

Pre-AP English 1 Planning Document

Purpose of the Planning Document:

The planning document is designed to help you create a roadmap of the key instructional activities and assessments you will use across each unit. Please view this as a template that you can adapt and refine as you implement the Pre-AP lessons and assessments in concert with your own resources. This planning document preserves the flexibility for teachers to determine the prioritized state standards to address across each unit. You can customize it to incorporate your own lessons and instructional ideas to further support student learning based on your school, district, and state requirements.

Using and Customizing the Planning Document:

- ✓ The planning document is organized by the four core units of the Pre-AP course with recommendations for when to use the Pre-AP lessons and assessments. Pacing guidance is provided based on a traditional school schedule and a 45-minute class period that meets daily. You can modify these pacing recommendations if your school operates on a block or rotating schedule.
- ✓ The planning document also preserves space for you to include your own lessons, resources, and approaches that will support the overall Pre-AP course goals and enable you to meet any specific district or state requirements not addressed by Pre-AP. By design, Pre-AP resources do not comprise a full day-by-day curriculum for the entire course. There is intentional space in the design for you to bring in your own instructional voice and lessons as the Pre-AP teacher.

The planning document includes three sections for each unit:

- ✓ **Unit Overview:** The unit overview outlines the big picture of the unit goals, learning objectives, and assessment opportunities. There is space for you to articulate any additional goals, essential questions, or key concepts and skills for the unit. This is also where you can ensure attention to prioritized state standards that should be addressed in the unit. You can also turn to the Pre-AP English 1 Course Guide to review the Course Framework, Shared Principles, Areas of Focus, and assessment overviews.
- ✓ **Lesson Maps:** The lesson maps provide an instructional grid for each unit. These tables show where Pre-AP resources are included and when teacher-designed lessons should be used. When considering your own lessons, resources for differentiation and practice, or formative assessments, please consider how they support the Pre-AP Course Framework, Shared Principles, and Areas of Focus. These three elements represent the key ingredients of aligning to Pre-AP.
- ✓ **Reflection:** For each unit, we also invite you to briefly describe two things: 1) how your own lessons or materials illustrate Pre-AP principles and 2) strategies for providing feedback and adjusting instruction based on assessment.

Unit 1 Overview: Telling Details
Pacing Recommendation: 9 weeks

Overview:

During the first three weeks of this unit, students read short fiction and visual texts and learn to go beyond the superficial identification of plot moves as they attempt to solve the mystery of how authors employ their craft. Students also learn to compose analytical sentences and paragraphs that capture the telling details discovered through close observation as well as the connections between the discrete elements of a work and the overall effect those elements achieve.

Key Concepts and Skills:

- Critical reading of short stories and visual texts
- The writing process
- Analytical writing
- Meanings of words in context
- Precise language
- Conventions of standard English
- Text-based conversations
- introduction to basic syntactical devices
- figurative language / tone / character
- analysis of tone (tone voc.)

Pre-AP Learning Objectives**Big Idea 1: Engaging with Texts**

Critical reading of literary texts (LO 1.1A-C)
Analyzing literature (LO 1.3A-B)

Big Idea 2: Constructing Texts

The writing process (LO 2.1A-D)
Writing a literary analysis (LO 2.3A-D)

Big Idea 3: Focusing on Language

Word meanings (LO 3.1A-C)
Precise language (LO 3.2A-B)
Conventions of standard English (LO 3.3A-C)

Big Idea 5: Entering the Conversation

Academic conversation (LO 5.1A-B)

Prioritized State Standards

4Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:

- (A) establish purpose for reading assigned and self-selected texts;
- (B) generate questions about text before, during, and after reading to deepen understanding and gain information;
- (C) make and correct or confirm predictions using text features, characteristics of genre, and structures;
- (D) create mental images to deepen understanding;
- (E) make connections to personal experiences, ideas in other texts, and society;
- (F) make inferences and use evidence to support understanding;
- (G) evaluate details read to determine key ideas;

5 Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:

- (G) discuss and write about the explicit or implicit meanings of text;
- (H) respond orally or in writing with appropriate register, vocabulary, tone, and voice;
- (I) reflect on and adjust responses when valid evidence warrants; and
- (J) defend or challenge the authors' claims using relevant text evidence.

Assessment Opportunities

| Assessment Tasks | General Timing |
|--|-----------------------------|
| Unit Quiz 1 | By the end of week 3 |
| Summer Reading Quiz Vocabulary Quizzes (tone) | |
| Unit Quiz 2 Unit 1 (six weeks) Test | By the end of week 6 |

| | |
|--|------------------------------------|
| Performance Task: Literary analysis paragraph: telling details in a short story not studied in class Timed Write #1 | By the end of the unit (weeks 7-9) |
|--|------------------------------------|

