E1 Instructional Planning Guide  
Unit 1B: Fiction

### Stage 1 - Desired Results

<table>
<thead>
<tr>
<th>Established Goals</th>
<th>Transfer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Fig. 19 Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message.</td>
<td>Students will be able to independently use their learning to…</td>
</tr>
<tr>
<td>1. Fig. 19A Reflect on understanding to monitor comprehension (e.g., asking questions, summarizing and synthesizing, making connections, creating sensory images).</td>
<td>• Use new words in authentic ways (e.g. notebook entries, discussions, compositions, etc.)</td>
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<tr>
<td>1. Fig. 19B Make complex inferences about text and use textual evidence to support understanding.</td>
<td>• Apply a wide range of strategies to comprehend, interpret, and evaluate fiction and defend with evidence</td>
</tr>
<tr>
<td>1.1 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing.</td>
<td>• Communicate effectively through writing and speaking for a variety of audiences and purposes</td>
</tr>
<tr>
<td>1.1A Determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes.</td>
<td>• Listen critically to process information and comprehend a speaker’s message and intent</td>
</tr>
<tr>
<td>1.1B Analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words.</td>
<td>• Use inquiry and research to discover new information, formulate questions and think critically</td>
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<tr>
<td>1.1E Use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine or confirm the meanings of words and phrases, including their connotations and denotations, and their etymology.</td>
<td>• Continually grow as a reader, writer, listener, and speaker</td>
</tr>
<tr>
<td>1.2 Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.</td>
<td>• Participate productively in teams</td>
</tr>
</tbody>
</table>

### Meaning

**Understandings:** Students will understand that...

**Overarching**

- Reading, writing, listening, and speaking are complex processes, both individual and social, that take place over time with continued practice and guidance.
- Readers use a variety of strategies to help with understanding a text.
- Readers defend an analysis and reactions to text by finding appropriate text evidence to support ideas.
- Understanding a text’s structure helps a reader better understand its meaning.
- To achieve effective writing, a writer must focus on a topic, create an appropriate structure, develop ideas, and demonstrate a unique voice and style.
- Audience and purpose influence the choices a writer makes.
- The writing process helps people make discoveries about themselves and the world as well as organize or change their thinking.

**Essential Questions:** Students will keep considering...

**Overarching**

- How does working collaboratively deepen my learning?
- What strategies do readers use to understand text, and how do readers know when they “got it”?
- How do people communicate clearly and effectively?
- Why are some interpretations about what a text means more supportable than others?
- How does writing about what I read help me with understanding the text?
- What did I learn about myself as a reader through the process of reading in this genre?
- How does reading a particular genre help me write within that genre?
- How does speaking and writing change depending on the purpose and audience?
- What did I learn about myself as a writer through the process of writing in this genre?
1.2A Analyze how the genre of texts with similar themes shapes meaning.
1.2C Relate the figurative language of a literary work to its historical and cultural setting.

**Unit Specific**
- Authors use fiction to reveal universal truths about the human condition.
- Complex and believable characters are created through dialogue, description, what the character says, what the character does, and what other characters say about the character.
- Nonlinear plot uses flashback, foreshadowing, sub-plots, and parallel plots to contribute to the theme.
- Point of view in fiction determines whose eyes the reader experiences the story through. It can reveal as much or as little as the author wants.
- Breaking down a text and analyzing the elements can help a reader determine the meaning of the text.
- Theme is created through an author’s use of diction, imagery, irony, sarcasm, and paradox.
- Literary devices help create interesting yet believable characters, enhance the plot with a well-developed conflict and resolution, and contribute to the theme.
- Figurative language helps the reader relate to the cultural and historical context of the text.

**Unit Specific**
- What are the features of fiction?
- How is fiction similar and different to literary nonfiction?
- Why would a writer choose this genre to communicate a message?
- Why would an author choose to tell a story in a nonlinear way?
- How do authors create complex and believable characters?
- How does the narrator’s point of view shape the reader’s experience?
- How do literary elements impact meaning?
- How does an author’s cultural or historical context shape the message?

