

**Strand 1: Understanding Text**

**Concepts/Skills, Processes:**

- Classification & categorization (RL.9-10.7)
- Structural elements (RL.9-10.5)

**Strand Understandings:**

- Genre classification is part of a multifaceted process which problematizes and enriches our understanding of text and text structure.
- The modes of classification and categorization of genre transfer to real world applications.
- Genres can be logically categorized and classified into genres based on their structural elements
- Genres fall under a hierarchy that moves from the general to the specific.
- Individual genres are made up of multiple structural elements

**Essential/Guiding Questions:**

- What are the processes that individuals use to classify and categorize? (style, technique, mode, formula, or thematic grouping) (F)
- What are the structural elements of individual genres? (F)
- How might a particular text fit into multiple genres? (C)
- What are the genre-specific literary techniques? (F)

**PK-12 EU's**

- Conceptual understanding and deep comprehension require the knowledge, utilization, and application of text structures, language skills, multiple interpretations, and text conventions to heighten students' ability to be independent thinkers and lifelong learners who appreciate and contribute thoughtful ideas.
- Responding critically, reflecting upon authors' craft, and making judgments within and across texts develop analytical discerners and selective consumers of information.
- Producing text demonstrates synthesis of information and the transfer of knowledge to new, unique, and deeper learning experiences.

**Unit Enduring Understandings:**

- Individual genres feature complex attributes that problematize and resist categorization
- Genre classification is based on subjective elements

**Overarching Essential Questions:**

- To what extent is it legitimate and useful to categorize literature into different genres?

**Strand 2: Critiquing and Responding to Text**

**Concepts/Skills, Processes:**

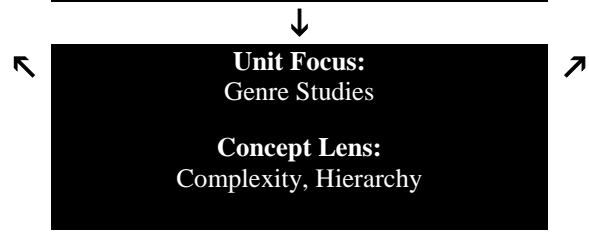
- Organization (RL.9-10.5, RI.9-10.3)
- Critical analysis (SL.9-10.1.c)
- Comparison (RI.9-10.7)

**Strand Understandings**

- Analyzing structure can clarify author's purpose.
- Technical aspects of specific genres work to make meaning and convey themes and central ideas
- Hierarchical ordering of genres and sub-genres increases critical thinking.
- A text may be classified into various genres based on different worldviews.

**Essential/Guiding Questions**

- What are the essential elements of each genre? (F)
- How can a critical analysis of text structure provide insight into the author's purpose? (C)
- How can different world views influence genre classification? (P)
- How do specific literary devices work to define genre? (C)



**Strand 3: Producing Text**

**Concepts/Skills, Processes:**

- Style (W.9-10.1.d)
- Conventions (W.9-10.1.d)
- Language in Context (L.9-10.3)

**Strand Understandings:**

- Task, purpose, and audience determine the appropriate genre to use
- Planning, revising, editing, rewriting, or trying a new approach strengthens sophisticated writing.

**Essential/Guiding Questions:**

- How can clarity be improved? (C)
- How can the writing process improve product? (C)
- What genre is most appropriate for conveying a certain idea or point of view? (P)

**Strand 1: Understanding Text**

**Concepts/Skills Processes:**

- Audience Awareness (W.9-10.1.d)
- Purpose (W.9-10.1.a)

**Strand Understandings:**

- Knowledge of an author’s audience informs understanding of the author’s purpose and central idea.

**Essential/Guiding Questions:**

- What are effective structures of an argument? (F)
- Why is knowledge of an author’s audience essential? (P)
- How does knowledge of an author’s audience inform understanding of task and purpose? (C)
- Why would an author want to manipulate readers’ perception? (P)

**PK-12 EU’s**

- Formulating connections, building content knowledge, and understanding purpose and use of craft are essential elements in constructing meaning of text.
- Critiquing and responding to text deepens understanding and knowledge, challenging individuals to go beyond the text and become creative thinkers.
- Producing text demonstrates synthesis of information and the transfer of knowledge to new, unique, and deeper learning experiences.

**Unit Enduring Understandings**

- Audience awareness is essential in the logical construction of an argument.
- A consistently and purposefully focused argument using appropriate evidence strengthens the validity of the voice.