Unit 1 Telling Details: Lesson Maps

| Lessons | Skills and Concepts | Texts | Assessment Checkpoints and Differentiation Options | Alignment to Pre-AP Framework and State Standards | Pacing Notes (# of class periods) |
|--------------------------------------|--|---|--|--|-----------------------------------|
| Opening Lessons | <i>(Teacher-developed opening lessons introducing students to school, course goals, and classroom guidelines and procedures)</i> | | | | |
| Learning Cycle 1 (1 week) | | | | | |
| Lessons | Skills and Concepts | Texts | Assessment Checkpoints and Differentiation Options | Alignment to Pre-AP Framework and State Standards | Pacing Notes (# of class periods) |
| Unit 1 Pre-AP Lessons 1.1-1.4 | <p>Reading Critical reading of short stories (emphasis on observing telling details and valuing evidence)</p> <p>Close observation of nonprint texts (photographs)</p> <p>Analyzing and appreciating author’s craft: narrative perspective and point of view, shifts, characterization, word choice</p> <p>Writing Text-based quick writes Incorporating evidence Analytical sentences</p> <p>Language Word meanings in context Conventions: subject-verb agreement, subordinating conjunctions, clauses,</p> | <p>Photo essay: “Quiet Spaces”</p> <p>Short stories: “Bread”</p> <p>“The First Day”</p> | <p>Assessment Checkpoint Writing a complex, analytical sentence</p> <p>Differentiation Options Vocabulary and sentence practice Additional/fewer sentence frames</p> | <p>LO 1.1 A-C LO 1.3 A-B LO 2.3 C LO 3.1 A LO 3.3 A-B LO 5.1 A-B</p> <p>5B 15A 5C 6B-C</p> | 5 |

| | complex sentences, sentence combining Speaking Text-based conversations | | | | |
|--|--|--|--|--|-----------------------------------|
| Learning Cycle 2 (1 week) | | | | | |
| Lessons | Skills and Concepts | Texts | Assessment Checkpoints and Differentiation Options | Alignment to Pre-AP Framework and Priority State Standards | Pacing Notes (# of class periods) |
| Unit 1 Pre-AP Lessons 2.1-2.5 | <p>Reading Critical reading of short stories (emphasis on observing telling details and valuing evidence)</p> <p>Analyzing and appreciating author's craft: word choice, explicit and implicit meanings, characterization, irony</p> <p>Writing Text-based quick writes Incorporating evidence Analytical sentences Analytical paragraphs: planning, outlining, organizational structure, topic sentences, elaboration, revision</p> <p>Language Word meanings in context Conventions: parallel structure, subordinating conjunctions, punctuation of complex sentences, sentence combining</p> <p>Speaking Text-based conversations</p> | <p>Short stories: "What Happened During the Ice Storm"</p> <p>"The Red Fox Fur Coat"</p> <p>"Lamb to the Slaughter"</p> | <p>Assessment Checkpoint Writing and revising an analytical paragraph</p> <p>Differentiation Options Vocabulary and sentence practice Additional/fewer sentence frames</p> | <p>LO 1.1 A, C LO 1.3 A-B LO 2.1 A-C LO 2.3 A-D LO 3.1 A LO 3.3 A-B LO 5.1 A-B</p> <p>9C 9B 8B</p> | 5 |

| Learning Cycle 3 (1 week) | | | | | |
|-------------------------------------|--|--|--|--|-----------------------------------|
| Lessons | Skills and Concepts | Texts | Assessment Checkpoints and Differentiation Options | Alignment to Pre-AP Framework and State Standards | Pacing Notes (# of class periods) |
| Unit 1 Pre-AP Lessons 3.1-3.5 | <p>Reading Critical reading of short stories (emphasis on observing telling details and valuing evidence)</p> <p>Close observation of visual texts and film clips</p> <p>Analyzing and appreciating author's craft: narrative perspective, characterization, imagery, sensory details, word choice</p> <p>Summarization</p> | <p>Short story: "An Occurrence at Owl Creek Bridge"</p> | <p>Assessment Checkpoint Literary analysis paragraph</p> <p>Pre-AP Unit Quiz 1 (recommended by week 3)</p> <p>Differentiation Options Vocabulary and sentence practice Additional/fewer sentence frames</p> | <p>LO 1.1 A-C LO 1.3 A-B LO 2.1 A-D LO 2.3 A-D LO 2.4 A LO 3.1 A, C LO 3.2 A-B LO 3.3 A-B LO 5.1 A-B</p> | 5 |
| | <p>Writing Text-based quick writes Responding to prompts Incorporating evidence Narrative writing practice Analytical sentences Analytical paragraphs: planning, outlining, organizational structure, topic sentences</p> <p>Language Word meanings in context Using vocabulary reference sources Conventions of standard English</p> <p>Speaking</p> | | | <p>2 4F 5C 8B 6B 6C 9D</p> | |

| | | | | | |
|--|--------------------------|--|--|--|--|
| | Text-based conversations | | | | |
|--|--------------------------|--|--|--|--|

After the Pre-AP lesson set (approximately the first three weeks of the unit), you will use your own lessons and resources to deepen the study of *Telling Details* as well as address key district or state priorities that are relevant for this first unit. You can further customize this template and add additional rows if you want to outline lessons at a more specific level.

| Teacher-designed Lessons (Weeks 4-6) | | | | | |
|--------------------------------------|--|---|--|--|-----------------------------------|
| Lessons | Skills and Concepts | Texts | Assessment Checkpoints and Differentiation Options | Alignment to Pre-AP Framework and State Standards | Pacing Notes (# of class periods) |
| | <p>READING: Close reading and analysis of tone, sensory language, and point of view</p> <p>Close reading and analysis of theme in short fiction and poetry</p> <p>WRITING Continued work on analysis paragraphs.</p> | <p>“The Giant Water Bug” by Annie Dillard</p> <p><i>The Old Man and the Sea</i> by Ernest Hemingway (summer reading selection)</p> <p>Excerpt from <i>Poisonwood Bible</i> by Barbara Kingsolver</p> <p>“Marigolds” by Eugenia Collier</p> <p>Film and Art: <i>Back to the Future</i> opening clip <i>Gulf Stream</i> by Winslow Homer</p> | <p>Pre-AP Unit Quiz 2 (recommended by week 6)</p> <p>Unit 1 (six weeks) Test</p> <p>Voc. quizzes (tone)</p> | <p>2 4F 5C 8B 6B 6C 9D</p> | 5 |