### Acquisition of Learning and Knowledge

**Students will know:**
**Reading Knowledge:**
- Word meanings (denotative, connotative, prefix, suffix, roots, textual evidence, cognate, summary, etymology, synthesize, inference)
- Genre (fiction)

**Students will be skilled at...**
**Reading Skills:**
- Taking notes
- Reading, analyzing, and making complex inferences supported with text evidence in fiction
### 1.13B Structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and the rhetorical devices used to convey meaning.

### 1.13C Revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed.

### 1.13D Edit drafts for grammar, mechanics, and spelling.

### 1.13E Revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.

### 1.14 Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are responsible for at least two forms of literary writing.

#### 1.14A Write an engaging story with a well-developed conflict and resolution, interesting and believable characters, and a range of literary strategies (e.g., dialogue, suspense) and devices to enhance the plot.

#### 1.15 Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes.

#### 1.15C Write an interpretative response to an expository or a literary text (e.g., essay or review) that:

(i-iii) extends beyond a summary and literal analysis; addresses the writing skills for an analytical essay and provides evidence from the text using embedded quotations; analyzes the aesthetic effects of an author’s use of stylistic or rhetorical devices.

### Writing Knowledge:
- **Genre** *(engaging story)*
- **Characterization** *(interesting, believable)*
- **Dialogue**
- **Suspense**
- **Conflict**
- **Resolution**
- **Literary devices**

### Literary analysis (paragraph)
- **Thesis**
- **Controlling idea**
- **Purpose**
- **Audience**
- **Context**
- **Transition**
- **Evidence**
- **Making connections**
- **Embedded quotations**
- **Mechanics**
- **Inference** *(literal vs. non-literal)*

### Writing Skills:
- Collecting ideas *(in the writer’s notebook)* from readings and discussions.
- Gathering potential research topics *(in the writer’s notebook)* from readings and discussions.

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### Writing/Literary Texts

- **Theme**
- **Sensory language** *(diction, figurative language, simile, metaphor, personification, imagery, irony, sarcasm)*
- **Linear plot**
- **Non-linear plot** *(flashbacks, foreshadowing, sub-plots, parallel plot)*
- **Author’s purpose** *(cultural, historical, and contemporary context)*
- **Narrator**
- **Point of view**
- **Characterization** *(complex, believable)*
- **Dialogue**

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**Using grade-level academic English words from multiple content areas derived from Latin, Greek, or other linguistic roots and affixes**

**Analyzing textual context** *(within a sentence and larger sections of a text)* to distinguish between denotative and connotative meanings of words.

**Using a dictionary, glossary, or thesaurus** *(printed or electronic)* to determine or confirm meanings of words and phrases, including connotations and denotations, and etymology.

**Monitoring comprehension** *(e.g., asking questions, summarizing and synthesizing, making connections, creating sensory images)*

**Annotating a text for a variety of purposes**

**Analyzing and comparing non-linear plot development to linear plot development**

**Analyzing how literary devices create complex yet believable characters**

**Analyzing how the genre of texts shapes meaning**

**Making inferences and drawing conclusions about how an author’s sensory language creates imagery in literary text and defending those inferences with evidence from text**

**Explaining the role of irony and sarcasm**

**Relating the figurative language to its historical and cultural setting**

**Analyzing how a work of fiction is shaped by the narrator’s point of view**

**Making inferences and drawing conclusions about characters and defending those inferences with evidence from the text**

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**Created by HS ELAR**

3

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1.17 Oral and Written Conventions /Conventions. Students understand the function of and use the conventions of academic language when speaking and writing.
   1.17A Use and understand the function of parts of speech in the context of reading, writing, and speaking.
   1.17C Use a variety of correctly structured sentences (e.g., compound, complex, compound-complex).

1.18 Oral and Written Conventions / Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions.
   1.18A Use conventions of capitalization.
   1.18B Use correct punctuation marks.