**Overarching Essential Questions**

- Why is researching evidence crucial when identifying a position prior to writing?
- Why must an effective argument have both a well-developed claim and counterclaim?

**Strand 2: Critiquing and Responding to Text**

**Concepts/Skills Processes:**

- Evaluating Sources (W.9-10.8/L9-10.1-2)
- Research (RI.9-10.7 , W.9-10.9)
- Analysis (RI.9-10.8)

**Strand Understandings:**

- Analyzing how an author uses rhetoric to advance point of view increases comprehension of text.
- Analyzing various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia) and determining contrasting details clarifies purpose.
- Evaluating whether evidence is sufficient, relevant, or fallacious will clarify the validity of an argument.

**Essential/Guiding Questions:**

- What is the difference between a reliable and unreliable source? (C)
- How do essential details clarify purpose? (C)
- How is validity determined? (C)
- Can author’s purpose ever truly be known? (P)

↓

↖      ↗

**Unit Focus:**  
Why Argue?

**Concept Lens:**  
Audience, Validity, Voice

↓

**Strand 3: Producing Text**

<p><b>Concepts/Skills Processes:</b></p> <ul style="list-style-type: none"> <li>• Style (W.9-10.4)</li> <li>• Standard Conventions (L.9-10.1-2)</li> </ul>	<p><b>Strand Understandings:</b></p> <ul style="list-style-type: none"> <li>• Planning, revising, editing, rewriting, or trying a new approach improves product.</li> </ul>	<p><b>Essential/Guiding Questions:</b></p> <ul style="list-style-type: none"> <li>• How does the revision process, including adhering to writing and speaking conventions, strengthen the product? (C)</li> </ul>
--	---	---

**Strand 1: Understanding Text**

**Concepts/Skills Processes:**

- Voice (RI9-10.4)
- Purpose (RI9-10.3)
- Figurative Language (RI9-10.4/L9-10.5)

**Strand Understandings:**

- Understanding that particular word and phrase choices create specific meaning and tone enhances text comprehension.
- Understanding the manner in which an author unfolds an analysis or series of ideas, or how the author introduces, develops, and sequences essential points clarifies the purpose of a text.
- Scrutinizing figurative language techniques in a text contributes to understanding of meaning and tone.

**Essential/Guiding Questions:**

- How can selection of specific words and phrases change the meaning and tone in a text? (C)
- How do an author's choices communicate the purpose of a text? (C)
- How can figurative language convey tone? (C)

**PK-12 EU's**

- Critiquing and responding to text deepens understanding and knowledge, challenging individuals to go beyond the text and become creative thinkers.
- Producing text demonstrates synthesis of information and the transfer of knowledge to new, unique, and deeper learning experiences.

**Unit Enduring Understandings**

- Examination of rhetorical devices, grammatical conventions, denotations and connotations, refines sophisticated comprehension and analytical skills.

**Overarching Questions**

- How does understanding text structure help critical comprehension?
- How does the use of figurative language convey meaning and tone of a text?
- Why is the application of language structure critical in producing text?
- How do an author's choices delineate meaning?

**Strand 2: Critiquing and Responding to Text**

**Concepts/Skills Processes:**

- Structures (RI9-10.5)
- Connotation/Denotation (RI9-10.4)

**Critiquing Focus/Concepts**

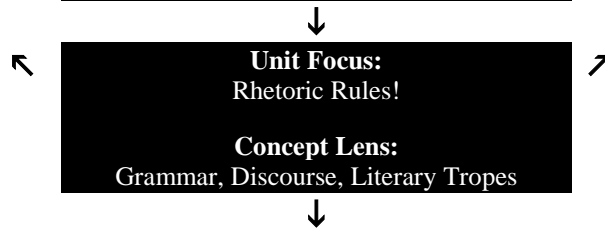
- Rhetoric (RI9-10.6)
- Thoughtful Response (SL9-10.1.d)

**Strand Understandings:**

- Analyzing the structures of parts of a text contributes to comprehending its message on a deeper level.
- Analyzing the connotation and denotation of words in a text clarifies meaning and tone.
- Examining rhetorical devices, logos, pathos, and ethos in a text elucidates the author's point of view.
- Identifying fallacious reasoning or exaggerated or distorted evidence clarifies the validity of a text premise.

