PLANNED INSTRUCTION

A PLANNED COURSE FOR:

Critical Reading

Grade Level: 9-12

Date of Board Approval: 2019

Planned Instruction

Title of Planned Instruction: Critical Reading

Subject Area: Reading   **Grade(s): 9-12**

Course Description:

Critical Reading is a course designed to expand a student's literal, interpretive, and evaluative comprehension skills while fostering a love of reading. Developmental reading instruction is provided throughout the course, with a focus on increasing vocabulary, reading, writing, research, and critical reading skills. Reading strategies that improve fluency and comprehension of fiction and non-fiction are incorporated into the   class.
Award winning young adult novels *Paper Towns* by John Green and *Don't Get Caught* by Kurt Dinan are the focus of the curriculum using the PA Common Core State Standards. The course also includes reading selections from non-fiction that supplement the novels with background information, and provide students with the opportunity to practice reading non-fiction texts.

Time/Credit for the Course: 1/2 Year Course

Curriculum Writing Committee: Alison Newman

Curriculum Map

1. Marking Period One: Overview based on 45 days

Goals: The first marking period focuses on the novel *Paper Towns* by John Green. The novel has students consider the possibility that every person will experience one incredible and unlikely event in their life: one miracle.

PART 1 –
  Background Information / Activate Prior Knowledge-
  - Author Biography
  - Key Facts
  - Historical & Literary Context
  Chapters 1-2
  - Vocabulary in context
  - Plot -Exposition
  - Setting
  - Character Traits
  - Narrator perspective
  Chapters 3-6
  - Vocabulary in context
  - Universal Character/ fitting in
  - Imagery
  - Diction/ Descriptive language
  Chapters 7-9
  - Vocabulary in context
  - Rising action/ conflict
  - Narrative flow/pacing
  - Dialogue
PART 2-
  Chapters 1-3
  - Vocabulary in context
  - Family dynamics
  - Genre
  - Tone
  Chapters 4-8
  - Vocabulary in context
  - Point of View
  - Make predictions/ draw conclusions
  - Author's style

Chapters 9-11
- Vocabulary in context
- Foreshadowing
- Metaphors
- Suspense

Chapters 12-13
- Vocabulary in Context
- Theme
- Symbolism
- Protagonist vs Antagonist

Chapters 14-17
- Vocabulary in context
- Irony
- Author's purpose
- Literary Devices

Chapters 18-20
- Vocabulary in context
- Static and dynamic characters
- Internal/external conflict
- Climax

PART 3-
Chapters 1-12
- Vocabulary in Context
- Plot- Falling Action
- Bildungsroman

Chapters 13-21
- Vocabulary in context
- Plot Resolution
- Plot Structure

Marking Period 2: Overview based on 45 days.

The second marking period focuses on the novel *Don't Get Caught* by Kurt Dinan. The novel centers around the theme of transcending stereotypes and coming together overcome obstacles.

Background Information / Activate Prior Knowledge-
- Author Biography
- Key Facts
- Historical & Literary Context

Chapters 1-2-3
- Vocabulary in context
- Exposition
- Setting
- Character traits/ stereotypes
- Narrator

Chapters 4-5-6
- Vocabulary in context
- Rising Action
- Internal vs External Conflict
- Foreshadowing & Predictions

Chapters 7-8-9
- Vocabulary in context
- Character motivations
- Draw conclusions
- Make predictions

Chapters 10-11-12
- Vocabulary in context
- Inferences
- Genre
- Tone

Chapters 13-14-15
- Vocabulary in context
- Point of View
- Diction/ Voice
- Author's style

Chapters 16-17-18
- Vocabulary in context
- Symbolism
- Figurative language
- Suspense / Mood

Chapters 19-20-21
- Vocabulary in Context
- Theme
- Climax/Plot
- Protagonist vs Antagonist

Chapters 22-23
- Vocabulary in context
- Falling Action /Plot
- Author's purpose
- Literary Devices

Chapters 24-25
- Vocabulary in context
- Static vs Dynamic Characters
- Resolution/ Plot

Curriculum Framework

Long Term Goals (Marking Period 1 and 2):

- Comprehend and evaluate complex texts across a range of types and disciplines
- Be a critical consumer of text and other media to recognize, understand, and appreciate multiple perspectives and cultures.
- Communicate effectively for varied purposes and audiences.

Big Idea: Effective readers use appropriate strategies to construct meaning.

Essential Questions*:*

How do strategic readers create meaning from informational and literary text?
What is this text really about?
How do readers know what to believe?
How does what readers read influence how they should read it?
How does a reader's purpose influence how text should be read?

Big Idea: Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize

information.

Essential Questions:

How do readers know what to believe in what they read, hear, and view?

How does the interaction with text provoke thinking and response?

Big Idea: An expanded vocabulary enhances one's ability to express ideas and information.

Essential Questions:

Why learn new words?
What strategies and resources does the learner use to figure out unknown vocabulary?
How does one develop and refine vocabulary?