1.19 Oral and Written Conventions / Spelling. Students spell correctly.
   1.19A Spell correctly, including using various resources to determine and check correct spellings.

1.24 Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings.
   1.24A Listen responsively to a speaker by taking notes that summarize, synthesize, or highlight the speaker's ideas for critical reflection and by asking questions related to the content for clarification and elaboration.
   1.24B Follow and give complex oral instructions to perform specific tasks, answer questions, solve problems, and complete processes.

1.25 Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language.

1.26 Listening and Speaking/Teamwork. Students work productively with others in teams.
   1.26A Participate productively in teams, building on the ideas of others, contributing relevant information.

- Using the writer’s notebook to build writing fluency, capture thinking, and develop as a writer
- Drafting an engaging story (real or imagined) with a well-developed conflict and resolution, interesting and believable characters, and a range of literary strategies (e.g., dialogue, suspense) and devices to enhance the plot
- Giving and receiving writing feedback (teacher and classmates) using a variety of modes such as Google docs, writing conferences, conversations, author’s chair, etc.
- Imitating mentor sentences to improve style and sentence variety (e.g., compound, complex, compound-complex, participle phrases, restrictive and nonrestrictive relative clauses, comma placement in nonrestrictive phrases, clauses, and contrasting expressions, reciprocal pronouns, and quotation marks to indicate sarcasm or irony)
- Responding and connecting to literary text.
- Writing an interpretive response to a literary text (e.g., analytical paragraph) that extends beyond a summary and literal analysis, addresses the writing skills for an analytic essay (thesis, evidence, explanation to support thesis) and provides evidence from text
- Using forums and blogs to analyze/discuss literature and collaborate with classmates

**Speaking, Listening, Teamwork Skills:**
- Using the conventions of speaking
- Listening responsively
- Following complex oral instructions
- Asking questions
- Building on ideas of others
- Contributing relevant information
- Developing a plan for consensus building
- Setting ground rules for decision making
E1 Unit 1B: Fiction

<table>
<thead>
<tr>
<th>Supplemental Learning Targets</th>
<th>Assessment Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Parts of Speech and Sentence Structure Satisfactory</strong></td>
<td><strong>Common Assessment:</strong> District CA #1 (Benchmark) – Literary Analysis (fiction, poetry, editing and single selection short answer response)</td>
</tr>
<tr>
<td>• Uses and understands the function of the parts of speech accurately in the context of a written paragraph or composition.</td>
<td><strong>TEKS Based Tasks:</strong></td>
</tr>
<tr>
<td>• Uses a variety of correctly structured sentences (e.g., compound, complex, compound-complex).</td>
<td>• Create and maintain a self-selected unfamiliar word list with strategies used to determine meaning</td>
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<tr>
<td><strong>Capitalization and Punctuation Satisfactory</strong></td>
<td>• Read an unfamiliar fiction text and complete an assessment analyzing how writers create complex yet believable characters and use sensory language to convey a message, supporting inferences with evidence from the text.</td>
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<tr>
<td>• Minor capitalization and/or punctuation errors.</td>
<td>• Write a short answer response independently that demonstrates understanding, makes inferences and draws conclusions about the structures and elements of fiction and responds by providing evidence from text to support understanding</td>
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<tr>
<td><strong>Spelling Satisfactory</strong></td>
<td>• Write an engaging story (could be a more developed revision of the memoir draft from Unit 1A)</td>
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<td>• Minor spelling errors of grade level words.</td>
<td><strong>Supplementary Evidence:</strong></td>
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<tr>
<td><strong>Listening Satisfactory</strong></td>
<td>• Students use blogs and forums to respond to text</td>
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<td>• Listens responsively to a speaker by asking questions related to the content for clarification and elaboration.</td>
<td>• Reading response journals</td>
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<tr>
<td><strong>Speaking Satisfactory</strong></td>
<td>• Writer’s notebook entries</td>
</tr>
<tr>
<td>• Speaks clearly and to the point using the conventions of language with minor errors.</td>
<td>• Timed writing</td>
</tr>
<tr>
<td><strong>Visual Satisfactory</strong></td>
<td>• Students write from different points of view to demonstrate understanding of point of view on a text.</td>
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<tr>
<td>• Uses graphics and illustrations to help explain concepts where appropriate.</td>
<td>• Post essential questions around the room to refer to during the unit of study</td>
</tr>
<tr>
<td><strong>Teamwork Satisfactory</strong></td>
<td>• Think-Pair-Share (with essential questions)</td>
</tr>
<tr>
<td>• Participates by building on the ideas of others</td>
<td><strong>Summarizing Ideas:</strong></td>
</tr>
<tr>
<td>• Contributes relevant information</td>
<td>- Exit Ticket- Fiction Summary: Students write a summary of a fiction text or evaluate a summary for accurateness.</td>
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<td>- SWBST (Somebody wanted but so then) summary</td>
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<td>- Students orally summarize a literary text.</td>
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<td></td>
<td>- 7 Word Summary – Students summarize a text in exactly 7 words.</td>
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<td></td>
<td>- Group Summary – Students write their own 7-word summary. Then, a small group comes together to discuss each summary and compile to create one 7-word summary for the group.</td>
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</tbody>
</table>
### E1 Unit 1B: Fiction

