

FREEHOLD REGIONAL HIGH SCHOOL DISTRICT

OFFICE OF CURRICULUM AND INSTRUCTION

ENGLISH & ENGLISH AS A SECOND LANGUAGE DEPARTMENT

TRANSITIONAL ENGLISH 3

Grade Level: 11

Credits: 5

BOARD OF EDUCATION ADOPTION DATE:

AUGUST 25, 2008

[SUPPORTING RESOURCES AVAILABLE IN DISTRICT RESOURCE SHARING](#)

APPENDIX A: ACCOMMODATIONS AND MODIFICATIONS

APPENDIX B: ASSESSMENT EVIDENCE

APPENDIX C: INTERDISCIPLINARY CONNECTIONS

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Course Philosophy

The goal of the Freehold Regional High School District is to prepare students for the literacy demands of the world at large. The greatest responsibility for English and ELL teachers is to strengthen each student's ability to process and communicate information. As stated by the National Council of Teachers of English, the priority of English instruction is to ensure that all students are offered the opportunities, the encouragement, and the vision to develop the language skills they need to pursue life goals.

In order to prepare students more effectively to pursue life goals, the English and ELL programs' learning objectives are based upon the New Jersey Department of Education Core Content Standards for Language Arts Literacy. The ultimate purpose is to make ELL students literate readers, writers, and speakers in Standard American English as well as astute listeners and viewers.

To this end, the curriculum has been designed to make it more relevant and accessible to the students by focusing each literary unit around essential questions or overarching or enduring understandings. The essential questions are the starting points to the curriculum model utilized for this guide and espoused by Grant Wiggins and Jay McTighe. Each unit is based upon the facets of learning, which are a logical progression of thinking strategies employed to teach the learning objectives and the NJDOE Core Content Standards. They are developed to enable the students to gain a deeper understanding of the material. Rather than teach a series of lessons that solely address the content of a literary piece, all the activities in this guide are developed to foster an enduring understanding of a lesson that will allow the students to make connections to other disciplines, their lives, or the world in general. The curriculum establishes definite essential questions for each unit and activities that promulgate reading, writing, speaking, listening and viewing. Teachers are invited to write and/or revise them to suit the needs of their students. It is one of the goals of this curriculum model to exchange ideas regarding the teaching of the content standards through the core literature. This guide will be on the Freehold Regional High School District website so that teachers can cut and paste activities directly into their lesson plans. However, if an individual teacher designs a unit plan that he or she feels will enrich the curriculum guide, he or she should feel free to share it with his or her colleagues via the FRHSD website.

Course Description

Transitional English III models itself after the Academic English III curriculum in that it explores literature from various genres and time periods. It is an introduction to literature through different genres while giving students exposure to British classics. Each unit focuses on a multitude of Core Content Curriculum Standards in reading, writing, speaking, and listening. Literature read includes various shorter non-fiction passages as well as *Macbeth* by William Shakespeare, *Frankenstein* by Mary Shelley and *The Canterbury Tales* by Geoffrey Chaucer.

**Freehold Regional High School District
Curriculum Map**

Transitional English III

Relevant Standards ¹	Enduring Understandings	Essential Questions	Assessments		
			Diagnostic (before)	Formative (during)	Summative (after)
3.1C, 3.1F 3.2C	Language has structure.	<p>How does the structure of American English compare/contrast to the student's own native language(s)?</p> <p>How do writers use the structure of American English to convey their message?</p> <p>How do word relationships and word origins aid students in deriving meaning?</p> <p>How do context clues help a reader derive meaning?</p>	<p>Pre-test</p> <p>Writing sample</p> <p>ACCESS for ELLs</p> <p>NJ ASK8</p>	<p>Reflective piece on short answer open-ended response</p> <p>Reflection on a multi-paragraph essay or response</p>	<p>Short answer open-ended responses</p> <p>Multi-paragraph essay/responses</p>
3.2A, 3.2B, 3.2D	Writing allows people to express themselves.	<p>How does word choice affect the meaning of writing?</p> <p>How do writers use language to achieve their purpose?</p> <p>How does the writing process assist a student in producing a well crafted piece of writing?</p> <p>How do literary and stylistic devices affect a writer's message?</p>	<p>Writing samples</p>	<p>Reflective pieces on writing samples</p>	<p>Persuasive essay</p> <p>Narrative story</p> <p>Expository essay</p> <p>Short answer open-ended responses</p>
3.1A, 3.1D, 3.1E, 3.1G 3.5A, 3.5B, 3.5C	Reading helps people understand the world around them.	<p>What reading strategies can help a person understand a specific type of text?</p> <p>How do writers give insight into the human experience through their writing?</p>	<p>Comprehension pre-tests</p>	<p>Reflective pieces on student writing</p>	<p>Persuasive essay</p> <p>Narrative story</p> <p>Expository essay</p> <p>Short answer open-ended responses</p>