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Concepts:

- Essential content, literary elements and devices inform meaning
- Textual structure, features and organization inform meaning
- Acquiring and applying a robust vocabulary assists in constructing meaning

Competencies:

- Identify and evaluate essential content between and among various text types
- Use and cite evidence from texts to make assertions, inferences, generalizations, and draw conclusions
- Evaluate the effectiveness of the author's use of literary devices in various genre
- Analyze and evaluate the author's use of literary elements within and among genres
- Analyze and evaluate author's/authors' use of conflict, theme, and/or point of view within and among text
- Summarize, draw conclusions, and make generalizations from a variety of mediums
- Develop new and unique insights based on extended understanding derived from critical examinations of text(s)
- Analyze the impact of societal and cultural influences in texts
- Analyze the use of facts and opinions across text
- Evaluate the presentation of essential and nonessential information in texts, identifying the author's implicit or explicit bias and assumptions
- Evaluate the characteristics of various genre to determine how the form relates to the purpose
- Evaluate organizational features of text (e.g. sequence, question/answer, comparison/contrast, cause/effect, problem/solution) as related to content to clarify and enhance meaning
- Evaluate the use of graphics in text as they clarify and enhance meaning
- Articulate connections between and among words based on meaning, content, and context to distinguish nuances or connotations
- Analyze the context of literal, figurative, and idiomatic vocabulary to clarify meaning
- Generalize the use of academic vocabulary across disciplines
- Use grade appropriate resources to confirm and extend meaning of vocabulary

Curriculum Plan

Unit: Author Background Information/ Activating Prior Knowledge   **Marking Period: 1**
Week(s)- 1   Time Range – 3 Days

Standard(s): Pennsylvania Core Standards, Keystone Assessment Anchors, Keystone Eligible Content

PA Core Standards / Eligible Content Covered:
CC.1.3.9-10.B, CC.1.3.9-10.C, CC.1.3.9-10H, CC.1.3.9-10.J

Keystone Assessment Anchors:
L.N. 1.1, L.N. 1.2, L.N.2.2, L.N.2.5

Keystone Eligible Content:
LN .1.1.1, LN.1.1.2, LN.1.1.4, L.N.1.2.4, L.N.1.3.1, LN.1.3.2, LN.1.3.3, LN.2.1.1, LN.2.1.2, LN.2.4.2

PA Information Technology Standards:
15.3.12.C., 15.3.12.E., 15.3.12

Overview: John Green is an American author and YouTube Content Creator for young adults. Green wrote on his website that he wrote *Paper Towns* partially in reaction to a trend in young adult romance novels. Conducting a brief author study and watching his YouTube reading of the prologue for his novel allows students to hear firsthand from the author his purpose for writing the novel. Critical interpretation informed by an author study can deepen students' engagement and enjoyment of a novel.

Goals: The students will investigate the benefits of conducting an author study. They will assess the key facts about the novel, and analyze the historical and literary context of the story.

Objectives:
1. Students will investigate the benefits of conducting an author study and the impact it has on student engagement. (DOK – Level 3)
2. Students will connect their background knowledge to the historical and literary context of the novel *Paper Towns*. (DOK – Level 4)

Core Activities and Corresponding Instructional Methods:
- Students will view the author reading the prologue of his novel *Paper Towns*.
- Students will view the author explaining "What are Paper Towns?"
- Students will complete Pre-Reading Bias Anticipation guide in Novel Packet

- Students will take notes while watching the author video.
- Students will review Author Bio, Key facts, Historical & Literary Context
- Students will complete "Prologue Quick write" in their journals.

Assessments:
  - **Diagnostic:**
    - Benchmark as per district benchmark
    - Keystone Literature data
    - KWL Chart
  - **Formative:**
    - Quick Write- Prologue
    - Teacher observation
    - Note taking
  - **Summative:**
    - Critical thinking questions
    - Prologue Quiz

Extensions:
- Students will research the famous copyright trap Myrna Mountweazel.

Correctives:
- Students will work in small groups to compare notes.

Materials and Resources:
- https://www.youtube.com/watch?v=1e8yczf-oBY (John Green reading of Paper Towns prologue)
- https://www.youtube.com/watch?v=UUNAKChww2A (What are Paper Towns?)
- http://www.gutenberg.org/ebooks/1322?msg=welcome_stranger (Walt Whitman's *Leaves of Grass*, a digital novel resource to review when referenced throughout the novel, *Paper Towns*)

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Unit: *Paper Towns* -Chapters 1-2   <u>Marking Period</u>: 1
<u>Week</u>(s)- 1-2   <u>Time Period</u>- 5-7 Days

Standard(s): Pennsylvania Core Standards, Keystone Assessment Anchors, Keystone Eligible Content

PA Core Standards / Eligible Content Covered:
CC.1.3.9-10.A, B, C, D, E, F, I, J, K CC.1.4.9-10.A, B, D, F, H, S

Keystone Assessment Anchors:
L.F. 1.1, L.F.1.2., L.F.1.3, L.F. 2.1, L.F.2.3, L.F.2.4, L.F.2.5

Keystone Eligible Content:
L.F.1.1.1, L.F.1.1.2, L.F.1.1.3, L.F.1.2.2, L.F.1.2.3, L.F.1.2.4, L.F.1.3.1, L.F.1.3.2, L.F.2.1.1, L.F.2.1.2, L.F.2.3.1, L.F.2.3.2, L.F.2.3.3, L.F.2.3.4, L.F.2.3.5, L.F.2.3.6, L.F.2.4.1, L.F.2.5.1

