Unit 7.1: Identity

Enduring Understandings

- Experiences and relationships influence identity.
- Identity affects perceptions and behavior.
- Effective readers make inferences about characters in a text.

Essential Questions

- What is identity and how is it shaped?
- How does self-concept affect perceptions and behavior?
- How do writers develop characters’ identities?

Common Tasks

Students should engage in a variety of tasks to give them opportunities to demonstrate and deepen their learning. Teachers should provide specific instruction on strategies during each stage of the writing process for at least one of the common tasks, while some common tasks may focus instruction on one stage or may be completed as homework or as timed writings in class.

- Set up a portfolio with at least one reading and one writing goal for academic improvement. (Textual Analysis/Problem-Solution)
- Write an explanation of what the reader can infer about the main character based on what others in the text say and think about him or her. Support your explanation with details from the text. (Textual Analysis/Exemplification)
- Write a description of how the mood created in an artwork relates either to the setting or a theme in the text. Support your response with details from both the artwork and the text. (Textual Analysis/Exemplification)
- After reading a text, participate in a Shared Inquiry discussion about a question of genuine doubt raised by the text. Use the text to support and extend insights about the main character. (Textual Analysis/Choose best method of development)
- After participating in a Shared Inquiry discussion, write an argument that supports or challenges a position related to the Shared Inquiry discussion. Use the text and the notes from the Shared Inquiry to support the argument. (Argument/Cause-Effect)
- Write a personal narrative explaining your name and how it reveals something significant about you. Use details gathered from interviews, Web sites and other sources to develop the narrative. (Creative-Reflective/Exemplification)
Unit 7.1: Identity

Recommended Tasks

- Write a response creating a character based on dialogue or on what others say or think about him or her. Develop a Character Reactions resource to plan the response. (Creative-Reflective/Exemplification)

- Prior to working with an artwork related to theme or setting, examine a series of artworks and create and present a visual expressing how mood or tone is created in artwork of your own choosing. (Textual Analysis/Exemplification) See Color Me Happy: http://edsitement.neh.gov/view_lesson_plan.asp?id=642

- Deliver a 30 second impromptu speech defining a concept in the unit or an object in the text (focus on appropriate delivery techniques rather than content of speech).

Paragraph Development

Unit 1 focuses on exemplification as a method of developing an essay. Students learn how to use examples—facts, quotations, illustrations, anecdotes, or stories—to support the thesis. They practice how to form and develop ideas by providing specific details to illustrate a point. Lessons in this unit give students multiple opportunities to learn how to incorporate meaningful examples that extend ideas. Students may elaborate with a single, powerful example, or with a series of related details.

Grammar, Usage, and Sentence Composing

A balanced approach to teaching grammar is required; separated instruction alone does not work. After students receive direct instruction on grammar and usage rules, they must apply these skills to authentic tasks. The ultimate goal is to have students recognize language conventions as they read and to incorporate correct grammar and usage into their own writing in a purposeful way. Students will

- review sentence parts, parts of speech, complete sentences, independent clauses, fragments and run ons, subject-verb agreement, and pronoun-antecedent agreement.
- review words that are commonly confused or misused (all ready/already, among/between, choose/chose, fewer/less, good/well, principal/principle, raise/rise) and correct problems in usage.
- punctuate dialogue correctly.

“Examples aren’t trivial doodads you add to a paragraph for decoration; they are what holds your readers’ attention and shows them that your writing makes sense.”

The Bedford Guide for College Writers
Unit 7.1 Focus Indicators

General Reading Processes

1.D.3— Understand, acquire, and use new vocabulary.
1.E.2— Use strategies to prepare for reading (before reading).
1.E.3— Use strategies to make meaning from text (during reading).
1.E.4— Use strategies to demonstrate understanding of the text (after reading).

Language Conventions

5.A.2— Apply knowledge of grammar concepts and skills to control oral and written language.
5.B.2— Comprehend and apply standard English usage in oral and written language.
5.C.2— Apply standard English punctuation and capitalization in written language.

Comprehension of Literary Texts

3.A.1— Apply comprehension skills by reading and analyzing a variety of self-selected and assigned literary texts.
3.A.3— Analyze elements of narrative texts to facilitate understanding and interpretation.
3.A.6— Analyze important ideas and messages in literary texts.
3.A.7— Analyze the author’s purposeful use of language in literary texts.
3.A.8— Read critically to evaluate literary texts.