¹ Including computer / information literacy, cross content work place readiness standards, and other relevant content area standards

<p>3.1B 3.3A, 3.3B, 3.3C 3.4A, 3.4B 8.1A, 8.1B</p>	<p>Effective communication requires certain rules to be followed.</p>	<p>How do word choice and tone affect spoken communication?</p> <p>How do nonverbal clues affect communication?</p> <p>How do you combine effective listening and speaking to participate in a discussion?</p> <p>How does the use of technology affect a person's communication?</p>	<p>Question-and-answer sessions</p>	<p>Think-Pair-Shares</p> <p>Class Discussion</p>	<p>Formal class discussions</p> <p>Debates</p>
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**Freehold Regional High School District
Course Proficiencies and Pacing**

Transitional English III

Unit Title	Unit Understandings and Goal	Recommended Duration
Unit #1: Language Arts Literacy Skills Reinforcement	Language has structure. Writing allows people to express themselves. Reading helps people understand the world around them. Effective communication requires certain rules to be followed. 1. Students will develop their understanding of American English in various reading, writing and communicative activities while exploring narrative and persuasive texts.	9 weeks
Unit #2: <i>Macbeth</i>	Language has structure. Writing allows people to express themselves. Reading helps people understand the world around them. Effective communication requires certain rules to be followed. 1. Students will develop their understanding of American English in various reading, writing and communicative activities while exploring William Shakespeare's <i>Macbeth</i> .	9 weeks
Unit #3: <i>Frankenstein</i>	Language has structure. Writing allows people to express themselves. Reading helps people understand the world around them. Effective communication requires certain rules to be followed. 1. Students will develop their understanding of American English in various reading, writing and communicative activities while exploring Mary Shelley's <i>Frankenstein</i> .	8 weeks
Unit #4: <i>The Canterbury Tales</i>	Language has structure. Writing allows people to express themselves. Reading helps people understand the world around them. Effective communication requires certain rules to be followed. 1. Students will develop their understanding of American English in various reading, writing and communicative activities while exploring Chaucer's <i>The Canterbury Tales</i> .	8 weeks

Freehold Regional High School District
Transitional English III
Unit # 1: Language Arts Literacy Skills Reinforcement

Enduring Understandings: Language has structure.

Writing allows people to express themselves.

Reading helps people understand the world around them.

Effective communication requires certain rules to be followed.

Essential Questions: How do context clues help a reader derive meaning?

How do literary and stylistic devices affect a writer’s message?

What reading strategies can help a person understand a specific type of text?

How does the use of technology affect my communication?

Unit Goal: Students will develop their understanding of American English in various reading, writing and communicative activities while exploring narrative and persuasive texts.