PA Information Technology Standards:
15.3.12.C., 15.3.12.E., 15.3.12

Overview: Exposition is a narrative device used at the beginning of a work to provide background information about the characters and their circumstances. Setting, where a play, book or story takes place often affects the characters' personalities and the possibilities for plot. Setting is a usually carefully considered item in an author's set-up for fiction. Setting in the young adult mystery genre is important since oftentimes the setting is important to the solving of the mystery. Character traits are behaviors, motivation, personality types, and relationships with others throughout the story. Analyzing these factors helps readers begin to understand the character's internal and external qualities. The narrator is the person, animal, or thing telling the story.

Goals: The students will understand the use of exposition in a story. They will identify the literary elements that are part of the exposition. Students will understand how character traits reveal internal and external qualities of the character. They will recognize the benefits and drawbacks of the narrator's perspective.

Objectives:
1. Students will understand the purpose of exposition in a story (DOK 2)
2. Students will identify the setting of the novel (DOK – 2)
3. Students will identify the narrator and understand the benefits and limitations of the narrator's perspective. (DOK – 2)
4. Students will identify the genre of the novel (DOK – 2)

5. Students will identify the characters, and determine whether the author is introducing the characters through direct or indirect characterization (DOK – Level 3)

Core Activities and Corresponding Instructional Methods:
- Introduce novel
- Introduce vocabulary terms Chapter 1-2
- Introduce the exposition
- Identify the initial setting
- Determine the narrator's perspective
- Identify the characters through direct and indirect characterization
- Build background for the novel by discussing could *Paper Towns* have been set anywhere? How does the setting make this a unique story? How do the people in Orlando in this era differ from the students' hometown?
- Build background for the novel by asking How did the setting affect the characters? The plot? The themes? Why is the setting important?
- Group work. In groups students will research a setting that might be similar and discuss the ways in which Quentin's life would have been different set in another time or place.
- Students will write a short paper on how the town in which they reside currently and attend school, has shaped their lives.
- Class debate. Students will debate the following statement: Setting in a story is not very important as every story could take place almost anywhere.
- Annotate sections of the novel
- Read chapter 1
- Complete Quick Write Chapter 1 in student journals
- Read Chapter 2
- Complete Quick Write Chapter 2 in student journals
- Complete Vocabulary Quiz Chapters 1-2
- Complete Chapter Questions
- Chapters 1-2 Novel Quiz

Assessments:
- o **Diagnostic:**
  - Benchmark as per district plan
  - Keystone Literature results
- o **Formative:**
  - Quick Write Chapter 1
  - Quick Write Chapter 2
  - Chapter Question Responses

      o **Summative:**
-       ■ Chapters 1-2 Quiz
-       ■ Chapters 1-2 Vocabulary Quiz

Extensions:
- Create a Travel Brochure:
  - o Prepare a travel brochure on Orlando (book setting) to share with the class. It should encourage people to visit the city.

Correctives:
- Audio version of novel

Materials and Resources:
- *Paper Towns* Novels
- *Paper Towns* Comprehension & Analysis Bundle
- *Paper Towns* Unit- Novel Study Bundle
- *Paper Towns* Book Rags

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Unit: *Paper Towns* **Chapters 3-6**
<u>Week</u>(s)- 3-4

<u>Marking Period:</u> 1
<u>Time Period</u>- 5-7 Days

Standard(s): Pennsylvania Core Standards, Keystone Assessment Anchors, Keystone Eligible Content

PA Core Standards / Eligible Content Covered:
CC.1.3.9-10. A, B, C, D, E, F, I, J, K CC.1.4.9-10.A, B, D, F, H, S

Keystone Assessment Anchors:
L.F. 1.1, L.F.1.2., L.F.1.3, L.F. 2.1, L.F.2.3, L.F.2.4, L.F.2.5

Keystone Eligible Content:
L.F.1.1.1, L.F.1.1.2, L.F.1.1.3, L.F.1.2.2, L.F.1.2.3, L.F.1.2.4, L.F.1.3.1, L.F.1.3.2, L.F.2.1.1, L.F.2.1.2, L.F.2.3.1, L.F.2.3.2, L.F.2.3.3, L.F.2.3.4, L.F.2.3.5, L.F.2.3.6, L.F.2.4.1, L.F.2.5.1

PA Information Technology Standards:
15.3.12.C., 15.3.12.E., 15.3.12

Overview: Diction and descriptive details brings the world in a novel to life, giving the reader a sense of location and time. It grounds the characters into the pretend world of a novel. Imagery is the picture we form in our minds of the story we read. It involves one or more of the five senses. The author uses imagery to translate words into a visual story that we can see and participate in within our minds. Vocabulary is both necessary to understand what we read and learned when we read. Many of the words used in historical fiction are not used today or necessarily familiar. A Universal Character is a typical character, an action, or a situation that seems to represent universal patterns of human nature. Many literary critics are of the opinion that universal characters shape the structure and function of a literary work.