**Essential/Guiding Questions**

- What elements can determine validity of reasoning? (F)
- How do particular sentences, paragraphs, or chapters of a text, support the development of an author's ideas? (C)
- How does an author use rhetoric to advance purpose? (C)
- Why do some words have particular connotations or denotations? (P)



**Strand 3: Producing Text**

**Concepts/Skills Processes:**

- Patterns in Grammar (L9-10.4b)
- Parallelism (L9-10.1)

**Strand Understandings:**

- Using word patterns and changes that indicate different meanings or parts of speech creates sophisticated communication.
- Using parallel structure enhances and clarifies written communication.

**Essential/Guiding Questions:**

- How do patterns contribute to refining written communication? (C)
- How can parallelism clarify implied or explicit meaning? (C)

**Strand 1: Understanding Text**

**Concepts/Skills Processes:**

- Discovery (RL9-10.2)
- Characterization (RL9-10.3)
- Structure (RL9-10.5/L.9-10.3)

**Strand Understandings:**

- Determining how a theme of a text emerges and is shaped and refined by specific details enhances reading comprehension.
- Understanding how complex characters over the course of a text interact with other characters elucidates theme and motif in literature.
- Author’s choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise.

**Essential/Guiding Questions:**

- How do specific details develop, shape, and refine theme in a text? (F)
- How does analysis of complex characters promote clarification of theme? (C)
- How do an author’s choices regarding text structure, sequence, time manipulation, create such effects as mystery, tension, or surprise? (C)

**PK-12 EU’s**

- Conceptual understanding and deep comprehension require the knowledge, utilization, and application of text structures, language skills, multiple interpretations, and text conventions to heighten students’ ability to be independent thinkers and lifelong learners who appreciate and contribute thoughtful ideas.
- Responding critically, reflecting upon authors’ craft, and making judgments within and across texts develop analytical discerners and selective consumers of information.
- Producing text demonstrates synthesis of information and the transfer of knowledge to new, unique, and deeper learning experiences

**Unit Enduring Understandings**

- Literary theme is revealed through characterization, style, text structure, and plot development.
- Central ideas are established through text structure, point of view, style, and specific details.

**Overarching Questions**

- What are the specific strategies that can be utilized to grasp concepts and foster deep comprehension of text?
- What evidence do we analyze within text in order to identify the theme or central message?

**Strand 2: Critiquing and Responding to Text**

**Concepts/Skills Processes:**

- Interpretation (RI9-10.2)
- Style (RI9-10.3)

**Critiquing Focus/Concepts**

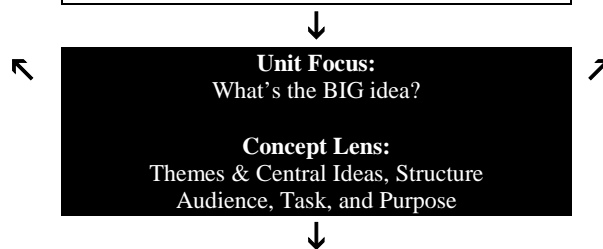
- Connections (RI9-10.5)
- Comparison (RI9-10.7)

**Strand Understandings:**

- Analysis of how a central idea is developed through specific ideas and text structure over a course of a text increases comprehension of text.
- Analyzing in detail particular sentences, paragraphs, or chapters, reveals central ideas.
- Analyzing how an author makes connections among a series of ideas or events leads to more sophisticated appreciation of text.
- Scrutinizing details emphasized in the account of one subject told in different mediums can clarify author’s message.

**Essential/Guiding Questions**

- How do specific ideas developed over the course of a text increase comprehension of that text? (F)
- How does examining the connections of ideas and events presented by the author lead to a more refined evaluation of the text? (C)
- How do specific ideas developed over the course of a text increase comprehension of that text? (C)
- How does contrasting two mediums dealing with one subject clarify the central ideas in both? (C)



**Strand 3: Producing Text**

**Concepts/Skills Processes:**

- Discrimination (W9-10.2b)
- Process (W9-10.5)
- Audience (W9-10.4)
- Craft (SL9-10.4)

**Strand Understandings:**

- Developing a topic with well-chosen, relevant, and sufficient facts, and concrete details, produces sophisticated communication.
- The revision process, including adhering to writing and speaking conventions, strengthens the product.
- Addressing appropriate audience contributes to creating clear and coherent writing.

**Essential/Guiding Questions:**

- Can planning, revising, editing, rewriting, or trying a new approach, fortify a final written product? (F)
- How does careful selection of relevant facts clarify written communication? (C)
- How is appropriate audience determined? (C)