

## English 11 - American Literature Narrative and *The Glass Castle*

<b>Time Frame:</b> 6-8 weeks	<b>Unit Title:</b> Narrative Writing Through Mentors	<b>Course Name:</b> English 11	
Stage 1: Desired Results			
Established Goal(s)	Transfer		
<p><b>Competencies Addressed:</b></p> <p><b>Reading Literature:</b> Students will demonstrate the ability to comprehend, critique, and analyze a variety of increasingly complex literary texts. (C1)</p> <p><b>Reading Informational Texts:</b> Students will demonstrate the ability to comprehend, critique, and analyze a variety of increasingly complex informational texts. (C2)</p> <p><b>Writing:</b> Students will demonstrate the ability to write effectively for a variety of purposes and audiences. Informative/Explanatory Writing, Narrative Writing, Argumentative Writing (C3)</p> <p><b>Grammar and Language:</b> Students will demonstrate the ability to skillfully interpret and apply the conventions of the English language to communicate clearly and effectively. (C4)</p> <p><b>Speaking and Listening:</b> Students will demonstrate the ability to listen and view critically and to speak purposefully and effectively. (C5)</p> <p><b>Technology:</b> Students will demonstrate strategic and ethical use of digital media (e.g., textual, graphic, audio, visual, and interactive elements) to gather, interpret, and analyze information and create shareable products. (C7)</p> <p><b>Standards Addressed:</b></p> <ul style="list-style-type: none"> <li>RL/11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</li> <li>RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</li> <li>RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.</li> </ul>	<p><i>Students will be able to independently use their learning to . . .</i></p> <ul style="list-style-type: none"> <li>Explore various forms of narrative and analyze exemplary texts</li> <li>Note how the author crafts the text to create meaning and effect</li> <li>Craft their own narratives, developing their skills as both readers and writers</li> <li>Gain a deeper understanding of the elements of narrative and how narratives can communicate ideas, emotions, and experiences</li> </ul>		
	Meaning		
		<p><b>UNDERSTANDINGS</b></p> <p><i>Students will understand that..</i></p> <ul style="list-style-type: none"> <li>Narratives are powerful tools for conveying meaning, emotions, and personal experiences</li> <li>Effective narratives exhibit key elements such as plot structure, characterization, and theme</li> <li>Analyzing texts for structure, purpose, and viewpoint allows a reader to gain insight and strengthen understanding.</li> <li>Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology.</li> <li>Writing should be purposefully focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader.</li> <li>Readers establish and communicate their interpretations of literature through arguments supported by textual evidence.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <p><i>Students will keep considering . . .</i></p> <ul style="list-style-type: none"> <li>What makes a narrative engaging and memorable?</li> <li>How do authors use storytelling techniques to convey their message?</li> <li>How does narrative writing enable us to express our own ideas and experiences?</li> </ul>
Acquisition			
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>how authors craft their writing through stylistic and rhetorical choices for impact and effect</li> <li>how authors use literary devices such as foreshadowing, symbolism, and dialogue to enhance their narratives</li> <li>the rules of class discussions and effective participation in a discussion</li> <li>that perspective is shaped by individual experiences and therefore differs from person to person.</li> </ul>	<p><i>Students will be skilled at/able to...</i></p> <ul style="list-style-type: none"> <li>Participate in classroom discussions that further the class's understanding of the text.</li> <li>Read increasingly difficult texts</li> <li>Analyze and discuss key quotes found throughout the text</li> <li>Complete effective annotations for a text.</li> <li>Analyze and evaluate the author's development of characters and other literary elements in light of genre and the author's intent</li> <li>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>Identify and apply storytelling techniques in their own writing.</li> </ul>	

<ul style="list-style-type: none"> <li>● W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</li> <li>● W.11-12.4. 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.)</li> <li>● W.11-12.5. 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.</li> <li>● W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</li> <li>● SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</li> <li>● L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> <li>● RL.11-12.5 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, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</li> </ul> <p><b>21st Century Skills:</b></p> <ul style="list-style-type: none"> <li>● reason effectively</li> <li>● make judgments and decisions</li> <li>● communicate clearly</li> <li>● access and evaluate information</li> <li>● be self-directed learners</li> </ul>		<ul style="list-style-type: none"> <li>● 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.</li> <li>● Use technology to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</li> </ul>
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