Goals: Students will practice annotating text. Students will analyze diction and author's descriptive details. Students will identify imagery. Students will improve their vocabulary. Students will connect universal characters with the characters in the novel.

Objectives:
1. Students will improve their vocabulary (DOK 1)
2. Students will analyze diction and descriptive details based on information in the novel (DOK 4)
3. Students will identify imagery and connect it to the senses based on information in the novel (DOK 1 & 4)
4. Students will annotate sections of the novel to identify the imagery found in these chapters (DOK 1)

5. Students will connect universal characters with characters in the novel. (DOK 4)

Core Activities and Corresponding Instructional Methods:

- Introduce vocabulary terms Chapters 3-6
- Read Chapter 3 as a class.
- Discuss the description about *Paper Towns* and whether they feel it is effective.
- Groups will choose two or three descriptions and write why they feel the descriptions are effective or not. Groups will present these to the class
- Complete Chapter 3 Quick Write in student journals
- Read Chapter 4 as a class
- Discuss universal characters and brainstorm different types of universal characters in the world on Smartboard.
- Universal character activity- student will connect universal characters with characters in the novel.
- Complete Chapter 4 Quick Write in student journals
- Read Chapter 5
- Discuss how the author uses imagery to create a world that contains "unreal" events, objects, or beings? How is the imagery used so the reader will accept the story as real?
- Complete Chapter 5 Quick Write in student journals
- Read Chapter 6
- Assign students to locate vocabulary words in the novel and write their own definitions based on context clues. Share with the class and correct and discuss misconceptions.
- Complete Chapter 6 Quick Write in student journals
- Complete Chapter Questions
- Chapters 3-6 Novel Quiz
- Chapters 3-6 Vocabulary Quiz

Assessments:
- **Diagnostic:**
  - Benchmark as per district plan
  - Keystone Literature results
- **Formative:**
  - Quick Write Chapter 3
  - Quick Write Chapter 4
  - Quick Write Chapter 5
  - Quick Write Chapter 6
  - Chapter Question Responses
- **Summative:**
  - Chapters 3-6 Quiz
  - Chapters 3-6 Vocabulary Quiz

Extensions:

- Character Description Activity
  - Write a physical, emotional, and relational description of two characters from Paper Towns. Add a portrait to go along with your written description.

Correctives:

- Audio version of novel

Materials and Resources:

- *Paper Towns* Novels
- *Paper Towns* Comprehension & Analysis Bundle
- *Paper Towns* Unit- Novel Study Bundle
- *Paper Towns* Book Rags

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Unit: *Paper Towns* Chapters 7-9   Marking Period: 1
Week(s)- 5   Time Period- 5-7 Days

Standard(s): Pennsylvania Core Standards, Keystone Assessment Anchors, Keystone Eligible Content

PA Core Standards / Eligible Content Covered:
CC.1.3.9-10. A, B, C, D, E, F, I, J, K CC.1.4.9-10.A, B, D, F, H, S

Keystone Assessment Anchors:
L.F. 1.1, L.F.1.2., L.F.1.3, L.F. 2.1, L.F.2.3, L.F.2.4, L.F.2.5

Keystone Eligible Content:
L.F.1.1.1, L.F.1.1.2, L.F.1.1.3, L.F.1.2.2, L.F.1.2.3, L.F.1.2.4, L.F.1.3.1, L.F.1.3.2, L.F.2.1.1, L.F.2.1.2, L.F.2.3.1, L.F.2.3.2, L.F.2.3.3, L.F.2.3.4, L.F.2.3.5, L.F.2.3.6, L.F.2.4.1, L.F.2.5.1

PA Information Technology Standards:
15.3.12.C., 15.3.12.E., 15.3.12

Overview: As the story continues readers will encounter the rising action – the part in which events in the story become complicated and the conflict is revealed. Conflict is essential to plot as it moves the plot forward and adds suspense. Conflict can be any struggle the main character faces. Also adding to movement of the plot is the narrative flow. Narrative flow is used to advance the storyline, slow it down, or change the pace of the actions and events in the storyline. Dialogue is the conversation between characters. Dialogue serves several purposes. It can advance the plot, reveal a character's thoughts or feelings, or show how characters react in the moment.

Goals: While reading the story, students will understand that conflict is an essential part of the rising action, increasing the tension. Students will understand that the narrative flow sets the pace of the story and advances the plot. Students will discover that dialogue reveals many things about characters and their motives.

