

**Davison Community Schools  
ADVISORY CURRICULUM COUNCIL**

*Phase II, April 1, 2012*

**School: DAE      Submitted By: Susie Conrad**

***Novels & Short Stories***

**Course Essential Questions:**

- What are the elements of fiction?
- How does the author effectively articulate his or her opinions and perspectives?
- How can I effectively articulate my own opinions and perspectives?
- How can one theme be applied universally across different pieces of literature?
- How do I relate to the text?
- What connections can be made between the text and my own life?

**Phase II Curriculum**

**Unit 1: Novels**

**Essential Questions:**

- What are the elements of fiction?
- Why read fiction?
- Why is it important to use reading strategies?
- How do good readers approach fiction selections?
- How do texts interact with one another?
- How are fictional texts used to better understand our world?

**Essential Understanding:**

- Stories present plot elements, setting, characterization, conflict, mood, point of view, irony, suspense, and theme.
- Fiction allows the reader to connect to and make sense of the real world.
- Reading strategies help the reader understand challenging texts.
- Fiction selections are approached by analyzing the format and applying reading strategies while reading.
- Texts connect through an analysis of common themes, situations, and characters to help us understand our world.

**Curriculum Standards**

**Reading Standards for Literature**

**RL.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.

**RL.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).

**RL.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.

**RL.9-10.6** Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

**RL.9-10.9** Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare)

**RL.9-10.10** By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**Reading Standards for Informational Text**

**RI.9-10.10** By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**Writing Standards**

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

a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop

experiences, events, and/or characters.

c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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

**W.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.

**W.9-10.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**Standards for Speaking and Listening**

**SL.9-10.4** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

**Language Standards**

**L.9-10.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. Use parallel structure.

b. 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.

**L.9-10.3** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, *Turabian's Manual for Writers*) appropriate for the discipline and writing type.

**Knowledge/Content**

Students will know about....

- How to apply the elements of fiction to a novel.
- How to apply good reading strategies to help comprehend a novel.
- How to connect different stories through themes, characters, and situations.
- How to use what is learned through fiction to help understand the real world.

**Skills/Processes**

Students will be able to.....

- Look at common themes, characters, and situations and connect them between multiple stories and their world.
- Show comprehension of a novel through writing and projects.
- Use textual evidence to support opinions.

**Phase III Textbook/Materials**

**Phase IV Summative Assessment Evidence**

**Common Summative Unit Assessments:**

**Agreed Upon Interim Summative Assessments: (\*identifies Performance Task)**

**Phase V Learning Plan**

## Phase II Curriculum

### Unit 2: Short Stories

#### Essential Questions:

- What are the elements of a short story?
- Why read fiction?
- Why is it important to use reading strategies?

#### Essential Understanding:

- Stories are created through plot elements, setting, characterization, conflict, mood, point of view, irony, suspense, and theme.
- Fiction is read so the reader can connect to and make sense of the real world.
- Reading strategies are used to help the reader understand challenging texts.

### Curriculum Standards

#### Reading Standards for Literature

**RL.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.

**RL.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).

**RL.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.

**RL.9-10.6** Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

**RL.9-10.9** Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare)

**RL.9-10.10** By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

#### Reading Standards for Informational Text

**RI.9-10.10** By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

#### Writing Standards

**W.9-10.2** 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.

**a.** Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

**b.** Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

**c.** Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

**d.** Use precise language and domain-specific vocabulary to manage the complexity of the topic.

**e.** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

**f.** Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

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

**W.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.

**W.9-10.6** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

**W.9-10.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

#### Standards for Speaking and Listening

**SL.9-10.4** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

#### Language Standards

**L.9-10.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  
**a.** Use parallel structure.  
**b.** 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.  
**L.9-10.3** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.  
**a.** Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, *Turabian's Manual for Writers*) appropriate for the discipline and writing type.