| Teacher-designed Lessons (Weeks 7-9) | | | | | |
|--------------------------------------|---------------------|-------|--|---|-----------------------------------|
| Lessons | Skills and Concepts | Texts | Assessment Checkpoints and Differentiation Options | Alignment to Pre-AP Framework and State Standards | Pacing Notes (# of class periods) |
| | | | | | |

| | | | | | |
|--|--|---|---|--|-----|
| | <p>Close reading and analysis of point of view</p> <p>Close reading and analysis of the elements of a story.</p> | <p>excerpt from <i>Of Mice and Men</i> by John Steinbeck</p> <p>“Crickets” by John Olen Butler</p> <p>“Walking” by Linda Hogan</p> <p>selected poems by Mary Oliver</p> <p>excerpt from <i>In A Sunburned Country</i> by Bill Bryson</p> <p>“Knowing Our Place” by Barbara Kingsolver</p> <p>“The Sniper” by Liam O’Flaherty</p> <p>Film: “La Luna” short film “Head Over Heels” short film</p> | <p>Pre-AP Performance Task: Writing a literary analysis paragraph (recommended during weeks 7-9)</p> <p>Timed write: <i>Poisonwood Bible</i> excerpt or <i>Of Mice and Men</i> excerpt</p> <p>2 4F 5C 8B 6B 6C 9D</p> | | 5-9 |
|--|--|---|---|--|-----|

Unit 1 Telling Details: Teacher Reflection**Unit 1 Telling Details: Illustrations of Pre-AP Principles**

Please select 2-3 of your own lessons and briefly describe how they illustrate the Pre-AP learning objectives, areas of focus, and shared principles.

1. Students took pictures of a room at home. They e-mailed the image so we could show it to the class. Each student wrote five sentences identifying different telling details and what they revealed about their personality or interests. They presented this to the class at the end of the first week to introduce themselves.

2. Students watched the opening clip of *Back to the Future*. Students identified five telling details and what they revealed, using a provided sentence stem.

3. Prior to reading "Bread," students were given different portions of bread and butter. Some received none. They had to decide what to do: eat all the bread, share within their group, share outside of their group, etc. They then wrote about the personal choice they made and what motivated them. This was to introduce the story.

Unit 1 Telling Details: Assessments and Feedback

Please outline and briefly describe 1-2 strategies or approaches you will use throughout the unit to monitor and adjust instruction based on assessments and to provide feedback to students (e.g., 1-1 writing conferences; peer reviews of quizzes and performance trends; planning time to adjust instruction following each learning cycle).

We will debrief after quiz one, going over the most frequently missed items. We will write questions for our six weeks test that assess the same concepts as these frequently missed items. We will look at the results to monitor progress.

Each analysis essay that is graded by the rubric, will be logged as part of our Student Growth Measure. This spreadsheet will allow us to easily monitor student writing progress.

Unit 2 Overview: Pivotal Words and Phrases
Pacing Recommendation: 9 weeks

Overview:

Students focus on the meaning and impact of individual words and phrases while exploring the work of poets, performers, and dramatists. By exploring found poetry, a few narrative poems, and a poet's multiple drafts of a single poem, students gain an appreciation for the significance of word choice and revision. Students will also act out brief Shakespearean dialogues to gain firsthand knowledge of how dramatic performance can heighten the effects of wordplay. Writing is woven throughout the unit, as students craft found poems, write critical reviews, and draft multiparagraph works of literary analysis.

Key Concepts and Skills:

- Critical reading of poetry and drama
- Analysis of authors' language choices
- The writing process
- Analytical writing
- Meanings of words in context
- Using precise language
- Oral presentations and performances
- Conventions of standard English
- Collaborative conversations
- **Writing original poetry**

Pre-AP Learning Objectives

Big Idea 1: Engaging with Texts

Critical reading of literary texts (LO 1.1A, C)
 Analyzing literature (LO 1.3A-B)

Big Idea 2: Constructing Texts

The writing process (LO 2.1A-D)
 Writing a literary analysis (LO 2.3A-D)

Big Idea 3: Focusing on Language

Word meanings (LO 3.1A-C)
 Precise language (LO 3.2A-B)
 Conventions of standard English (LO 3.3A-C)

Big Idea 5: Entering the Conversation

Academic conversation (LO 5.1A-B)
 Oral presentation (LO 5.2A, D)

Prioritized State Standards

1(C) give a presentation using informal, formal, and technical language effectively to meet the needs of audience, purpose, and occasion, employing eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively

(6) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:

(A) analyze how themes are developed through characterization and plot in a variety of literary texts;

(B) analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils;

(7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:

(A) read and respond to American, British, and world literature;

(B) analyze the structure, prosody, and graphic elements such as line length and word position in poems across a variety of poetic forms;

(C) analyze the function of dramatic conventions such as asides, soliloquies, dramatic irony, and satire;

8(E) analyze the use of literary devices such as irony and oxymoron to achieve specific purposes;

Assessment Opportunities

| Assessment Tasks | General Timing |
|-----------------------|-----------------------------|
| Unit Quiz 1 | By the end of week 3 |
| Unit Quiz 2 | By the end of week 6 |
| Tone voc. quiz | |

Re-write scene performance

Original poetry and analysis

Performance Task: Literary analysis: pivotal words and phrases in a poem or dramatic excerpt not studied in class

By the end of the unit (weeks 7-9)