Objectives:
1. Students will improve their vocabulary (DOK 1)
2. Students will identify story events that increase the tension in the rising action (DOK 2)
3. Students will identify of the conflict of the novel (DOK – Level 3)
4. Students will connect how narrative flow paces the storyline. (DOK 4)
5. Students will assess how dialogue reveals many things about characters and their motives. (DOK 3)

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Core Activities and Corresponding Instructional Methods:

- Introduce vocabulary terms Chapters 7-9
- Read Chapter 7 as a class.
- Discuss the conflict and how it adds to the rising action of the novel.
- Groups will identify the main conflict of the story. The groups will decide if the conflict is internal or external or both and find evidence to support their claim. Each group will record their answer on a conflict activity sheet.
- Complete Chapter 7 Quick Write in student journals
- Read Chapter 8 as a class
- Discuss narrative flow. What are some of the ways a narrative can flow? What is your favorite type of narrative flow--fast-paced with lots of action; slow with much description, etc... How does narrative flow inform the plot? How does the narrative flow in *Paper Towns*?
- Assign each group a different chapter from *Paper Towns* and describe the narrative flow and whether or not a different pace would work better and why
- Complete Chapter 8 Quick Write in student journals
- Read Chapter 9
- Discuss dialogue how writers use it in novels. Ask the students to choose a character from *Paper Towns* and isolate the character's dialogue. Analyzing the dialogue have students answer what it says about that character. How does the character speak? What does the character say? Bring the class back together and discuss. How does the author use dialogue in this book? Is the dialogue realistic? Do the students think the dialogue is more about style then characterization? Do they think almost every word a person speaks is designed to have an effect on the story? How would dialogue be different in a play as opposed to a novel?
- Assign pairs to take the dialogue from a scene and adapt it into a scene for a play, maintaining the story's characterization. Students share what they have developed.
- Complete Chapter 9 Quick Write in student journals
- Complete Chapter Questions
- Chapters 7-9 Novel Quiz
- Chapters 7-9 Vocabulary Quiz

Assessments:
- **Diagnostic:**
  - Benchmark as per district plan
  - Keystone Literature results
- **Formative:**
  - Quick Write Chapter 7
  - Quick Write Chapter 8
  - Quick Write Chapter 9

  ▪ Chapter Question Responses

  o **Summative:**
    ▪ Chapters 7-9 Quiz
    ▪ Chapters 7-9 Vocabulary Quiz

Extensions:
  o TV Reporter
    ▪ Pretend you are a TV reporter and provide an on-scene report on Margo being missing. Write the script you will speak and read as the TV news reporter on TV.

Correctives:
  • Audio version of novel

Materials and Resources:
  • *Paper Towns* Novels
  • *Paper Towns* Comprehension & Analysis Bundle
  • *Paper Towns* Unit- Novel Study Bundle
  • *Paper Towns* Book Rags

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Unit: *Paper Towns* PART 2 - Chapters 1-3   Marking Period: 1
Week(s)- 6   Time Period- 5-7 Days

Standard(s): Pennsylvania Core Standards, Keystone Assessment Anchors, Keystone Eligible Content

PA Core Standards / Eligible Content Covered:
CC.1.3.9-10. A, B, C, D, E, F, I, J, K CC.1.4.9-10.A, B, D, F, H, S

Keystone Assessment Anchors:
L.F. 1.1, L.F.1.2., L.F.1.3, L.F. 2.1, L.F.2.3, L.F.2.4, L.F.2.5

Keystone Eligible Content:
L.F.1.1.1, L.F.1.1.2, L.F.1.1.3, L.F.1.2.2, L.F.1.2.3, L.F.1.2.4, L.F.1.3.1, L.F.1.3.2, L.F.2.1.1, L.F.2.1.2, L.F.2.3.1, L.F.2.3.2, L.F.2.3.3, L.F.2.3.4, L.F.2.3.5, L.F.2.3.6, L.F.2.4.1, L.F.2.5.1

PA Information Technology Standards:
15.3.12.C., 15.3.12.E., 15.3.12

Overview: Family Dynamics are an integral part of this novel. This is the fourth time Margo has run away. The reader learns that Margo's parents do not support her and are tired of her running away. They blame her entirely, referring to her as a sickness in the family. Q's therapist parents provide transparent psychological analysis of their family dynamics. Also, genre is a category used to classify literary works. It is necessary for readers to know which category of genre they are reading in order to understand the message it conveys, as they may have certain expectations prior to reading. Literary tone is the author's attitude towards the subject of a novel or towards the audience. Tones can change in a novel and is implied through a variety of means such as the imagery, syntax, grammar, and metaphors.

Goals: While reading the story, students will understand that conflict is an essential part of the rising action, increasing the tension. Students will investigate the impact family dynamics can have on the events in a novel. In addition to identifying the genre of the novel, students will analyze how tone is demonstrated in the novel.
Objectives:
1. Students will improve their vocabulary (DOK 1)
2. Students will investigate the family dynamics based on the events in the novel. (DOK 3)
3. Students will identify of the genre of the novel (DOK – Level 2)
4. Students will analyze how tone is demonstrated in the novel. (DOK 4)

Core Activities and Corresponding Instructional Methods:

