

**UNIT OVERVIEW**

STAGE ONE: Identify Desired Results			
Established Goals/Standards	<p><b>RL.11-12.2</b>  <b>RL.11-12.3</b>  <b>RL.11-12.5</b>  <b>RL.11-12.6</b>  <b>W.11-12.2 a-f</b>  <b>W.11-12.3.a,b</b>  <b>W.11-12.4</b>  <b>W.11-12.5</b>                      W.11-12.6                      W.11-12.9.a  <b>SL.11-12.1.a, c</b>                      SL.11-12.1.d  <b>L.11-12.1</b>  <b>L.11-12.2</b>                      L.11-12.4.a                      L.11-12.5</p>	Long-Term Transfer Goal	
		<p><i>At the end of this unit, students will use what they have learned to independently...</i></p> <ul style="list-style-type: none"> <li>To analyze the impact of the author's choices regarding how to develop and relate elements of a short story (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</li> <li>To analyze how an author's choices concerning how to structure specific parts of a text (e.g. the choice of where to begin or end a story contribute to its overall structure and meaning as well as its aesthetic/stylistic impact.)</li> <li>To analyze how the point of view from which a story is told requires distinguishing what is directly stated (explicit) in a text from what is really meant (implicit).</li> <li>To write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis</li> </ul>	
		<p><i>Additionally, our departmental transfer goals:</i></p> <ul style="list-style-type: none"> <li>Read analytically at the literal and inferential level and think purposefully to determine and construct arguments, claims, and evidence</li> <li>Develop habits of writing, reading, and oral discussion to be tenacious in pursuing personal goals as well as solving problems, making decisions, and taking action.</li> <li>Read and comprehend complex literary and informational texts and analyze how and why authors develop individuals, events, and ideas over the course of texts to better understand the world.</li> <li>Articulate my point of view comfortably, clearly and coherently in a variety of modes suitable to the task, purpose, and audience, including advocating for myself and others.</li> </ul>	
		Meaning	
	<p><b>Enduring Understandings</b>  <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>The way in which an author chooses to structure a narrative (time order, flashback, foreshadowing..) has an effect on our reading and understanding of the narrative</li> <li>The way in which an author chooses to focus the narration of the story (narrative POV, narrative's voice) influences our reading and understanding of the narrative</li> <li>The way in which an author chooses to develop a character (characterization) through exposition, description, internal conflict, and/or evolution influences our</li> </ul>	<p><b>Essential Questions</b>  <i>Students will consider such questions as...</i></p> <p><b>EQ: How do authors use narrative techniques to craft writing?</b></p> <p><b>Guiding Questions:</b></p> <ul style="list-style-type: none"> <li>What choices do I notice the author making?</li> <li>How do the author's choices and techniques influence my reading of the work and the meaning that emerges for me?</li> <li>How can I support my claims about meaning with specific textual evidence?</li> </ul>	

	<p>reading and understanding of the narrative</p> <ul style="list-style-type: none"> <li>The way in which characters interact and change has an impact on the story and its meaning</li> </ul>	
<b>Acquisition</b>		
	<p><i>What knowledge will students learn as part of this unit?</i></p> <ul style="list-style-type: none"> <li>Students will be able to identify and explain the impact the basic elements of a literary narrative have on our reading and understanding of the narrative</li> <li>Students will be able to select evidence from the text to support a claim about an author’s choice of narrative element and its intended effect on the story</li> </ul>	<p><i>What skills will students learn as part of this unit?</i></p> <ul style="list-style-type: none"> <li>The basic elements of a literary narrative (narrative structure, focus of narration, character development, resolution of narrative)</li> <li>How to annotate a literary narrative</li> <li>How to recognize SHIFTS in the text, turning points etc.</li> </ul>

<b>STAGE TWO: Determine Acceptable Evidence</b>	
Assessment Evidence	
<ul style="list-style-type: none"> <li>Assessments should be accurately paragraphed and include an introductory statement, well-organized ideas supported by the most significant and relevant evidence, and a concluding statement. Paragraphs should be organized to support a central claim. Students should use appropriate and varied transitions and syntax to clarify relationships among complex ideas, and manage the complexity of the topic by using precise language, domain-specific vocabulary, proper grammar, capitalization, punctuation, and spelling in their responses to</li> </ul>	<p><b>Performance Task focused on Transfer:</b></p> <ul style="list-style-type: none"> <li><b>Mid-Assessment ORR:</b> Students choose a specific part of “On the Rainy River” and analyze how it contributes to the overall meaning and structure of the text.</li> <li><b>Mid-Assessment TRC:</b> Choose one of the elements of “The Red Convertible” (e.g., setting, how the action is ordered, individual character development, or the symbolic red convertible) and explain how the element impact Lyman and Henry’s relationship.</li> <li><b>End of the Unit Assessment:</b> Consider the point of view in each text. Choose evidence from both texts in which what is directly stated differs from what is really meant. Explain what is really meant by the chosen text evidence.</li> </ul>
	<p><b>Other Assessment Evidence:</b></p> <p>Formative: (Quick Writes, Exit Tickets, Conferences, Self-Assessment, etc. )</p> <p>In addition, students will have the opportunity to complete independently on the following prompts:</p> <ul style="list-style-type: none"> <li>Consider another character’s point of view in either “On the Rainy River” or “The Red Convertible” and retell a key scene from either text through that character’s point of view.</li> </ul>

establish a formal style  
and an objective tone.

- Write an original narrative piece that assumes a specific point of view based on the setting of "On the Rainy River," "The Red Convertible," or *The Awakening*. Choose two narrative writing sub-standards (W.11-12.3.a-e) and develop the criteria of both sub-standards in your narrative writing piece.
- Choose an additional story from the novel The Things They Carried. Consider the point of view in the episodic chapter selected. Choose evidence from the text in which what is directly stated differs from what is really meant. Explain what is really meant by the chosen text evidence.

T, M, A (Code for Transfer, Meaning Making and Acquisition)	<b>STAGE THREE: Plan Learning Experiences</b>	
	<p><b>Learning Events:</b>                      In Module 11.4, students read, discuss, and analyze literary texts: “On the Rainy River” by Tim O’Brien and “The Red Convertible” by Louise Erdrich and Kate Chopin’s <i>The Awakening</i>, focusing on the authors’ choices in developing and relating textual elements such as character development, point of view, and central ideas, while also considering how a text’s structure conveys meaning and creates aesthetic impact. Additionally, students learn and practice narrative writing techniques as they examine the techniques of the authors whose stories students analyze in the module.</p>	<p><b>Evidence of learning:</b>  <i>(formative assessment)</i></p> <ul style="list-style-type: none"> <li>• Text annotations to support comprehension and analysis</li> <li>• Productive, evidence-based discussions about texts</li> <li>• Graphic Organizers</li> <li>• Conferences</li> <li>• Quick Writes</li> <li>• Exit Tickets</li> </ul>