<b>Knowledge/Content</b> Students will know about....	<b>Skills/Processes</b> Students will be able to.....
<ul style="list-style-type: none"> <li>• Definitions of the elements of fiction – plot, exposition, rising action, climax, falling action, resolution, setting, characterization, conflict, mood, tone.</li> <li>• Good reading strategies (SQ3R, Visualize, Predict, Evaluate, Connect, Cloze Reading).</li> <li>• The purpose of a story in explaining situations, ideas and beliefs, and in connecting a variety of ideas in both the real and fictional worlds.</li> <li>• Definitions of literary terms: symbolism, irony, theme, suspense, foreshadowing, imagery, metaphor, simile, personification.</li> </ul>	<ul style="list-style-type: none"> <li>• Use context clues to understand unfamiliar words.</li> <li>• Use reading strategies to comprehend selections.</li> <li>• Develop and present opinions about what is read.</li> <li>• Write a summary of a selection.</li> <li>• Paraphrase a selection.</li> <li>• Look at common themes, characters, and situations and connect them between stories and the real world.</li> <li>• Use textual evidence to support opinions.</li> <li>• Analyze character motivations.</li> <li>• Express understanding through critical thinking and/or creative writing.</li> <li>• Identify the importance of cultural context in a piece of fiction.</li> </ul>

**Phase III Textbook/Materials**

**Phase IV Summative Assessment Evidence**

<b>Common Summative Unit Assessments:</b>	<b>Agreed Upon Interim Summative Assessments: (*identifies Performance Task)</b>
---	--

**Phase V Learning Plan**

**Phase II Curriculum**

<b>Unit 3: Writing</b>	
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What is a personal narrative?</li> <li>• What are the qualities of a compare/contrast essay?</li> <li>• Why is it important to pre-write, write rough drafts, revise and edit writing?</li> </ul>	<p><b>Essential Understanding:</b></p> <ul style="list-style-type: none"> <li>• A person's memory of an important event in his or her life is the basis for a personal story or narrative.</li> <li>• Compare/contrast essays need to discuss how two or more works (theme, character traits, plot sequencing) are similar and different in an organized and effective manner.</li> <li>• Pre-writing, rough drafts, revision and editing help writers develop well thought</li> </ul>

- out and organized papers.
- Revision and editing complex texts for usage/mechanics and rhetorical devices helps writers improve their own work.

## Curriculum Standards

### Writing Standards

**W.9-10.2** 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.

**a.** Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

**b.** Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

**c.** Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

**d.** Use precise language and domain-specific vocabulary to manage the complexity of the topic.

**e.** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

**f.** Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

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

**a.** Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

**b.** Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

**c.** Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

**d.** Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

**e.** Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**W.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.)

**W.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.

**W.9-10.6** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

**W.9-10.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

### Language Standards

**L.9-10.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**a.** Use parallel structure.

**b.** 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.

**L.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.

**L.9-10.3** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**a.** Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, *Turabian's Manual for Writers*) appropriate for the discipline and writing type.

**L.9-10.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.

- a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
  - b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).
  - c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
  - d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- L.9-10.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
  - b. Analyze nuances in the meaning of words with similar denotations.

<b>Knowledge/Content</b> Students will know about....	<b>Skills/Processes</b> Students will be able to.....
<ul style="list-style-type: none"> <li>• What good writing traits are (Descriptive, Introductions, Conclusions, Staying on Topic, Organization, Voice, Sentence Variety).</li> <li>• Strategies to help organize papers such as T-charts (pros and cons), flow charts, mind maps, graphic organizers, etc.</li> <li>• Strategies to revise and edit works</li> <li>• What transition words are and how to use them in a writing assignment.</li> </ul>	<ul style="list-style-type: none"> <li>• Write a personal narrative.</li> <li>• Write an effective and organized Compare/Contrast paper.</li> <li>• Outline essays to help organize writing.</li> </ul>

**Phase III Textbook/Materials**

**Phase IV Summative Assessment Evidence**

<b>Common Summative Unit Assessments:</b>	<b>Agreed Upon Interim Summative Assessments: (*identifies Performance Task)</b>
---	--

**Phase V Learning Plan**

--	--