- Introduce vocabulary terms Chapters 1-3 (Part 2)
- Read Part 2- Chapter 1 as a class.
- Discuss the importance of family. Ask students about the importance of family in a person's early life compared to later years. Ask how most family dynamics compare to Margo's, and also Quentin's.
- Assign students to complete a Venn Diagram comparing their family dynamics to one of the characters in the book. How are they similar and how are they different? As an alternative the students may compare Quentin's family dynamics to Margo's.
- Complete Part 2- Chapter 1 Quick Write in student journals
- Read Part 2- Chapter 2 as a class
- Discuss narrative flow. What are some of the ways a narrative can flow? What is your favorite type of narrative flow--fast-paced with lots of action; slow with much description, etc... How does narrative flow inform the plot? How does the narrative flow in Paper Towns?
- Assign each group a different chapter from *Paper Towns* and describe the narrative flow and whether or not a different pace would work better and why
- Complete Part 2- Chapter 2   Quick Write in student journals
- Read Part 2- Chapter 3
- Discuss tone and the ways it is conveyed in a novel. Discuss whether tone can be both implicit and explicit. Discuss the importance of tone to a story. Consider what writing without be like without tone.
- Assign groups to identify the tone of *Paper Towns* and write down some of the ways in which the author conveys tone. Have them identify where the tone changed and by what means it was changed.
- Complete Part 2- Chapter 3 Quick Write in student journals
- Complete Chapter Questions
- Chapters 1-3 (Part 2) Novel Quiz
- Chapters 1-3 (Part 2) Vocabulary Quiz

Assessments:
- **Diagnostic:**
  - Benchmark as per district plan
  - Keystone Literature results

- **Formative:**
  - Quick Write Part 2- Chapter 1
  - Quick Write Part 2- Chapter 2

- Quick Write Part 2- Chapter 3
- Chapter Question Responses

  o **Summative:**
    - Part 2- Chapters 1-3 Quiz
    - Part 2- Chapters 1- 3 Vocabulary Quiz

Extensions:
- Newspaper Article
  o Write a newspaper article about Margo running away and the family dynamic issues that are believed to be the cause.

Correctives:
- Audio version of novel

Materials and Resources:
- *Paper Towns* Novels
- *Paper Towns* Comprehension & Analysis Bundle
- *Paper Towns* Unit- Novel Study Bundle
- *Paper Towns* Book Rags

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Unit: *Paper Towns* PART 2 - Chapters 4-8   Marking Period: 1
Week(s)- 7-8   Time Period- 7-9 Days

Standard(s): Pennsylvania Core Standards, Keystone Assessment Anchors, Keystone Eligible Content

PA Core Standards / Eligible Content Covered:
CC.1.3.9-10. A, B, C, D, E, F, I, J, K CC.1.4.9-10.A, B, D, F, H, S

Keystone Assessment Anchors:
L.F. 1.1, L.F.1.2., L.F.1.3, L.F. 2.1, L.F.2.3, L.F.2.4, L.F.2.5

Keystone Eligible Content:
L.F.1.1.1, L.F.1.1.2, L.F.1.1.3, L.F.1.2.2, L.F.1.2.3, L.F.1.2.4, L.F.1.3.1, L.F.1.3.2, L.F.2.1.1, L.F.2.1.2, L.F.2.3.1, L.F.2.3.2, L.F.2.3.3, L.F.2.3.4, L.F.2.3.5, L.F.2.3.6, L.F.2.4.1, L.F.2.5.1

PA Information Technology Standards:
15.3.12.C., 15.3.12.E., 15.3.12

Overview: Point of view is the perspective or vantage point from which the story is told. The story. Point of view is the way the author allows you to "see" and "hear" what's going on. Skillful authors can fix their readers' attention on exactly the detail, opinion, or emotion the author wants to emphasize by manipulating the point of view of the story. Uncertainty in a story allows the reader to make predictions or draw conclusions about what will happen next. Author's style is his or her unique way of using language, sentence structure, voice, and tone to communicate with the reader. It is important to recognize how an author uses tone, lengths of sentences, and diction to create the story.

Goals: While reading the story, students will identify the point of view of the story. Students will understand that uncertainty in the plot leaves readers to infer or make predictions about what will happen next. Students will assess the way in which author using tone, syntax, and diction to create his own writing style in the novel.

Objectives:
1. Students will improve their vocabulary (DOK 1)
2. Students will identify the point of view of the story. (DOK 1)
3. Students will make predictions or draw conclusions about future events based on uncertainty in the story. (DOK 2)

4. Students will assess the writing style of the author based on tone, diction, and syntax. (DOK 3)

Core Activities and Corresponding Instructional Methods:

- Introduce vocabulary terms Chapters 4-8 (Part 2)
- Read Part 2- Chapter 4 as a class.
- Discuss Point of View. On the Smart board, review the different points of view that can be used. Explain what each point of view entails. Write down the different points of view that a novelist uses. For example, first person, second person, third person. Discuss how each point of view is used.
- Assign students into groups each a point of view. Their aim is to find the advantages and disadvantages of that particular point of view. Compare the students' thoughts before leading them into a discussion. Why do they think the author writes *Paper Towns* from the first person? Does it limit the story in any way? How do the students think the story would be different if it was written in the third person?
- Complete Part 2- Chapter 4 Quick Write in student journals
- Read Part 2- Chapter 5-6 as a class
- Discuss making predictions and drawing conclusions based on uncertainty in the world. Ask students to predict what will happen tomorrow? What do they fear might happen? Ask students with all of their preparations, is life certain? Can anyone predict every possible outcome to a situation? Can anyone make perfect decisions every time? How does it feel to not know for certain what tomorrow brings? Would life be better knowing the exact future? Would life be dull without uncertainty? How do you think uncertainty affects Quentin's life? What are some of the uncertainties in his life?
- Assign pairs to create a list of five items which feel uncertain to them and five events they believe with absolute certainty will occur. Compare those events with the uncertainty in Quentin's life. How are they similar? Different? Groups will share ideas with the class.
- Complete Part 2- Chapter 5-6 Quick Write in student journals
- Read Part 2- Chapter 7-8
- Examine the mechanics of the author's writing style: dialogue, sentence structure, and tone. Examine if he uses metaphor? What meaning does his writing style give the book? How is it effective or not for the book's themes?
- Assign pairs, to analyze the author's style further using sticky notes to mark diction, tone, and syntax. Compare the students' thoughts.
- Complete Part 2- Chapter 7-8 Quick Write in student journals
- Complete Chapter Questions