Unit 2 Pivotal Words and Phrases: Lesson Maps

Learning Cycle 1 (1 week)

| Lessons | Skills and Concepts | Texts | Assessment Checkpoints and Differentiation Options | Alignment to Pre-AP Framework and State Standards | Pacing Notes (# of class periods) |
|-------------------------------------|---|--|---|--|-----------------------------------|
| Unit 2 Pre-AP Lessons 1.1-1.4 | <p>Reading Critical reading of poetry and an essay (emphasis on pivotal words and phrases, valuing evidence, and distinguishing between poetry and prose)</p> <p>Analyzing and appreciating author's craft: word choice, figurative language, revision choices</p> <p>Summarization Paraphrasing</p> <p>Writing Text-based quick writes Found poems Incorporating evidence Reflective writing practice Analytical paragraphs: planning, outlining, organizational structure, topic sentences</p> <p>Language Word meanings in context Using precise language Using language for effect Conventions of standard English</p> <p>Speaking Text-based conversations</p> | <p>Short Story: "What Happened During the Ice Storm"</p> <p>Poem: "The Fight"</p> <p>Poems/Essay: "Lottery"</p> | <p>Assessment Checkpoint Multiparagraph literary analysis</p> <p>Differentiation Options Vocabulary and sentence practice</p> | <p>LO 1.1 A, C LO 1.3 A-B LO 1.4 B LO 2.1 A-D LO 2.3 A-D LO 2.4 A LO 3.1 A LO 3.2 A-B LO 3.3 A-C LO 5.1 A-B</p> <p>10 (A) 8 E-F 6D 5A-E 6A-B</p> | 5 |

Learning Cycle 2 (1 week)

| Lessons | Skills and Concepts | Texts | Assessment Checkpoints and Differentiation Options | Alignment to Pre-AP Framework and State Standards | Pacing Notes (# of class periods) |
|--|--|---|--|--|--------------------------------------|
| Unit 2 Pre-AP Lessons 2.1-2.4 | <p>Reading Critical reading of poetry and song lyrics (emphasis on pivotal words and phrases and valuing evidence)</p> <p>Critical viewing of oral performances</p> <p>Analyzing and appreciating author’s craft: word choice</p> <p>Relationships between texts and contexts</p> <p>Writing Text-based quick writes Incorporating evidence Critical review of a performance Analytical paragraphs: planning, outlining, organizational structure</p> <p>Language Word meanings in context Using precise language Using punctuation for effect Conventions of standard English: complex sentences</p> <p>Speaking Text-based conversations</p> | <p>Spoken Word Poem: “Tamara’s Opus”</p> <p>Song Lyrics: “Hamilton Mixtape”</p> | <p>Assessment Checkpoint Writing a critical review of a performance</p> <p>Differentiation Options Vocabulary practice</p> | <p>LO 1.1 A, C LO 1.3 A-B LO 1.4 A LO 2.1 A-C LO 2.3 A-D LO 3.1 A LO 3.2 A-B LO 3.3 A-C LO 5.1 A-B</p> <p>6A-B 5A-E 4A-I</p> | 5 |

Learning Cycle 3 (1 week)

| Lessons | Skills and Concepts | Texts | Assessment Checkpoints and Differentiation Options | Alignment to Pre-AP Framework and State Standards | Pacing Notes (# of class periods) |
|--|---|---|---|--|--------------------------------------|
| Unit 2 Pre-AP Lessons 3.1-3.5 | <p>Reading Critical reading of dramatic texts (emphasis on pivotal words and phrases and valuing evidence)</p> <p>Critical viewing of oral and dramatic performances and film clips</p> <p>Analyzing and appreciating author's craft: word choice, dialogue, characterization</p> <p>Writing Text-based quick writes Incorporating evidence Responding to prompts Expository/reflective writing practice Analytical paragraphs: planning, outlining, organizational structure</p> <p>Language Word meanings in context Connotative meanings and figurative language Using vocabulary reference sources Using precise language Conventions of standard English</p> <p>Speaking Text-based conversations Choral reading Oral presentations of dramatic lines and scenes</p> | <p>Drama excerpts: <i>Hamlet</i></p> <p><i>Romeo and Juliet</i></p> | <p>Assessment Checkpoint Writing a reflective paragraph</p> <p>Pre-AP Unit Quiz 2 (recommended by week 6)</p> <p>Differentiation Options Vocabulary practice Sentence and paragraph frames</p> | <p>LO 1.1 A, C LO 1.3 A-B LO 2.1 A-D LO 2.3 A-D LO 3.1 A, C LO 3.2 A-B LO 3.3 A-C LO 5.1 A-B LO 5.2 A, D</p> <p>7A-D 8A-B 8F</p> | 5 |

Teacher-designed Lessons (Weeks 4-6)

| Lessons | Skills and Concepts | Texts | Assessment Checkpoints and Differentiation Options | Alignment to Pre-AP Framework and State Standards | Pacing Notes (# of class periods) |
|---------|--|-------------------------|--|---|-----------------------------------|
| | <p>Reading: Drama</p> <p>Writing Responding to prompts. Analytical paragraphs: planning, structure, incorporating evidence</p> | Romeo and Juliet | <p>Pre-AP Unit Quiz 2 (recommended by week 6)</p> <p>Romeo and Juliet Test</p> | <p>10A-B 7A-D 8A-B 8F</p> | 10 |

Teacher-designed Lessons (Weeks 7-9)

| Lessons | Skills and Concepts | Texts | Assessment Checkpoints and Differentiation Options | Alignment to Pre-AP Framework and State Standards | Pacing Notes (# of class periods) |
|---------|--|-------------------------|--|---|-----------------------------------|
| | <p>Reading: Drama</p> <p>Writing: re-write a scene of Romeo and Juliet using modern dialects</p> | Romeo and Juliet | <p>Pre-AP Performance Task: Writing an analysis (recommended during weeks 7-9)</p> <p>Re-write scene project</p> | <p>10A-B 7A-D 8A-B 8F</p> | 10 |

Unit 2 Pivotal Words and Phrases: Teacher Reflection**Unit 2 Pivotal Words and Phrases: Illustrations of Pre-AP Principles**

Please select 2-3 of your own lessons and briefly describe how they illustrate the Pre-AP learning objectives, areas of focus, and shared principles.