Duration of Unit: 9 weeks

NJCCCS: 3.1 Reading: D1; E1, 2; F1, 4, 5; G6, 9, 12, 13, 14

3.2 Writing: A3, 4, 6, 7, 8, 9; B3, 4, 5, 8, 13; C1, 2, 4, 5, 6, 7; D2, 5

3.3 Speaking: A2; B1, 2, 4, 6, 8, 9; C1; D1, 2, 3, 5

3.4 Listening: A1, 3, 4, 5; B1, 5, 6

3.5 Viewing & Media Literacy: C1, 4

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>How does the author’s purpose enable students to more easily understand passage-specific vocabulary?</p> <p>What are the best literary and stylistic devices to use for each writing format?</p> <p>What reading strategies should be used for narrative versus persuasive passages?</p> <p>What makes a reliable Internet source for valid research information?</p>	<p>Reading skills and strategies for a narrative & persuasive texts: speculating about illustrations, literary devices, skimming sub-heading, using a plot map organizer, etc.</p> <p>Nuance and subtext in literature.</p> <p>Identifying mood and tone for thematic purposes.</p> <p>Understand plot structure and elements of setting and characterization.</p> <p>Analyze recurring themes and their</p>	<p>Barron’s <i>How to Prepare for the New Jersey HSPA in Language Arts Literacy</i>, ISBN-13: 9780764122934</p> <p>Graphic organizers: http://www.educationoasis.com/curriculum/graphic_organizers.htm</p> <p>Bilingual dictionaries and thesauri</p>	<p>Persuasive Writing Topics: Examples: Support or oppose the change in the high school time schedule.</p> <p>Support or oppose state-mandated, random drug testing for all drivers.</p> <p>Support or refute why offering discounts at local stores to honor students is or is not a fair policy.</p> <p>Deliver a speech at the next town council meeting explaining your position on building a new mall in the community.</p>	<p>Think-Pair-Share</p> <p>Individual & group oral reading</p> <p>Persuasive essays</p> <p>Open-ended textual analysis responses</p> <p>Do-Nows</p> <p>Class discussions</p> <p>Student-generated test questions</p> <p>Objective multiple choice questions based on reading passages</p> <p>Debate a controversial issue orally individually</p>

	<p>development across works of literature.</p> <p>Implementation of the revision process in order to produce a work worthy of publication.</p> <p>Use of technology in the writing and revision process.</p> <p>Effective use and understanding of standard English as it applies to mechanics, proper spelling, and handwriting.</p> <p>Understand audience and employ structures to support the reader's understanding of the written word.</p> <p>Analyze bias and credibility in literature.</p> <p>Develop media presentations and reports utilizing multi-media resources.</p> <p>Create open-ended & textual analysis responses.</p>		<p>Open-ended, textual analysis questions:</p> <p>Responses to persuasive and narrative readings from the selected text.</p> <p>Identify and explain point of view, fact vs. opinion, symbolism and theme.</p> <p>Justify character's actions and associated consequences.</p> <p>Identify context clues and vocabulary definitions.</p> <p>Apply the character's decisions to real life situations.</p>	<p>or in groups after researching the topic.</p> <p>Rubrics</p> <p>Portfolio and writing folders for purposes of self assessment.</p>
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Suggestions on how to differentiate in this unit:

- Use of teacher-generated writing formulas and frameworks to assist students with reading and writing comprehension during diagnostic, formative, and summative assessments.
- Use of group-generated writing responses.
- Assign different writing topics to groups based on ability level.
- Assign more advanced versions of literature (when available) to more proficient readers.
- Vary length expectations of written works as per ability level.

Freehold Regional High School District
Transitional English III
Unit # 2: *Macbeth*

Enduring Understandings: Language has structure.

Writing allows people to express themselves.

Reading helps people understand the world around them.

Effective communication requires certain rules to be followed.

Essential Questions: How do writers use the structure of American English to convey their message?

How do writers use language to achieve their purpose?

How do writers give insight into the human experience through their writing?

How do non-verbal clues affect communication?

Unit Goal: Students will develop their understanding of American English in various reading, writing and communicative activities while exploring William Shakespeare's *Macbeth*.