**Other Evidence:**

**Possible Question Stems for Unit 1A:**

(E1.1A) In paragraph __ of this story, what does the word __ mean? What is the root word for the word in paragraph __ that means __?

(E1.1B) Read the following dictionary entry. Which definition best matches the meaning of the word __ as it is used in paragraph __?

(E1.1C) In this story, the word __ is in paragraph __; this word is to __ as __ is to __.

(E1.1D) What does the expression __ as used in paragraph __ mean? The origin of the word __ as used in paragraph __ is __.

(E1.1E) Read the dictionary entry for the word __. Which definition represents the meaning of the word __ as used in paragraph __?

(E1.2A) How does the genre in __ shape the meaning?

(E1.2C) How did the historical time in which this text was written influence the figurative language employed by the author? In what way is the expression __ in paragraph __ related to the cultural setting of the story?

(E1.5A) Why is the plot of __ considered non-linear in comparison to the plot of __? Why is paragraph __ important in identifying the plot of this selection as non-linear?

(E1.5B) What can the reader tell about __ (a specific character) based on the metaphor the author uses to describe him/her? How does the author increase the complexity of __ (a specific character)? To create a believable character in __, the author uses __.

(E1.5C) How does the narrator’s point of view in this story support the author’s purpose?

(E1.6A) How did the author help the reader to have a more realistic understanding of who __ (character) was? How did the description of a key event in paragraph __ provide clues to the perspective of __ (character)?

(E1.7A) What was the role of sarcasm in this selection? What was the author’s purpose in using irony in this selection? What role did the author’s use of paradoxical language play in this selection?

(E1. Fig19A) What is the best summary of this selection? What sensory image does the author use to enhance the understanding of the reader? What connection can the reader make between the author’s purpose and the main character’s motivation?

(E1. Fig19B) A conclusion that can be made about __ in this story is __. What text evidence supports the conclusion that __? Based on the evidence in paragraph __, the reader can conclude that __. Paragraph __ suggests that __. Which sentence in this selection support the inference that __?

**Self-Assessment and Reflection:**

- Students self-assess their own writing using a rubric and explain the scoring.
- Students reflect on which strategies they used as a reader to monitor their own understanding and deepen their understanding of a text.
### Stage 3 - Learning Plan

#### Pre-Assessment
- Pose an essential question to students. Allow time for students to think. Students can respond independently (ex. journal entry or exit ticket) or teacher can elicit student responses.
- Literary elements match: The purpose is to match the literary element, definition, and example/quote. Each student is given a card with the name of a literary element, definition, and example/quote. Students work together to find their match in the classroom.
- Teacher analyzes student writing samples to make instructional decisions.