Students will complete enrichment project using performance-based learning and academic conversation. Also, we will use Wordplay Shakespeare to model performance characteristics.

Analysis and close reading of telling details in monologues and soliloquies.

Unit 2 Pivotal Words and Phrases: Assessments and Feedback

Please outline and briefly describe 1-2 strategies or approaches you will use throughout the unit to monitor and adjust instruction based on assessments and to provide feedback to students (e.g., 1-1 writing conferences; peer reviews of quizzes and performance trends; planning time to adjust instruction following each learning cycle).

Use rubric for peer reviews.

Writing conferences.

Unit 3 Overview: Compelling Evidence**Pacing Recommendation: 9 weeks****Overview:**

Beginning with personal essays and ending with arguments that use anecdotal and quantitative evidence to support their claims, students in the first three weeks of this unit read a variety of texts that address the value of work for teenagers. In response to these texts, students have opportunities to write an original argument followed by an analytical essay on one of the arguments studied in class. Throughout the unit, there is an emphasis on distinguishing between what writers are claiming in their arguments and what they are doing as writers. Practice in making those distinctions prepares students for the culminating analytical task.

Key Concepts and Skills:

- Critical reading and analysis of essays and arguments
- Evaluating evidence
- The writing process
- Planning and writing an analytical essay
- Meanings of words in context
- Using precise language
- Conventions of standard English
- Collaborative conversations
- Expository writing

Pre-AP Learning Objectives**Big Idea 1: Engaging with Texts**

Critical reading of nonfiction texts (LO 1.1A-C)
Evaluating arguments (LO 1.2A-B)
Texts in context (LO 1.4A-B)

Big Idea 2: Constructing Texts

The writing process (LO 2.1A-D)
Writing an argument (LO 2.2A-C)
Writing an analysis (LO 2.3A-D)

Big Idea 3: Focusing on Language

Word meanings (LO 3.1A, C)
Precise language (LO 3.2A-B)
Conventions of standard English (LO 3.3A-B)

Big Idea 5: Entering the Conversation

Academic discourse (LO 5.1A-B)

Prioritized State Standards

8A-D, 8B, 9B, 7E

10B

Assessment Opportunities

| Assessment Tasks | General Timing |
|---|---|
| Unit Quiz 1 | By the end of week 3 |
| Benchmark #2 | |
| Unit Quiz 2 | By the end of week 6 |
| Independent reading projects | |
| Performance Task: Essay analyzing an argument not studied in class | By the end of the unit (weeks 7-9) |

Unit 3 Compelling Evidence: Lesson Maps

Learning Cycle 1 (1 week)

| Lessons | Skills and Concepts | Texts | Assessment Checkpoints and Differentiation Options | Alignment to Pre-AP Framework and State Standards | Pacing Notes (# of class periods) |
|--|---|---|--|--|-----------------------------------|
| Unit 3 Pre-AP Lessons 1.1-1.3 | <p>Reading</p> <p>Critical reading of personal essays (emphasis on valuing evidence)</p> <p>Evaluating authors' choices: organizational structure, word choice, stylistic elements</p> <p>Analyzing details in visual texts</p> <p>Comparing texts</p> <p>Writing</p> <p>Text-based quick writes</p> <p>Responding to prompts</p> <p>Incorporating evidence</p> <p>Analytical paragraphs: effective thesis, introduction, body, conclusion</p> <p>Language</p> <p>Word meanings in context</p> <p>Using punctuation for effect</p> <p>Conventions of standard English</p> <p>Research</p> <p>On-the-spot research</p> <p>Speaking</p> <p>Text-based conversations</p> <p>Oral presentations (informal)</p> | <p>Personal Essays:</p> <p>"The Work You Do, the Person You Are"</p> <p>"Drowning in Dishes, but Finding a Home"</p> | <p>Assessment Checkpoint</p> <p>Multiparagraph writing: comparison and contrast</p> <p>Differentiation Options</p> <p>Vocabulary practice</p> <p>Sentence practice</p> | <p>LO 1.1 A-C</p> <p>LO 1.4 B</p> <p>LO 2.1 A-C</p> <p>LO 3.1 A</p> <p>LO 3.2 A-B</p> <p>LO 3.3 A-C</p> <p>LO 4.1 A</p> <p>LO 5.1 A-B</p> <p>LO 5.2 A, D</p> <p>8 (A) analyze the author's purpose, audience, and message within a text;</p> <p>(B) analyze use of text structure to achieve the author's purpose;</p> <p>9 B) develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:</p> <p>(i) using an organizing structure appropriate to purpose, audience, topic, and context; and</p> <p>(ii) developing an engaging idea reflecting depth of thought with specific details, examples, and commentary;</p> | 5 |