- Chapters 4-8 (Part 2) Novel Quiz
- Chapters 4-8 (Part 2) Vocabulary Quiz

Assessments:
- o **Diagnostic:**
  - Benchmark as per district plan
  - Keystone Literature results

- o **Formative:**
  - Quick Write Part 2- Chapter 4
  - Quick Write Part 2- Chapter 5-6
  - Quick Write Part 2- Chapter 7-8
  - Chapter Question Responses
- o **Summative:**
  - Part 2- Chapters 4-8 Quiz
  - Part 2- Chapters 4-8 Vocabulary Quiz

Extensions:
- Posters
  - o Create posters about *Paper Towns* using a variety of media (chalk, paint, markers, watercolors, etc.).

Correctives:
- Audio version of novel

Materials and Resources:
- *Paper Towns* Novels
- *Paper Towns* Comprehension & Analysis Bundle
- *Paper Towns* Unit- Novel Study Bundle
- *Paper Towns* Book Rags

DELAWARE VALLEY SCHOOL DISTRICT

Unit: *Paper Towns* PART 2 - Chapters 9-11
Week(s)- 8-9

Marking Period: 1
Time Period- 7-9 Days

Standard(s): Pennsylvania Core Standards, Keystone Assessment Anchors, Keystone Eligible Content

PA Core Standards / Eligible Content Covered:
CC.1.3.9-10. A, B, C, D, E, F, I, J, K CC.1.4.9-10.A, B, D, F, H, S

Keystone Assessment Anchors:
L.F. 1.1, L.F.1.2., L.F.1.3, L.F. 2.1, L.F.2.3, L.F.2.4, L.F.2.5

Keystone Eligible Content:
L.F.1.1.1, L.F.1.1.2, L.F.1.1.3, L.F.1.2.2, L.F.1.2.3, L.F.1.2.4, L.F.1.3.1, L.F.1.3.2, L.F.2.1.1, L.F.2.1.2, L.F.2.3.1, L.F.2.3.2, L.F.2.3.3, L.F.2.3.4, L.F.2.3.5, L.F.2.3.6, L.F.2.4.1, L.F.2.5.1

PA Information Technology Standards:
15.3.12.C., 15.3.12.E., 15.3.12

Overview: Foreshadowing is the use of details and clues that offer hints to future events in the story. Foreshadowing builds suspense because it makes the reader wonder what will happen next or how the story will end. Suspense is the intense feeling of anticipation that the reader experiences while waiting for the outcome of certain events. A metaphor is a figure of speech that makes an implicit comparison between two things that are unrelated but which share some common characteristics. When portraying a person, place, thing, or an action as *being* something else, even though it is not *actually* that "something else," you are speaking metaphorically.

Goals: While reading the story, students will examine and predict details used as foreshadowing in the story. Students will understand that suspense leaves the reader wanting to continue with their reading to discover what will happen next. Students will recognize that metaphors are figures of speech comparing unlike objects or things.

Objectives:
1. Students will improve their vocabulary (DOK 1)
2. Students will identify the foreshadowing in the story. (DOK 1)
3. Students will analyze the use of suspense in the story. (DOK 4)
4. Students will cite evidence of metaphors used in the story to compare unlike things. (DOK 3)

Core Activities and Corresponding Instructional Methods:

- Introduce vocabulary terms Chapters 9-11 (Part 2)
- Read <u>Part 2</u>- Chapter 9 as a class.
- Discuss Foreshadowing. Explain to students that in order to build suspense and make a story more interesting, writers often use techniques such as foreshadowing, or hints and clues of events to occur later in the plot. On the Smart board, display several examples of foreshadowing from *Paper Towns.*
- Assign student groups different examples of foreshadowing from the novel. Each group will summarize the example and make a prediction about the clue based on information in the novel.
- Complete <u>Part 2</u>- Chapter 9 Quick Write in student journals
- Read <u>Part 2</u>- Chapter 10 as a class
- Discuss suspense. Explain how suspense is used in literature and how it unfolds. Discuss whether suspense can be both implied and overt. Explain why drama has suspense and discuss what writing would be like without suspense.
- Assign groups to identify the suspense in *Paper Towns* and suggest ways in which the suspense could be enhanced. Groups will share ideas with the class.
- Class debate. Students will debate the following statement: A novel is not interesting without suspense.
- Complete <u>Part 2</u>- Chapter 10 Quick Write in student journals
- Read <u>Part 2</u>- Chapter 11
- Examine metaphors. The strings metaphor is increasingly pressed in this chapter. Much talk is made of Margo's strings breaking and Q following up on them. Metaphors are a writing technique that are used in virtually all writing. Explain metaphors and why they are used in writing. Explain the difference between a simile and a metaphor.
- Assign groups to identify five metaphors in *Paper Towns*. Groups will explain what they are comparing and share with the class.
- Complete <u>Part 2</u>- Chapter 11 Quick Write in student journals
- Complete Chapter Questions
- Chapters 9-11 (Part 2) Novel Quiz
- Chapters 9-11 (Part 2) Vocabulary Quiz