Duration of Unit: 9 weeks

NJCCCS: 3.1 Reading: D1; E1, 2; F1, 4, 5; G6, 9, 12, 13, 14

3.2 Writing: A3, 4, 6, 7, 8, 9; B3, 4, 5, 8, 13; C1, 2, 4, 5, 6, 7; D2, 5

3.3 Speaking: A2; B1, 2, 4, 6, 8, 9; C1; D1, 2, 3, 5

3.4 Listening: A1, 3, 4, 5; B1, 5, 6

3.5 Viewing & Media Literacy: C1, 4

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>How do you use Standard American English to persuade a reader?</p> <p>How does the intended audience and writing format affect the language used in a piece of writing?</p> <p>How does an author's narrative convey a universal truth about humankind?</p> <p>How does an actor's use of non-verbal communication help convey the message of a text?</p>	<p>Reading skills and strategies for a play: lack of narration, organization of content into Acts & scenes, stage directions.</p> <p>Concepts of loyalty, responsibility, and ambition.</p> <p>Advantages and disadvantages of romantic love, family loyalty.</p> <p>The role of the supernatural in Shakespearean/Elizabethan literature.</p> <p>Vocabulary in context.</p> <p>Knowledge of word origins and relationships.</p> <p>Nuance and subtext in literature.</p> <p>Identifying mood and tone for thematic purposes.</p>	<p><i>Macbeth</i> from Pearson Learning (Pacemaker Classic), ISBN 0835912329;</p> <p>Study Guide, ISBN 0835912337;</p> <p>Audio Cassette, ISBN 0835912345</p> <p>Clips from various period movies to demonstrate gender roles, class structure, courtship & marriage rituals: <i>Shakespeare in Love</i>, <i>Scotland, Pa.</i>, & <i>Elizabeth</i></p> <p>Graphic organizers: http://www.educationoasis.com/curriculum/graphic_organizers.htm</p> <p>Bilingual dictionaries and thesauri</p> <p>Film version by Roman Polanski.</p> <p>Barron's <i>How to Prepare for the New Jersey HSPA in Language Arts Literacy</i>, ISBN-13: 9780764122934</p>	<p>Persuasive Writing Topics:</p> <p>Examples:</p> <p>Who is ultimately most responsible for Macbeth's demise? Is it Macbeth, Lady Macbeth or the Witches?</p> <p>Does a person have free-will to make decisions, or is a person's life simply a result of fate? How do you know?</p> <p>Is Duncan a weak or effective King? Justify your response.</p> <p>Is the ending of <i>Macbeth</i>, where Malcolm assumes the throne, an effective way to end the tragedy? Why or why not?</p> <p>Open-ended, textual analysis questions:</p> <p>Examples:</p> <p>In the beginning of the play, who is the weaker person – Macbeth or Lady Macbeth? Does this stay the same throughout the play,</p>	<p>Pre-Test: KWL chart on Shakespeare, <i>Macbeth</i>, tragedy, marriage, and supernatural.</p> <p>Revisit at end of unit for students to assess knowledge gained.</p> <p>Think-Pair-Share</p> <p>Individual & group oral reading</p> <p>Persuasive essays</p> <p>Open-ended textual analysis responses</p> <p>Do-Nows</p>

	<p>Understand plot structure and elements of setting and characterization.</p> <p>Identify character motivation.</p> <p>Analyze recurring themes and their development across works of literature.</p> <p>Reading developmentally appropriate materials with speed and accuracy.</p> <p>Use of technology in the writing and revision process.</p> <p>Effective use and understanding of standard English as it applies to mechanics, proper spelling, and handwriting.</p> <p>Understand audience and employ structures to support the reader's understanding of the written word.</p> <p>Implement effective organizational and delivery strategies.</p> <p>Paraphrase and summarize information presented by others.</p> <p>Develop media presentations and reports utilizing multi-media resources.</p> <p>Create open-ended & textual analysis responses.</p>		<p>or does one grow stronger while the other grows weaker?</p> <p>How do Macbeth's choices affect other people and their lives?</p> <p>In what ways is Macbeth a slave to his ambition?</p> <p>Where did the third murderer come from and what does it suggest about Macbeth?</p> <p>What evidence supports the idea that the witches are real in the play?</p> <p>Are Lady Macbeth and Lady MacDuff strong or weak characters? Support your answer.</p> <p>What is the climax of the play? Is there more than one climax? Support your answer. Analyze the "tomorrow" speech in Act 5. How does Macbeth truly feel about the death of his wife?</p> <p>Identify examples of foreshadowing throughout the play.</p>	<p>Class discussions</p> <p>Informal debates</p> <p>Listen to audio cassette to experience and appreciate inflection and vocal affect.</p> <p>Student-generated test questions</p> <p>Objective multiple choice test based on explication of soliloquies and monologues.</p> <p>Dramatic readings and reenactments of selected scenes</p> <p>Power Point presentations</p> <p>Rubrics</p>
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Suggestions on how to differentiate in this unit:

- Use of teacher-generated writing formulas and frameworks to assist students with reading and writing comprehension during diagnostic, formative, and summative assessments.
- Use of group-generated writing responses.
- Assign different writing topics to groups based on ability level.
- Assign more advanced versions of literature (when available) to more proficient readers.
- Vary length expectations of written works as per ability level.

Freehold Regional High School District
Transitional English III
Unit #3: *Frankenstein*

Enduring Understandings: Language has structure.

Writing allows people to express themselves.

Reading helps people understand the world around them.

Effective communication requires certain rules to be followed.

Essential Questions: How do word relationships and word origins aid students in deriving meaning?

What reading strategies can help a person understand a specific type of text?

How do you combine effective listening and speaking to participate in a discussion?

Unit Goal: Students will develop their understanding of American English in various reading, writing and communicative activities while exploring Mary Shelley’s *Frankenstein*.

Duration of Unit: 8 weeks

NJCCCS: 3.1 Reading: D1; E1, 2; F1, 4, 5; G6, 9, 12, 13, 14

3.2 Writing: A3, 4, 6, 7, 8, 9; B3, 4, 5, 8, 13; C1, 2, 4, 5, 6, 7; D2, 5

3.3 Speaking: A2; B1, 2, 4, 6, 8, 9; C1; D1, 2, 3, 5

3.4 Listening: A1, 3, 4, 5; B1, 5, 6

3.5 Viewing & Media Literacy: C1, 4

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>How do cognates and false cognates help or hinder students in comprehending a text?</p> <p>What are effective pre-writing and revising strategies?</p> <p>What pre, during, and post reading strategies help a reader understand a novel?</p> <p>How do body</p>	<p>Reading skills and strategies for a novel: speculating about illustrations, skimming chapter titles, using a plot map organizer, etc.</p> <p>Misuse of science and technology.</p> <p>Ethics of scientific discovery.</p> <p>Dark side of humanity.</p> <p>Parental responsibility.</p> <p>Role of ego and ambition.</p> <p>Appearance vs. Reality.</p> <p>Vocabulary in context.</p> <p>Knowledge of word origins and relationships.</p> <p>Nuance and subtext in literature.</p> <p>Identifying mood and tone for thematic purposes.</p>	<p><i>Frankenstein</i>, Pearson Learning Pacemaker Classic, ISBN-13: 9780822492573</p> <p>Study Guide, ISBN-13: 9780822494362</p> <p>Audio Cassette, ISBN-13: 9780822476177</p> <p>Graphic organizers: http://www.educationoasis.com/curriculum/graphic_organizers.htm</p> <p>Bilingual dictionaries and thesauri</p>	<p>Persuasive Writing Topics:</p> <p>Examples:</p> <p>At what point does parental responsibility end and individual responsibility begin?</p> <p>When does the use of technological advancements in science go too far?</p> <p>Are first impressions always indicative of the truth?</p> <p>Is it ever acceptable for man to play the role of God? If so, identify such instances.</p> <p>At what point can ambition take on the guise of obsession? Discuss whether ambition can ever be a negative attribute.</p> <p>Open-ended, textual analysis questions:</p> <p>Examples:</p> <p>Analyze the different stages of Victor Frankenstein’s obsession. At what point does he realize that he has gone too far?</p>	<p>Pre-Test: KWL chart on story, technology and scientific progress, and stereotypes. Revisit at end of unit for students to assess knowledge gained.</p> <p>Think-Pair-Share</p> <p>Individual & group oral reading</p> <p>Persuasive essays</p> <p>Open-ended textual analysis responses</p> <p>Do-Nows</p> <p>Class discussions</p>