Learning Cycle 2 (1 week)

| Lessons | Skills and Concepts | Texts | Assessment Checkpoints and Differentiation Options | Alignment to Pre-AP Framework and State Standards | Pacing Notes (# of class periods) |
|--|--|--|---|--|--------------------------------------|
| Unit 3 Pre-AP Lessons 2.1-2.3 | <p>Reading Critical reading of arguments (emphasis on valuing evidence)</p> <p>Evaluating arguments: organizational structure; word choice; claims, evidence, and reasoning; stylistic and persuasive elements</p> <p>Paraphrasing</p> <p>Comparing texts</p> <p>Writing Text-based quick writes Responding to prompts Incorporating evidence Scripts for public service announcements Argument writing practice Analytical writing practice</p> <p>Language Word meanings in context Connotative meanings</p> <p>Speaking Text-based conversations Oral presentations (informal and a PSA)</p> | <p>Arguments: “What to Do With the Kids this Summer? Put ‘Em to Work”</p> <p>“The Decline of the American Teenager’s Summer Job”</p> | <p>Assessment Checkpoint Multiparagraph: argument writing Paragraph: analysis of an argument</p> <p>Differentiation Options Vocabulary and sentence practice Additional/fewer sentence frames</p> | <p>LO 1.1 A, C LO 1.2 A-B LO 1.4 B LO 2.1 A-C LO 2.2 A-D LO 2.3 A-D LO 3.1 A LO 3.2 A-B LO 5.1 A-B LO 5.2 A-B, D</p> <p>7 (E) analyze characteristics and structural elements of argumentative texts such as:</p> <p>(i) clear arguable claim, appeals, and convincing conclusion;</p> <p>(ii) various types of evidence and treatment of counterarguments, including concessions and rebuttals</p> <p>10 (B) compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft;</p> <p>(C) compose argumentative texts using genre characteristics and craft;</p> | 5 |

Learning Cycle 3 (1 week)

| Lessons | Skills and Concepts | Texts | Assessment Checkpoints and Differentiation Options | Alignment to Pre-AP Framework and State Standards | Pacing Notes (# of class periods) |
|-------------------------------------|--|---|---|--|-----------------------------------|
| Unit 3 Pre-AP Lessons 3.1-3.5 | <p>Reading Critical reading of arguments (emphasis on valuing evidence)</p> <p>Critical reading of graphs: comparing, synthesizing data,</p> <p>Evaluating arguments: claims, evidence, and reasoning; stylistic and persuasive elements</p> <p>Paraphrasing</p> <p>Comparing texts</p> | <p>Argument: “Teenagers Have Stopped Getting Summer Jobs—Why?”</p> | <p>Assessment Checkpoint Essay: analysis of an argument</p> <p>Pre-AP Unit Quiz 1 (recommended by week 3)</p> <p>Differentiation Options Vocabulary and sentence practice Additional/fewer sentence frames</p> | <p>LO 1.1 A-C LO 1.2 A-B LO 1.4 B LO 2.1 A-D LO 2.2 A-D LO 2.3 A-D LO 3.1 A LO 3.2 A-B LO 5.1 A-B LO 5.2 A-B, D</p> <p>8 (A) analyze the author's purpose, audience, and message within a text;</p> <p>(B) analyze use of text structure to achieve the author's purpose;</p> <p>(C) evaluate the author's use of print and graphic features to achieve specific purposes;</p> <p>(D) analyze how the author's use of language achieves specific purposes;</p> | 5 |
| | <p>Writing Unpacking and responding to prompts Incorporating evidence Analytical essay: outlining; selecting an organizational structure; effective introductions, supporting paragraphs, conclusions</p> <p>Language Word meanings in context</p> <p>Speaking Text-based conversations</p> | | | | |

Teacher Designed Lessons (Weeks 4-6)

| Lessons | Skills and Concepts | Texts | Assessment Checkpoints and Differentiation Options | Alignment to Pre-AP Framework and State Standards | Pacing Notes (# of class periods) |
|---------|--|--|--|---|-----------------------------------|
| | <p>Reading expository texts</p> <p>Writing expository essays, specifically for STAAR. (hooks, outlining, transitions, thesis, craft)</p> | <p>STAAR 2018 released test.</p> <p>Various Kingsolver essays</p> <p>Various student texts</p> | <p>Pre-AP Unit Quiz 2 (recommended by week 6)</p> <p>Benchmark #2: expository essay and revising and editing</p> | <p>9(A) plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing;</p> <p>(B) develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:</p> <p>(i) using an organizing structure appropriate to purpose, audience, topic, and context; and</p> <p>(ii) developing an engaging idea reflecting depth of thought with specific details, examples, and commentary;9</p> | 13 days (two student holidays) |

Teacher Designed Lessons (Weeks 7-9)

| Lessons | Skills and Concepts | Texts | Assessment Checkpoints and Differentiation Options | Alignment to Pre-AP Framework and State Standards | Pacing Notes (# of class periods) |
|---------|--|---|---|---|-----------------------------------|
| | <p>Understanding modes of writing: exposition, description, narration, persuasion</p> <p>Independent reading</p> | <p>“On Compassion”</p> <p>“Leaving It All Behind”</p> <p>“Round Walls of Home”</p> <p>Student texts</p> <p>Student choice books</p> | <p>Pre-AP Performance Task: Writing an analysis of an argument (recommended during weeks 7-9)</p> <p>Independent reading projects; one-pagers/presentations</p> | <p>10 (B) compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft;</p> <p>4 (I) monitor comprehension and make</p> | 11 |

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| | | | | adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down. | |
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Unit 3 Compelling Evidence: Teacher Reflection**Unit 3 Compelling Evidence: Illustrations of Pre-AP Principles**

Please select 2-3 of your own lessons and briefly describe how they illustrate the Pre-AP learning objectives, areas of focus, and shared principles.

