

Assignment 1B: Extended 5-Day Learning Map Template

Summary of Unit:

What topics will be covered?

What overall attitudes or sensitivities should students build towards these topics?

What should students know before this unit?

What should students know or be able to do by the end?

	Day 1	Day 2	Day 3	Day 4	Day 5
<p>Standard <i>Copy the entire state standard being taught in this unit.</i></p>	<p>Reading Standards for Literature: Grades 9-10 RL5- 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.</p>	<p>Reading Standards for Literature: Grades 9-10 RL5- 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.</p>	<p>Reading Standards for Literature: Grades 9-10 RL5- 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.</p>	<p>Writing Standards: Grades 9-10 W5- 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.</p>	<p>Writing Standards: Grades 9-10 W5- 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.</p>
<p>Essential question <i>Write a student friendly question that</i></p>	<p>Why does suspense make a story enjoyable?</p>	<p>How does reading a literary work more than</p>	<p>What feelings are evoked when reading Poe’s “The</p>	<p>What are the benefits of brainstorming?</p>	<p>What have you learned from giving and receiving</p>

<p><i>is adapted directly from the standard.</i></p>		<p>once improve comprehension?</p>	<p>Tell-Tale Heart”? And why?</p>		<p>feedback on your essay?</p>
<p>Relevance in your class <i>What is being covered before and after this content? What specific skill levels-- initiating, developing, and mastery--do your students to have? How will you develop them further?</i></p>	<p>There will be a pre-assessment where students identify suspenseful elements from Toy Story’s Climax scene. Afterwards students will listen to an audio for a First Read of Poe’s “The Tell-Tale Heart”.</p>	<p>Class will open with a warm-up activity. Students will think of their favorite book or movie and identify a suspenseful, mysterious, or surprising scene. They will write down how the author/director/producer portrayed this tone. After this content there will be a Powerpoint discussing different ways an author structures text to create drama, suspense, mystery, surprise, etc. This background information allows student to analyze a literary text.</p>	<p>As a whole class we will start identifying two ways Poe creates tension and suspense within his short story. Identify literary devices and figurative language by connecting original thoughts to textual evidence. Students will break off into groups of 4 and continue the discussion. I will walk around the groups and help facilitate discussion and ask thought provoking questions.</p>	<p>Warm-up activity will be reviewing brainstorming models (outlines, free writes, comparisons charts, etc.) and students will pick which one will be most effective for their learning. A bulk of this class period will be used to write their essay. Prompt: Discuss three ways which Poe structured “The Tell-Tale Heart” to convey suspense and tension.</p>	<p>Students will read and offer revision suggestions for two of their peers following a rubric. Students will need to effectively form opinions about a peer’s work and offer constructive criticism and suggestions to improve the piece.</p>
<p>Purpose for learning in your subject area <i>What are prevalent expectations in your content area for</i></p>	<p>Previously, students should be able to identify the genre of a story, to identify plot chart key terms, to</p>	<p>Close Reads allow students to focus on details of a literary text: structure, secondary themes, literary devices,</p>	<p>In the following grades students should confidently be able to identify relevant textual evidence and</p>	<p>In previous grades students should have practiced brainstorming techniques. We need to enhance</p>	<p>Peer editing promotes social-emotional awareness and growth. In the following grades</p>

<p><i>previous and following grades?</i></p>	<p>identify figurative language that add significance to the text's structure. In following grades, student should be able to analyze literary text and make inferences and connections to other readings as well.</p>	<p>connections across other readings.</p>	<p>connect it to a writing prompt and an original thought.</p>	<p>their brainstorming organization and model as much as possible through groups and individual work. In following grades students should immediately start brainstorming before diving into writing.</p>	<p>students should feel comfortable offering their own ideas for a peer's literary work.</p>
<p>Real world application of content <i>How might some of these skills be applied in college or career settings outside of K-12 classrooms?</i></p>	<p>First Reads teach students to recognize critical information. Outside of school students will be skimming through professional emails, bills, official documents, etc. Teaching students how to pull out the important information on a first read builds confidence in their comprehension ability.</p>	<p>Close Reads allow student to analyze a text and pull out significant details. Learning to connect texts across subjects and make real world connections to readings establishes a thorough and stable thought process.</p>	<p>Literary analysis helps develop critical thinking skills. In the real world, students will be expected to identify problems and offer solutions.</p>	<p>Brainstorming helps with the organization of thought. It's not only important for writing, but also for many aspects in life. Everything from a "to-do list" to applying for a job to moving into home can be a smoother transition with brainstorming and organizational tools.</p>	<p>Peer revision strengthens a student's ability to comprehend and literary writing, construct opinions, and critique it. This process allows for growth in the professional workforce, especially in managements, teacher, and training sectors.</p>