<p>language, enunciation, emphasis, tempo, volume, facial expressions and tone aid an effective discussion?</p>	<p>Understand plot structure and elements of setting and characterization.</p> <p>Identify character motivation.</p> <p>Analyze recurring themes and their development across works of literature.</p> <p>Reading developmentally appropriate materials with speed and accuracy.</p> <p>Implementation of the revision process in order to produce a work worthy of publication.</p> <p>Use of technology in the writing and revision process.</p> <p>Effective use and understanding of standard English as it applies to mechanics, proper spelling, and handwriting.</p> <p>Understand audience and employ structures to support the reader's understanding of the written word.</p> <p>Speaking in clear, concise language that varies in content.</p> <p>Analyze bias in literature.</p> <p>Implement effective organizational and delivery strategies.</p> <p>Listen actively.</p> <p>Paraphrase and summarize information presented by others.</p> <p>Develop media presentations and reports utilizing multi-media resources.</p> <p>Create open-ended & textual analysis responses.</p>	<p>Barron's <i>How to Prepare for the New Jersey HSPA in Language Arts Literacy</i>, ISBN-13: 9780764122934</p>	<p>Identify scenes in which the monster acts with more humanity than society does.</p> <p>Discuss the benefits and detriments of scientific experimentation.</p> <p>How does Shelley employ the use of the frame story in order to tell the narrative effectively?</p> <p>In what ways do Frankenstein and Walton's journeys parallel each other?</p> <p>Identify major symbols in the novel and discuss their significance.</p> <p>What role does family play in Frankenstein's obsession?</p> <p>Discuss what influence, if any, Elizabeth has on Victor.</p> <p>Discuss the ultimate price that each character pays for his or her involvement in Frankenstein's life.</p>	<p>Journal responses</p> <p>Projects using a variety of multi-media sources.</p> <p>Informal debates</p> <p>Student-generated test questions</p> <p>Objective multiple choice tests based on specific reading passages.</p> <p>Listen to recordings of professional actors reading selected passages of text.</p> <p>Rubrics</p>
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Suggestions on how to differentiate in this unit:

- Use of teacher-generated writing formulas and frameworks to assist students with reading and writing comprehension during diagnostic, formative, and summative assessments.
- Use of group-generated writing responses.
- Assign different writing topics to groups based on ability level.
- Assign more advanced versions of literature (when available) to more proficient readers.
- Vary length expectations of written works as per ability level.

Freehold Regional High School District
Transitional English III
Unit #4: *The Canterbury Tales*

Enduring Understandings: Language has structure.

Writing allows people to express themselves.

Reading helps people understand the world around them.

Effective communication requires certain rules to be followed.

Essential Questions: How does the structure of American English compare/contrast to the students' own native languages?

How does word choice affect the meaning of writing?

How do writers give insight into the human experience through their writing?

How does word choice and tone affect spoken communication?

Unit Goal: Students will develop their understanding of American English in various reading, writing and communicative activities while exploring Chaucer's *The Canterbury Tales*.