#### Mini-Lessons
(lesson ideas / resources)

#### Practice Opportunities and Feedback
(practice without penalty and collaborative learning opportunities with actionable feedback)

#### Intervention
- Literature Circles (student choice, texts at a variety of reading levels)
- Preteach Vocabulary
- Scaffold Reading
- Fix Up Strategies
- Graphic Organizers

#### Enrichment (Pre-AP)
- Literature Circles (student choice, texts at a variety of reading levels)
- Use Pre-AP summer reading assignment to review literary elements.
- Teach Pre-AP vocabulary terms as appropriate to the genre students are studying.

#### Ongoing Formative Assessment
(check for understanding often)

#### Professional Resources
*Visible Learning for Literacy* by Douglas Fisher, Nancy Frey, John Hattie
*Making Thinking Visible* by Ron Ritchart, Mark Church, Karin Morrison
*Collaborative Teams That Transform Schools* by Robert Marzano, et. al.
*Teaching the Quality of Writing* by JoAnn Portalupi and Ralph Fletcher
*Notebook Know-How: Strategies for the Writer's Notebook* by Aimee Buckner
*Notebook Connections* by Aimee Buckner
*Mechanically Inclined* by Jeff Anderson
*Every Day Editing* by Jeff Anderson

- Students reflect on which strategies they used in their piece of writing and how these strategies impacted the writing.
- Students self-assess their understanding of the standards through a student friendly progress monitor.
**E1 Unit 1B: Fiction**

| 10 Things Every Writer Needs to Know by Jeff Anderson |
| Deeper Reading by Kelly Gallagher |
| When Kids Can’t Read What Teachers Can Do by Kylene Beers (Secondary Literacy Academy I Book Study) |
| Notice and Note by Kylene Beers and Robert Probst |
| Reading Nonfiction Notice and Note by Kylene Beers and Robert Probst |

**Websites:**
- [https://learnzillion.com/](https://learnzillion.com/) (create account or use google address to log-in – grade level lessons tied to common core standards)
- [www.hippocampus.org](http://www.hippocampus.org)
- [http://aaronshep.com](http://aaronshep.com) (Reader’s Theater Scripts)

**Text Resources**

**Suggested Text for Unit 1B: Fiction**

**Textbook Resources - Glencoe Texas Treasures Course 4**  [http://connected.mcgraw-hill.com/connected/login.do](http://connected.mcgraw-hill.com/connected/login.do)

**Textbook Resources – Writing Coach Grade 9**  [www.txwritingcoach.com](http://www.txwritingcoach.com)

**Literary Analysis - Fiction**
- Ch. 2 “Types of Writing” **T.E. p. 20** (overview of responses to lit.)
- Ch. 3 “The Writing Process” (writing traits, rubrics and how to use them, pre-writing, drafting, revising and editing, publishing, reflection **T.E. p. 26-47**)
- Ch. 4 “Sentences, Paragraphs, and Compositions” (writing strong sentences & paragraphs; composing; rhetorical and literary devices; using writing traits to develop an effective composition **T.E. p. 48-63**)
- Ch. 10 “Response to Literature” (mentor text “Blues Ain’t No Mockin Bird”-response to lit. essay; student model “The Gift of the Magi”-letter to author; student writing-letter to author **T.E. p. 196-221**)

**Literary Writing**
- Ch. 2 “Types of Writing” **T.E. p.11-12** (overview of fiction narrative types)
- Ch. 3 “The Writing Process” (writing traits, rubrics and how to use them, pre-writing, drafting, revising and editing, publishing, reflection **T.E. p. 26-47**)
- Ch. 4 “Sentences, Paragraphs, and Compositions” (writing strong sentences & paragraphs; composing; rhetorical and literary devices; using writing traits to develop an effective composition **T.E. p. 48-63**)
- Ch. 6 “Fiction Analysis” (mentor text-“Homelanding”-sci-fi short story; student model ”Dance on Air”-sci-fi short story; student writing-one-pager 26-line sci-fi or other short story [see links to urban legends] **T.E. p. 90-117**)

