El White

**Building the 8-Lesson Unit Plan**

**Section 1:**

* Title and Objective:
	+ Arguing the Victorian Monster
	+ The goal of this unit is for students to be able to connect with the texts in a way that allows them to develop an argument about which character in the novel is a Monster. They will be able to defend their decision with evidence from the novel as well as using outside sources to help define the term *Monster*.
* Mentor Text(s):
	+ Wilde, Oscar. *Dorian Gray*. Edimat, 2005.
	+ Stryker, Susan. “Stryker RT709X C000 - Evergreen State College.” *My Words to Victor Frankenstein above the Village of Chamounix*, <https://sites.evergreen.edu/politicalshakespeares/wp-content/uploads/sites/226/2015/12/Stryker-My-Words-to-VF.pdf>.

**Section 2:**  The 8-Lesson Unit Plan

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|  | LESSON 1 | LESSON 2 | LESSON 3 | LESSON 4 |
|  StandardsTEKS / CCSS? | (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:    (B) write responses that demonstrate understanding of texts, including comparing texts within and across genres,    (C) use text evidence and original commentary to support a comprehensive response,    (D) paraphrase and summarize texts in ways that maintain meaning and logical order,    (E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.  | **(**10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to: (B) compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics.  | **Standards:(**10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to: (C) compose argumentative texts using genre characteristics and craft and (D) compose correspondence in a professional or friendly structure. | (9) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: (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.  |
| LearningObjectives | Students are able to express their understanding with a novel, and interact with it in simple ways. Specifically show casing, basic note taking and summarizing (self-regulating) as well as writing brief response (transcription) and being able to Read with a writers eye.**Writing skill to be taught and T/S/TG & EBP’s:**Transcription and Self-Regulation- Students show they can interact with the text, pick pieces out and write a short, structured response. Reading with a writer’s eye to take notes and study the story.  | Students should follow the plot of the novel and understand how it ties into the unit. They should be able to produce explanatory reports of what is happening in the book and have a rough idea of how this book ties to the other themes seen in the class so far.  | Begin to grasp what an argumentative essay is, begin thinking about their essay topics. **Writing skill to be taught & T/S/TG & EBP’s:**: W4H2 as well as introduce argumentative essays. Self-regulation covers the understanding of the novel and text-generation is beginning to come into play when discussing the style of writing.  | Students will know three tools of self-regulation: Plan +Write, POW Tree, and STOP & DARE. Students will understand STOP&DARE is the best the choice for the unit paper and be able to create a rough version of it for their own paper. **Writing skill to be taught and T/S/TG & EBP’s:** STOP and Dare. Self-Regulation is the main focus here as the focus is on planning the essay and learning to craft the argument.  |
| Materials | Oscar Wilde’s Dorian Gray Hard copy book, Notebooks and writing utensil | Oscar Wilde’s Dorian Gray Hard copy book, Notebooks and writing utensil. | Oscar Wilde’s Dorian Gray Hard copy book, Notebooks and writing utensil | Oscar Wilde’s Dorian Gray Hard copy book, Notebooks and writing utensil. |
| Assessment | **Assessment 1:** Talk in groups about what has happened in the book so far, then one member of each group picks one plot point to share from the chapters. **Assessment 2:** Quick writing assignment, pick a quote from th first few chapters that resonated with you, explain what’s going on in the story and what about the quote stood out to them.  | **Assessment 1:** Exit Ticket: What do we know about Dorian Gray at this point in the text? Who is your favorite character and why? Who is the most monstrous in the text right now? Do you think you will choose the same person by the end of the book?**Assessment 2:** Class Discussion of reading | **Assessment 1:** Exit ticket Part 1: Start of class: What is an argumentative essay? **Assessment 2:** Exit Ticket Part 2: After Presentation Did your idea of an argumentative essay change? Did u learn anything new?  | **Assessment 1:** Discuss with classmates which tool they like the best and which the think will be most useful for this upcoming essay, **Assessment 2:** Creating a very brief rough draft of Stop&Dare for their future paper.  |
| Aligned Activities | **Time for everything:** 10 minutes of group discussion to talk about the plot and pick out the most important part. 5 minutes to share with the entire class.10 minutes tying the start of this novel to overall definition of monstrosity for the semester.10 minutes timed writing assignment (exit ticket)10 minutes student’s thoughts and opinions on the text5 minutes: Layout how next few classes will be and pack up time.  | 15 — Enter Class and immediately do Exit Ticket. 5 — Talk with a partner about your exit tickets.10 — Class discussion about plot and what has happened in the novel so far. 15 — Class Debate on which character is the most monstrous. 5 — Turn in exit ticket and lay out next class.  | 5 min- Start of class: What is an argumentative essay exit ticket part 1 15 Min – Presentation on Argumentative Essay,5 min- Exit ticket part 215 Min – Discussion of the book, plot summary and key points, opinions of students. (General class discussion) 5 Min – Introduce the essay assignment for this unit.5 Min – Layout next class, collect exit tickets, etc. | 10 — Class discussion of major plot points/what is happening in the novel. 10 — Teacher presentation on types of self-regulation: Outlines Plan +Write, POW Tree, and STOP & DARE. 5 — Discussion with classmates (assessment one) 25 — Individual work with teacher circling classroom, students outline their STOP&DARE for final paper.  |
| RtI grouping and Remediation/Extension | At this point the only monitoring is to make sure students are keeping up with the reading, taking note of who doesn’t seem to talk about the plot or doesn’t have a general grasp on the texts.  | This point is where I will see if students have kept up with the reading, those who haven’t I will meet with you to discuss getting caught up and pair them with advanced readers for the group discussions so they can talk about the novel from peers who have read and understand the texts.  | Still monitoring students reading levels. Main concern after today is that students are learning what an argumentative essay is through their exit tickets. If they are not grasping it I will need to review parts and reasons for argumentative essay in the following classes.  | For partner chats students are sitting near people of their same writing level and progress tracking will be done by teacher after the planning worksheets are turned in. At this point there will be a check in with students with extensions on previous assignments and follow up with any students who aren’t turning in planning assignment.  |