Duration of Unit: 8 weeks

NJCCCS 3.1 Reading: D1; E1, 2; F1, 4, 5; G6, 9, 12, 13, 14

3.2 Writing: A3, 4, 6, 7, 8, 9; B3, 4, 5, 8, 13; C1, 2, 4, 5, 6, 7; D2, 5

3.3 Speaking: A2; B1, 2, 4, 6, 8, 9; C1; D1, 2, 3, 5

3.4 Listening: A1, 3, 4, 5; B1, 5, 6

3.5 Viewing & Media Literacy: C1, 4

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>How does the American style of persuasive writing compare/contrast with a student's native style of persuasive writing?</p> <p>How does an author's word choice help convey the meaning of a text?</p> <p>How does an author's narrative convey a universal truth about humankind?</p> <p>How does a person</p>	<p>Basic background for frame story, satire, and indirect/direct characterization.</p> <p>Symbolic nature of pilgrimages.</p> <p>Class structure in society of the Middle Ages.</p> <p>Middle English; poetry and couplets.</p> <p>Oral Tradition.</p> <p>Morality vs. Hypocrisy.</p> <p>Reading skills and strategies for a narrative & persuasive texts: speculating about illustrations, literary devices, skimming sub-heading, using a plot map organizer, etc.</p> <p>Vocabulary in context.</p> <p>Knowledge of word origins and relationships.</p> <p>Nuance and subtext in literature</p>	<p><i>The Canterbury Tales</i> by Chaucer (Pearson Learning Pacemaker Classic): ISBN –13 9780835935913</p> <p><i>The Canterbury Tales</i> Study Guide: ISBN-13 9780835935975</p> <p>Scene from <i>A Knight's Tale</i></p> <p>Literary graphic organizers: http://www.educationoasis.com/curriculum/graphic_organizers.htm</p>	<p>Persuasive Essay Topics: Examples: Does point of view affect the reliability of a particular tale? If so, how?</p> <p>Are religious characters portrayed as being corrupt in the text? On what basis?</p> <p>What kinds of people are most satirized in the text? Why do you think this is so?</p> <p>What kinds of stories are more effective: morality tales or entertaining tales? Why?</p>	<p>Pre-Test: KWL chart on feudalism and the Middle Ages. Revisit at end of unit for students to assess knowledge gained.</p> <p>Think-Pair-Share</p> <p>Individual & group oral reading</p> <p>Persuasive essays</p> <p>Open-ended textual analysis responses</p>

<p>choose the right words to express themselves in spoken language?</p>	<p>Identifying mood and tone for thematic purposes.</p> <p>Understand plot structure and elements of setting and characterization.</p> <p>Identify character motivation.</p> <p>Analyze recurring themes and their development across works of literature.</p> <p>Reading developmentally appropriate materials with speed and accuracy.</p> <p>Implementation of the revision process in order to produce a work worthy of publication.</p> <p>Use of technology in the writing and revision process.</p> <p>Effective use and understanding of standard English as it applies to mechanics, proper spelling, and handwriting.</p> <p>Understand audience and employ structures to support the reader's understanding of the written word.</p> <p>Speaking in clear, concise language that varies in content.</p> <p>Analyze bias in literature.</p> <p>Implement effective organizational and delivery strategies.</p> <p>Paraphrase and summarize information presented by others.</p> <p>Develop media presentations and reports utilizing multi-media resources.</p> <p>Create open-ended & textual analysis responses.</p>	<p>Bilingual dictionaries and thesauri</p> <p>Barron's <i>How to Prepare for the New Jersey HSPA in Language Arts Literacy</i>, ISBN-13: 9780764122934</p>	<p>What is your favorite tale? Identify the reasons for its effectiveness.</p> <p>Open-ended, textual analysis questions: Examples: Is direct or indirect characterization more effective in order to understand narration?</p> <p>How does Chaucer employ subtext in his writing?</p> <p>How does Chaucer feel about each of the three segments of society upon which the text focuses?</p> <p>In what manner is satire understood in the text?</p>	<p>Do-Nows</p> <p>Class discussions Debating which tale is the most effective on the basis of morality and entertainment.</p> <p>Student-generated test questions</p> <p>Creative writing and reading of a tale in poetic form</p> <p>Jigsaw on each tale</p> <p>Rubrics</p>
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Suggestions on how to differentiate in this unit:

- Assignment of group projects (such as newspapers) which requires use of artistic, written, and kinesthetic skills.
- Use of teacher-generated writing formulas and frameworks to assist students with reading and writing comprehension during diagnostic, formative, and summative assessments.
- Use of group-generated writing responses.
- Assign different writing topics to groups based on ability level.
- Assign more advanced versions of literature (when available) to more proficient readers.
- Vary length expectations of written works as per ability level.