Listening

6.A.1— Apply and demonstrate listening skills appropriately in a variety of settings and for a variety of purposes.
6.A.2— Apply comprehension and literary analysis strategies and skills for a variety of listening purposes and settings.

Speaking

7.A.1— Demonstrate appropriate organizational strategies and delivery techniques for a variety of oral presentation purposes.

Writing

4.A.1— Compose texts using the prewriting and drafting strategies of effective writers and speakers.
4.A.2— Compose oral, written, and visual presentations that express personal ideas, inform, and persuade.
4.A.3— Compose texts using the revising and editing strategies of effective writers and speakers.
4.A.7— Locate, retrieve, and use information from various sources to accomplish a purpose.
Unit 7.1 Course Terms

Annotation
Audience
Characterization
  o Dynamic
  o Static
Connotation
Context
Denotation
Figurative language
  o Alliteration
  o Personification
  o Simile
Foreshadowing
Imagery
Interpretation
Irony
Mood
Personal essay

Plot structure
  o Exposition
  o Inciting incident
  o Conflict
  o Rising action
  o Climax
  o Falling action
  o Denouement
  o Resolution

Point of view
Portfolio
Satire
Self-reflection
Setting

6–Traits of Writing
  o Ideas & development
  o Organization
  o Voice
  o Word choice
  o Sentence fluency
  o Conventions

Thesis statement
Theme
Tone
Visual literacy
  o Arrangement
  o Line
  o Perspective
Voice
Writing

  Purposes
  o Argument
  o Creative and Reflective
  o Textual Analysis
  o Research and Synthesis

  Methods of development
  o Cause-Effect
  o Comparison-Contrast
  o Exemplification
  o Problem-Solution
Unit 7.1: Texts

Fiction

*Adam of the Road*
*The Adventures of Tom Sawyer*
*Catherine, Called Birdy*
*Nothing But the Truth*
*The Sword in the Stone*
*Where the Lilies Bloom*

Elizabeth J. Gray
Mark Twain
Karen Cushman
Avi
T.H. White
Vera and Bill Cleaver

Nonfiction

“Burning Out at Nine?”
*Citizens of the World: Readings in Human Rights*
*Gifted Hands: The Ben Carson Story*
“My Furthest-Back Person”
“Names/Nombres”
“Offerings at the Wall”
*The Story of My Life*

Nadya Labi
The Great Books Foundation
Ben Carson
Alex Haley
Julia Alvarez
Smithsonian Institution
Helen Keller

Poetry

“Dusting”
“If I Can Stop One Heart from Breaking”
“I’m Nobody”
“The Rider”
“Thumbprint”
“To You”
“The World is Not a Pleasant Place to Be”

Julia Alvarez
Emily Dickinson
Emily Dickinson
Naomi Shibab Nye
Eve Merriam
Langston Hughes
Nikki Giovanni

Short Stories

“The Cat Who Thought She Was a Dog…”
“A Christmas Carol”
“A Crush”
“Rikki-tikki-tavi”
“Seventh Grade”
“Thank You M’am”
“Two Kinds”
“Zebra”

Isaac Bashevis Singer
Charles Dickens
Cynthia Rylant
Rudyard Kipling
Gary Soto
Langston Hughes
Amy Tan
Chaim Potok
Unit 7.1: Language Acquisition

Vocabulary and Language Skills
Vocabulary acquisition continues to be a necessary and vital part of the English curriculum. Vocabulary study not only enhances understanding of the writer’s craft—how word choice creates character, defines mood, and sets tone—but also is the key to a richer reading of all texts.

Vocabulary instruction incorporates the three instructional approaches outlined by Judith Langer: separated, simulated, and integrated. Explicit instruction focuses on both meaning and word structure. Students identify and define unfamiliar words in context and study the etymology and the morphemic structure of words. Determining meaning and understanding word structure give students the tools to become independent, strategic readers of challenging texts. As students learn about the variety and richness of English, they should be encouraged to use language that is both precise and expressive.

Students will

- study unfamiliar words that are critical to understanding the text, including those identified by the teacher and themselves.
- study terms and concepts central to the meaning of a particular text to promote deeper understanding. These words include course terms that are part of the language used to talk about texts.
- use knowledge of word relationships and word parts to make connections to unknown words.
- study the structure of words by working with designated lists of roots and affixes and with words drawn from the assigned texts.
- incorporate rich, precise, and varied language in their own writing and speaking.

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Opportunities for student-to-student discourse are vital. Discussion of readings in literature circles and through Shared Inquiry encourages attentive and critical listening as well as practice with accurately conveying an idea or perspective.