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|  | LESSON 5 | LESSSON 6 | LESSON 7 | LESSON 8 |
| StandardsTEKS/ CCSS? | (9) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: (B) develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by: (i) using an organizing structure appropriate to purpose, audience, topic, and context. | (9) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: (C) revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses, (D) edit drafts using standard English conventions. | (9) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: B.(ii) develop an engaging idea reflecting depth of thought with specific details, examples, and commentary. | (11) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to: (H) display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism; and (i) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results. |
| LearningObjectives | Students will begin to develop drafts for their writing. They will be able to fully plan out their paper and argument grasping their opinion of the book as well as change their opinion as the information changes.**Writing skill to be taught and T/S/TG & EBP’s:** STOP + DARE, students have now read the whole book and should be planning their essay (Self-regulation) as well as monitoring how their argument has changed and sculpted around all the information of the book, seeing their perspectives might be different at the end of the story. Text Generation in the form of actually writing their essay is just beginning here.  | Students will produce a rough draft that fits the criteria. They will also be able to revise other students work.**Writing skill to be taught and T/S/TG & EBP’s:** ARMs and general revision techniques. By this time Self- regulation and Text Generation are the main focuses.  | Students are working towards a final draft of their essay. Students are able to engage with texts in relation to each other and the themes of the semester. They are able to revise their work several times until it is a version, they think is best. **Writing skill to be taught and T/S/TG & EBP’s**: Transcription, Self-Regulation and Text Generation should all be used in the creation of their papers, which ever planning source they choose, and revision techniques as well.  | Students will produce a final, argumentative essay that has been revised. They understand the entire process to writing an argumentative essay and have now created a final product. |
| Materials | Oscar Wilde’s Dorian Gray Hard copy book, Notebooks and writing utensil | Oscar Wilde’s Dorian Gray Hard copy book and Laptops. Stop and Dare draft from earlier class.  | Laptops, Oscar Wilde’s Dorian Gray Hard copy book, 1-2 secondary sources that they plan to use as evidence in their papers. Copy of their Papers so far. | Laptops, Oscar Wilde’s Dorian Gray Hard copy book, Their final papers. |
| Assessment | **Assessment 1:** Practice Stop + Dare with the first text from the semester. Verbally with a partner.**Assessment 2**: Class discussion on novel as well as group work discussing planning of paper.  | **Assessment 1:** Reading and Revising a fellow student’s work using ARMS to make suggestions.**Assessment 2:** Comments on your own paper, see what edits peer suggests, make revisions of your own and start the process of changing the paper. | **Assessment 1:** Exit ticket: Do you feel comfortable revising your own essay? Do you want another student to revise your work? Is there any way I can help you with your paper? **Assessment 2:** Class Discussion and Questions for teacher.  | **Assessment 1:** Exit Ticket: How confident do you feel about your final paper? Are you proud about the paper you wrote? What was your favorite or least favorite part of working on this? Did you enjoy writing on your topic? **Assessment 2:** Class Discussion, will go around the room and have everyone answer one of the board questions to the class. (Board questions: Who was your favorite character and why? Who was your least favorite character? Was there any part you didn’t expect? Did your opinion of the Monster change? Whose death was the saddest for you? Etc.)  |
| Aligned Activities | 15 Minutes: Review Stop and Dare in depth15 Min: Practice Stop and Dare10 Min: Lay out paper.10 Min: Share layout with neighbor.  | 25 minutes to revise another students 25 minutes to read the revisions and work on your own paper again | 5 — Exit Tickets 20 — Class Discussion of the ending of the novel. 10 — Final comments from teacher on how to revise work and reminders of proper citations. We will review in class all the parts of the essay the students must include. 15 — Individual work: Time to ask questions about paper or just have some time to work on their paper.  | 10 — Exit Tickets 40 — Class Discussion: Allowing students to just talk about the end of the story as well as going around the class and answering one of the prompted questions.  |
| RtI grouping and Remediation/Extension | This day is most important for RTI, if students are not connecting with material or have fallen behind on reading or writing process this is the point where I will need to be aware of it to help them get back on track. At this point, any student who has not turned in work yet will have to meet with me one on one to discuss essay and get back on track. Struggling student’s new timeline will need to be created and extended. | Today pairing student’s to read each other’s work is the most important, here students who are farther ahead or behind in the process need to be paired with people at similar levels to revise each other papers and elevate the process.  | If students haven’t turned in rough drafts and other minor assignments, they will not be on track to turn in final papers on time. I will have to meet with them to discuss getting caught up. As for class pairing for discussions, students are paired based on their paper topics.  | I will reach out to Student’s who did not turn in papers and meet with them to discuss how I can help them and create a new timeline for them to finish their papers. |