Chapter 10 – Response to Literature
Writing for Media: Blog Entry – pg. 218
<table>
<thead>
<tr>
<th>Skill</th>
<th>Resource</th>
<th>Page Number/ Online Path</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reciprocal Pronouns</td>
<td>Writing Coach</td>
<td>Writing Coach Online: Interactive Student Grammar Center&gt; The Parts of Speech&gt;Complete Contents&gt;Practice Exercise: Reciprocal Pronouns</td>
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<tr>
<td>Gerunds</td>
<td>Writing Coach</td>
<td>Writing Coach Online: Interactive Student Grammar Center&gt; Phrases and Clauses&gt;Complete Contents&gt;Practice Exercise: Verbal Phrases-Gerunds</td>
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<td>Writing Coach Online: Interactive Student Grammar Center&gt; Phrases and Clauses&gt;Complete Contents&gt;Grammar Tutorial: Gerunds and Gerund Phrases</td>
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<td>Participles</td>
<td>Writing Coach</td>
<td>Writing Coach Online: Interactive Student Grammar Center&gt; Phrases and Clauses&gt;Complete Contents&gt;Practice Exercise: Verbal Phrases-Participles and Participlal Phrases</td>
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<td>Writing Coach Online: Interactive Student Grammar Center&gt; Phrases and Clauses&gt;Complete Contents&gt;Grammar Tutorial: Participles and Participlal Phrases</td>
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<td>Writing Coach Online: Teacher’s Digital Resource Library&gt; Video Library&gt; Editing Strategies&gt; Video: Participles</td>
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<td>Infinitives</td>
<td>Writing Coach</td>
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<tr>
<td>Restrictive and Nonrestrictive Relative Clauses</td>
<td>Writing Coach</td>
<td>Writing Coach Online: Interactive Student Grammar Center&gt; Phrases and Clauses&gt;Complete Contents&gt;Practice Exercise: Restrictive Relative Clauses and Nonrestrictive Relative Clauses</td>
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<tr>
<td>Complex and Compound-Complex Sentences</td>
<td>Writing Coach</td>
<td>Writing Coach Online: Interactive Student Grammar Center&gt; Phrases and Clauses&gt;Complete Contents&gt;Grammar Tutorial: Complex and Compound-Complex Sentences</td>
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## Priority Learning Targets with Scale

**Fiction**

### Score 4.0

In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. The student will:

- Write an engaging story with a well-developed conflict and resolution, interesting and believable characters, and a range of literary strategies and devices to enhance plot.

### Score 3.5

In addition to score 3.0 performance, partial success at score 4.0 content

### Score 3.0

The student will be able to:

- Make inferences and draw conclusions about how structure and elements of fiction contribute to theme and support with textual evidence.
- Analyze a writer’s decision to utilize non-linear plot development to influence the theme.
- Analyze how authors create complex and believable characters using a range of literary devices.
- Analyze the way fiction is shaped by the narrator’s point of view.
- Relate figurative language of a literary work to its historical and cultural setting.
- Analyze the role of irony and sarcasm in literary works.
- Make inferences and draw conclusions about how sensory language creates imagery and contributes to meaning.

### Score 2.5

No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content

### Score 2.0

The student will recognize, recall, and give examples of specific vocabulary, such as:

- fiction, theme, historical setting, cultural setting, literary devices, non-linear plot, linear plot, flashback, foreshadowing, subplots, parallel plot, conflict, resolution, suspense, characterization, dialogue, sensory language, diction, irony, sarcasm, imagery, figurative language, simile, metaphor, personification, point of view, narrator

The student will be able to:

- Describe and explain the features of fiction.
- Summarize fictional text.
- Compare linear and non-linear plot development.
- Determine the advantages and disadvantages of non-linear plot structure.
- Describe how an author makes characters complex and believable.
- Determine the advantages and disadvantages of different points of view.