We have to spend some time on expository writing. So much of the College Board curriculum is focused on analysis but our state-mandated assessment requires students to write an expository essay. However, the shared principles will still be used throughout the lessons. These lessons will deal with all aspects of the writing process: pre-writing, drafting, revising and editing, and the final draft. The first essay will be about the power of human imagination.

We will also complete an independent reading project during this time. Students will select books from a list of about 100 books. Students will complete various reader's logs, one-pagers, and product-related presentations.

Unit 3 Compelling Evidence: Assessments and Feedback

Please outline and briefly describe 1-2 strategies or approaches you will use throughout the unit to monitor and adjust instruction based on assessments and to provide feedback to students (e.g., 1-1 writing conferences; peer reviews of quizzes and performance trends; planning time to adjust instruction following each learning cycle).

One on one writing conferences are used while drafting and during the revision process.

Student essays are openly evaluated in a whole-class setting. Discussion is student-driven. Critiques must be specific and constructive.

Unit 4 Overview: Powerful Openings

Pacing Recommendation: 9 weeks

Overview:

In the opening weeks of this final unit, students encounter the openings of several novels and gain an appreciation for the captivating ways writers lure in their readers, one line at a time. Earlier in the year, students became attuned to interpreting telling details and pivotal words and phrases in the context of multiple literary genres; in this unit, they will apply those same lessons as they explore how novelists introduce settings and characters through a variety of narrative voices.

Students will experiment with creative writing to find their own revealing and unique narrative voices.

Key Concepts and Skills:

- Critical reading and analysis of literary texts
- The writing process
- Analytical writing
- Meanings of words in context
- Precise language
- Conventions of standard English
- Text-based conversations
- Creative Writing

Pre-AP Learning Objectives

Big Idea 1: Engaging with Texts

Critical reading of literary texts (LO 1.1A-C)
Analyzing literature (LO 1.3A-B)
Texts in context (LO 1.4A)

Big Idea 2: Constructing Texts

The writing process (LO 2.1A-D)
Writing a literary analysis (LO 2.3A-D)

Big Idea 3: Focusing on Language

Word meanings (LO 3.1A-C)
Precise language (LO 3.2A-B)
Conventions of standard English (LO 3.3A-C)

Big Idea 4: Investigating through Research

On the spot research (LO 4.1 A-B)

Big Idea 5: Entering the Conversation

Academic conversation (LO 5.1A-B)

Prioritized State Standards

4F-G , 5B-C, 6A-B

10A

Assessment Opportunities

| Assessment Tasks | General Timing |
|---|------------------------------------|
| Unit Quiz 1 | By the end of week 3 |
| Narratives writing project | |
| Unit Quiz 2 | By the end of week 6 |
| Of Mice and Men analysis essay | By the end of week 7 |
| Performance Task: Literary analysis essay | By the end of the unit (weeks 7-9) |

Unit 4 Powerful Openings: Lesson Maps

Learning Cycle 1 (1 week)

| Lessons | Skills and Concepts | Texts | Assessment Checkpoints and Differentiation Options | Alignment to Pre-AP Framework and State Standards | Pacing Notes (# of class periods) |
|-------------------------------------|--|--|--|---|-----------------------------------|
| Unit 4 Pre-AP Lessons 1.1-1.5 | <p>Reading Critical reading of novel openings (emphasis on observing telling details and valuing evidence)</p> <p>Critical viewing of film clips and photographs</p> <p>Analyzing and appreciating author's craft: narrative perspective and point of view, imagery, setting, word choice</p> <p>Writing Text-based quick writes Incorporating evidence Literary analysis Narrative practice (descriptive details, figurative language, imagery) Writing process Reflection</p> <p>Language Word meanings in context Using vocabulary resources</p> <p>Speaking Text-based conversations</p> | <p>Film Clips: (Teacher selected)</p> <p>Novel Excerpts: (Opening paragraphs)</p> <p><i>The Sound and the Fury</i></p> <p><i>1984</i></p> <p><i>The Night Circus</i></p> | <p>Assessment Checkpoint Short response: narrative</p> <p>Differentiation Options Vocabulary and sentence practice</p> | <p>LO 1.1 A-C LO 1.3 A-B LO 1.4 A LO 2.1 A-D LO 2.3 A-D LO 2.4 A, C LO 3.1 A-C LO 3.3 A-C LO 4.1 A-B LO 5.1 A-B</p> <p>4 (F) make inferences and use evidence to support understanding; (G) evaluate details read to determine key ideas;</p> <p>5 (B) write responses that demonstrate understanding of texts, including comparing texts within and across genres;</p> <p>(C) use text evidence and original commentary to support a comprehensive response;</p> <p>6(A) analyze how themes are developed through characterization and plot in a variety of literary texts;</p> <p>(B) analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils;</p> | 5 |

