momma do as the kids mocked her?
3. Why does Momma speak respectfully to the girls when she says goodbye to them?
4. What does Momma accomplish by reacting the way she does?
5. What life lesson does Maya learn from Momma's interactions with the "powhitetrash" kids?

❖ After sharing responses as a class, students will construct a theme statement for the selection.

SECOND TEXT (CHAPTER 24)
READ THE TEXT:
❖ The first read of this story will be assigned as homework.
❖ For the second read, the 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.
UNDERSTAND THE TEXT:
❖ Use the following questions:
1. What was Momma's intent in going to the white dentist in town?
2. What is the main conflict of this story?
3. What was Momma's response when the dentist refused her?
4. What life lesson does Maya learn from Momma's real and imagined interactions with the dentist?
5. Write a theme for this selection.
6. Which sentence from the text best supports the theme?
❖ Share out with the class.

EXPRESS UNDERSTANDING
- ❖ Use Thinking Maps to analyze how the author teaches us important lessons about life in these two stories. Students create two Tree Maps (one for each story). On the top line, the student will write their theme for each story. The branches underneath will be literary elements (plot, conflict, character) and will give evidence of how these literary elements show the theme of each story.

THIRD TEXT (CHAPTER 16)
READ THE TEXT:
- ❖ The first read of this story will be read in class using an HGO.
- ❖ Explain that the first two stories focused on the character of Momma, but now we are switching to the character of Maya.
- ❖ Background information: Maya is still young, probably around 12 years old, but is now working as a maid for a lady named Mrs. Cullinan.
- ❖ Draw HGO with the students.
- ❖ Students read the text silently and write answers to questions on HGO.
- ❖ Discuss HGO questions as a class.
- ❖ For the second read, the 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.

UNDERSTAND THE TEXT:
- ❖ Focus Questions: What does Maya learn about life from this event? What factors influence the person Maya becomes?

- ❖ Students will work in groups to answer the following questions:
  (Ch. 16 story)
  1. Why is Marguerite upset when Mrs. Cullinan's friend decides that her name should be changed to Mary?
  2. Was it right that Mrs. Cullinan took her friend's advice and changed Marguerite's name?
  3. How did Marguerite solve this problem?
  4. What theme arises from these events?
  5. What sentence from the text best supports this theme?

FOURTH TEXT (Ch. 30-31 excerpts)

READ THE TEXT:
- ❖ The first read of this story will be assigned as homework.
- ❖ For the second read, use Reader's Theater for this portion of the text.

UNDERSTAND THE TEXT:
1. After reading the pg. 205-206, Compare/Contrast Dolores and Marguerite.
2. How and why did Marguerite try to console Dolores?
3. How does Daddy Bailey handle the situation?
4. What factors influence Marguerite to leave?
5. What is a theme for this text, and what sentence from the text best supports this theme?

EXPRESS UNDERSTANDING
- ❖ Create a one-sided multi-flow map to identify all the factors that are influencing what Maya learn about life as she grows up. In the large box should be the statement of what Maya realizes, or learns, about life. The smaller boxes pointing to it contain the plot events, conflicts, and/or character interactions that teach Maya this lesson about life.

LESSON 5: 2 DAY **TEXT(S): "And Still I Rise" by Maya Angelou (poem)** **STANDARDS:** Reading Literature (RL): 9-10.1 **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.**	**TEXT DESCRIPTION**: "Still I Rise" by Maya Angelou demonstrates strength of character. **LESSON UNDERSTANDING(S)**: ❖ Complex characters develop over the course of a text, interact with other characters, and develop the theme (RL 9-10.1, RL 9-10.3). ❖ The theme or central idea of a text is developed and shaped using specific details (RL 9-10.2). **ESSENTIAL QUESTION(S):** ❖ What can literature teach us about life? ❖ What defines a person/character? **LESSON OVERVIEW:** The students will focus on the elements of character that are present in the poems, as well as simile, personification, and alliteration. **READ THE TEXT:** ❖ Students read the poem "Still I Rise" silently. ❖ Watch the "Still I Rise" video.

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:** Simile, personification, alliteration	**UNDERSTAND THE TEXT:** ❖ Students work with partners to do the following: ❖ Create a Bubble Map with two character traits of the speaker. Next to the bubbles with the traits, copy down the lines from the poem that portray each trait. Frame of reference: What theme is the author communicating through these character traits? ❖ Create a Tree Map to collect the following examples of figures of speech: simile and metaphor. Frame of reference: How do the similes and metaphors help to communicate the theme of the poem? **EXPRESS UNDERSTANDING:** ❖ Give each group a piece of construction paper. The groups need to write a theme statement on their paper, write at least four lines from the poem that reflect the theme (only one line can contain the words "still I rise"). Then they need to design an image around their theme statement that reflects the theme.
LESSON 6: 3 DAYS **RESOURCES: exemplar teacher essay, graphic organizers.** **STANDARDS:** **9-10.2 (a-f)**—**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of context.**	**WRITING TASK**: Students will write a well-developed character analysis essay on Maya Angelou. **LESSON UNDERSTANDING(S)**: ❖ A central idea is developed and shaped by specific details (RI 9-10.2) ❖ Quotations, details, and examples are used to support topic/thesis statements (W 9-10.2b). ❖ Transitional words and phrases are used to create cohesion in writing (W 9-10.2c). ❖ Precise language conveys thoughts and ideas more clearly (W 9-10.2d). ❖ A formal style and objective tone are essential to informative/explanatory writing (W 9-10.2e). ❖ A concluding statement follows from and supports the information or explanation presented (W 9-10.2f). **ESSENTIAL QUESTION(S):** ❖ What defines a person/character? **LESSON OVERVIEW:** Students will review how to write a well-developed expository essay by using the basic structure to plan a character analysis essay about Maya Angelou.

ACADEMIC VOCABULARY: **Thesis Statement** **Topic Sentence** **Quotes** **Evidence** **Conclusion**	**PREWRITING:** • Create the "Basic Structure" of the character analysis essay on Maya Angelou. **DRAFTING:** • Write a thesis statement/Brief Introduction • Inserting and Citing Quotes • Body Paragraph • Conclusion **REVISING:** • Transitional Words, cohesion within paragraphs • Add precise language • Formal Style/Objective Tone **EDITING:** • Peer editing **FINAL DRAFT:** • Written draft