### Score 1.5

Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content

### Score 1.0

With help, partial success at score 2.0 content and score 3.0 content

### Score 0.5

With help, partial success at score 2.0 content but not at score 3.0 content
## Priority Learning Targets with Scale

### Reading Comprehension (Fig. 19 and Vocabulary)

| Score 4.0 | In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. The student will:  
- Monitor their own comprehension and make adjustments when needed.  
- Use new words in authentic ways.  
- Use forums and blogs to analyze / discuss texts. |
| Score 3.5 | In addition to score 3.0 performance, partial success at score 4.0 content |
| Score 3.0 | The student will be able to:  
- Ask questions, summarize and synthesize information, and create sensory images during reading.  
- Recognize and define the meaning of unfamiliar words using prefixes, suffixes, roots, context clues, and reference guides.  
- Make complex inferences while reading a text.  
- Support the inferences with evidence from the text.  
- Make connections within text.  
- Support the connections with evidence from the text. |
| Score 2.5 | No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content |
| Score 2.0 | The student will recognize, recall, and give examples of specific vocabulary, such as:  
- denotation, connotation, prefixes, suffixes, roots, context clues, summarize, synthesize, sensory images, inference  
  The student will be able to:  
- Annotate a text for a variety of purposes.  
- Recognize unfamiliar words and determine appropriate strategy needed to determine word meaning. |
| Score 1.5 | Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content |
| Score 1.0 | With help, partial success at score 2.0 content and score 3.0 content |
| Score 0.5 | With help, partial success at score 2.0 content but not at score 3.0 content |
## Priority Learning Targets with Scale

### Analytical Paragraph

<table>
<thead>
<tr>
<th>Score</th>
<th>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. The student will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.0</td>
<td>Write an extended (multiple paragraph) interpretative response of a literary text.</td>
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<tr>
<td>3.5</td>
<td>In addition to score 3.0 performance, partial success at score 4.0 content.</td>
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<tr>
<td>3.0</td>
<td>The student will be able to:</td>
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<tr>
<td></td>
<td>Write a single paragraph interpretative response to a literary text that:</td>
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<tr>
<td></td>
<td>- extends beyond a summary and literal analysis</td>
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<tr>
<td></td>
<td>- addresses the writing skills for an analytical essay (thesis, evidence, explanation to support thesis)</td>
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<td></td>
<td>- makes complex inferences (nonliteral) about the text</td>
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<td></td>
<td>- supports the inferences with evidence from the text</td>
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<tr>
<td></td>
<td>- makes connections within text</td>
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<tr>
<td></td>
<td>- supports the connections with evidence from the texts</td>
</tr>
<tr>
<td>2.5</td>
<td>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</td>
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<tr>
<td>2.0</td>
<td>The student will recognize, recall, and give examples of specific vocabulary, such as:</td>
</tr>
<tr>
<td></td>
<td>- audience, purpose, thesis, textual evidence, support, transition, embedded quotations, draft, structure, revise, style, edit, grammar, mechanics, literal, nonliteral</td>
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<tr>
<td></td>
<td>The student will be able to:</td>
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<tr>
<td></td>
<td>- Summarize, synthesize, and make connections about ideas in text.</td>
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<td></td>
<td>- Distinguish between literal and nonliteral inferences.</td>
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<td></td>
<td>- Identify reasonable and relevant textual evidence that supports inferences.</td>
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<td>- Plan a first draft.</td>
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<td>- Structure ideas in a sustained way.</td>
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<td>- Revise drafts to improve style.</td>
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<td></td>
<td>- Edit drafts for grammar, mechanics, and spelling.</td>
</tr>
<tr>
<td>1.5</td>
<td>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</td>
</tr>
<tr>
<td>1.0</td>
<td>With help, partial success at score 2.0 content and score 3.0 content</td>
</tr>
<tr>
<td>0.5</td>
<td>With help, partial success at score 2.0 content but not at score 3.0 content</td>
</tr>
</tbody>
</table>