| | | | | 10 (A) compose literary texts such as fiction and poetry using genre characteristics and craft; | |
|--|---|--|---|---|-----------------------------------|
| Learning Cycle 2 (1 week) | | | | | |
| Lessons | Skills and Concepts | Texts | Assessment Checkpoints and Differentiation Options | Alignment to Pre-AP Framework and State Standards | Pacing Notes (# of class periods) |
| Unit 4 Pre-AP Lessons 2.1-2.5 | <p>Reading Critical reading of novel openings (emphasis on observing telling details and valuing evidence)</p> <p>Critical viewing of film clips and photographs</p> <p>Analyzing and appreciating author's craft: narrative perspective and point of view, characterization, setting, word choice</p> <p>Historical context</p> <p>Summarization</p> <p>Writing Text-based quick writes Incorporating evidence Narrative practice (transforming point of view)</p> | <p>Novel Excerpts: (Opening paragraphs)</p> <p><i>Out of My Mind</i></p> <p><i>Fahrenheit 451</i></p> <p><i>All the Light We Cannot See</i></p> | <p>Assessment Checkpoint Multiparagraph: literary analysis</p> <p>Differentiation Options Vocabulary practice</p> | <p>LO 1.1 A-C LO 1.3 A-B LO 1.4 A LO 2.1 A-D LO 2.3 A-D LO 2.4 A, C LO 3.1 A-C LO 3.3 A-C LO 4.1 A-B LO 5.1 A-B</p> <p>4 (F) make inferences and use evidence to support understanding; (G) evaluate details read to determine key ideas;</p> <p>5 (B) write responses that demonstrate understanding of texts, including comparing texts within and across genres;</p> | 5 |

| | <p>Literary analysis (emphasis on characterization) Writing process: outlining, topic sentences</p> <p>Research On-the-spot research</p> <p>Language Word meanings in context Using vocabulary resources</p> <p>Speaking Text-based conversations Structured academic conversations</p> | | | <p>(C) use text evidence and original commentary to support a comprehensive response;</p> <p>6(A) analyze how themes are developed through characterization and plot in a variety of literary texts;</p> <p>(B) analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils;</p> <p>10 (A) compose literary texts such as fiction and poetry using genre characteristics and craft;</p> | |
|---|--|---|---|--|-----------------------------------|
| Learning Cycle 3 (1 week) | | | | | |
| Lessons | Skills and Concepts | Texts | Assessment Checkpoints and Differentiation Options | Alignment to Pre-AP Framework and State Standards | Pacing Notes (# of class periods) |
| <p>Unit 4 Pre-AP Lessons 3.1-3.5</p> | <p>Reading Critical reading of novel openings (emphasis on observing telling details and valuing evidence)</p> <p>Analyzing and appreciating author's craft: narrative perspective and point of view, characterization, setting, word choice</p> <p>Historical context</p> <p>Summarization</p> <p>Writing Text-based quick writes Unpacking and responding to prompts</p> | <p>Novel Excerpts: (Opening chapters)</p> <p><i>The Girl Who Fell from the Sky</i></p> <p><i>To Kill a Mockingbird</i></p> | <p>Assessment Checkpoint Essay: literary analysis</p> <p>Pre-AP Unit Quiz 1 (recommended by week 3)</p> <p>Differentiation Options</p> | <p>LO 1.1 A-C LO 1.3 A-B LO 1.4 A LO 2.1 A-D LO 2.3 A-D LO 2.4 A, C LO 3.1 A-C LO 3.3 A-C LO 4.1 A-B LO 5.1 A-B</p> <p>4 (F) make inferences and use evidence to support understanding; (G) evaluate details read to determine key ideas;</p> | 5 |

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|--|---|--|--|--|--|
| | <p>Incorporating evidence Narrative practice (transforming narrative voice) Literary analysis Writing process: outlining, introduction, body paragraphs, conclusions</p> <p>Research On-the-spot research</p> <p>Language Word meanings in context and based on word parts Using precise language Using language for effect</p> <p>Speaking Text-based conversations Structured academic conversations</p> | | | <p>5 (B) write responses that demonstrate understanding of texts, including comparing texts within and across genres;</p> <p>(C) use text evidence and original commentary to support a comprehensive response;</p> <p>6(A) analyze how themes are developed through characterization and plot in a variety of literary texts;</p> <p>(B) analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils;</p> <p>10 (A) compose literary texts such as fiction and poetry using genre characteristics and craft;</p> | |
|--|---|--|--|--|--|

| Teacher Designed Lessons (Weeks 4-6) | | | | | |
|--------------------------------------|---------------------|-------|--|---|-----------------------------------|
| Lessons | Skills and Concepts | Texts | Assessment Checkpoints and Differentiation Options | Alignment to Pre-AP Framework and State Standards | Pacing Notes (# of class periods) |
| | | | <p>Pre-AP Unit Quiz 2 (recommended by week 6)</p> | | |

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Teacher Designed Lessons (Weeks 7-9)

| Lessons | Skills and Concepts | Texts | Assessment Checkpoints and Differentiation Options | Alignment to Pre-AP Framework and State Standards | Pacing Notes (# of class periods) |
|---------|---------------------|-------|--|---|-----------------------------------|
| | | | <p>Pre-AP Performance Task: Writing an analysis (recommended during weeks 7-9)</p> <p><i>Of Mice and Men</i> analysis essay</p> | | |

Unit 4 Powerful Openings: Teacher Reflection

Unit 4 Powerful Openings: Illustrations of Pre-AP Principles

Please select 2-3 of your own lessons and briefly describe how they illustrate the Pre-AP learning objectives, areas of focus, and shared principles.

Use paintings to generate narrative responses. Focus will be on character, setting, conflict, and craft.

Students will use specific brushstrokes/sentence frames to increase diversity of syntax in descriptive writing in response to photography and film.

Unit 4 Powerful Openings: Assessments and Feedback

Please outline and briefly describe 1-2 strategies or approaches you will use throughout the unit to monitor and adjust instruction based on assessments and to provide feedback to students (e.g., 1-1 writing conferences; peer reviews of quizzes and performance trends; planning time to adjust instruction following each learning cycle).

One on one writing conferences are used while drafting and during the revision process.

Student essays are openly evaluated in a whole-class setting. Discussion is student-driven. Critiques must be specific and constructive.