Assessments:
- **Diagnostic:**
  - Benchmark as per district plan
  - Keystone Literature results
- **Formative:**

- Quick Write Part- 2- Chapter 9
- Quick Write Part 2- Chapter 10
- Quick Write Part 2- Chapter 11

- Chapter Question Responses
  - o **Summative:**
    - Part 2- Chapters 9-11 Quiz
    - Part 2- Chapters 9-11 Vocabulary Quiz
    - Mid- Novel Test

Extensions:
- Timeline
  - o Create a timeline including pictures and /or illustrations of the events from *Paper Towns* so far. Include a map showing the locations of where the story took place.

Correctives:
- Audio version of novel

Materials and Resources:
- *Paper Towns* Novels
- *Paper Towns* Comprehension & Analysis Bundle
- *Paper Towns* Unit- Novel Study Bundle
- *Paper Towns* Book Rags

DELAWARE VALLEY SCHOOL DISTRICT

Unit: *Paper Towns* PART 2 - Chapters 12-13   Marking Period: 1
Week(s)- 10   Time Period- 5 Days

Standard(s): Pennsylvania Core Standards, Keystone Assessment Anchors, Keystone Eligible Content

PA Core Standards / Eligible Content Covered:
CC.1.3.9-10. A, B, C, D, E, F, I, J, K CC.1.4.9-10.A, B, D, F, H, S

Keystone Assessment Anchors:
L.F. 1.1, L.F.1.2., L.F.1.3, L.F. 2.1, L.F.2.3, L.F.2.4, L.F.2.5

Keystone Eligible Content:
L.F.1.1.1, L.F.1.1.2, L.F.1.1.3, L.F.1.2.2, L.F.1.2.3, L.F.1.2.4, L.F.1.3.1, L.F.1.3.2, L.F.2.1.1, L.F.2.1.2, L.F.2.3.1, L.F.2.3.2, L.F.2.3.3, L.F.2.3.4, L.F.2.3.5, L.F.2.3.6, L.F.2.4.1, L.F.2.5.1

PA Information Technology Standards:
15.3.12.C., 15.3.12.E., 15.3.12

Overview: Theme is used as a literary device and is the underlying message of a literary work. It may be stated directly or indirectly. Symbolism is a device in literature where an object represents an idea. Symbolism enriches writing and makes the text more varied and interesting. Most, if not all, fiction writing contains symbolism. A protagonist is the central character or leading figure in poetry, narrative, novel or any other story. A protagonist is sometimes a "hero" to the audience or readers. An antagonist is a character, or a group of characters, which stands in opposition to the *protagonist*, which is the main character. It is common to refer to an antagonist as a *villain* (the bad guy), against whom a *hero* (the good guy) fights in order to save himself or others.

Goals: While reading the story, students will distinguish different themes within the story. Additionally, students will analyze symbolism and relate what the symbols represent. Also, students will identify both the protagonist and antagonist of the novel.

Objectives:
1. Students will improve their vocabulary (DOK 1)
2. Students will distinguish the different themes within the story. (DOK 2)
3. Students will analyze the use of symbolism within the story. (DOK 4)
4. Students will identify both the protagonist and antagonist in the story. (DOK 1)

DELAWARE VALLEY SCHOOL DISTRICT

Core Activities and Corresponding Instructional Methods:

- Introduce vocabulary terms Chapters 12-13 (Part 2)
- Read Part 2- Chapter 12 as a class.
- Discuss themes. Explain what is meant by a "theme" in fiction. Discuss why the author may use themes in his writing. Explain how an author conveys a theme.
- Assign small groups. In groups, students will list two to three themes they see in *Paper Towns* and list how the themes are portrayed. These will be presented to the class.
- Discuss symbolism. Discuss with students the symbols that appear in the book and what they mean. Have them discuss why the author would choose the symbols that he did instead of other potential choices. Discuss whether the symbolism in *Paper Towns* works or not. Discuss how symbols enhance reading experiences. Discuss how they contribute to the understanding of the characters.
- In pairs, have students select three themes from *Paper Towns* and decide upon a symbol that would represent these themes. Share with the class.
- Complete Part 2- Chapter 12 Quick Write in student journals
- Read Part 2- Chapter 13 as a class
- Discuss protagonist vs. antagonist. Class discussion. What is a protagonist? What is an antagonist? Can one character/person be both? Is the protagonist also the good character? Is there always a protagonist and antagonist in non-fiction? Can either one be an inanimate object? Which might Quentin, Margo, Ben, Radar, Lacey, Robert, Angela, Jase, Becca, Quentin's parents, Chuck, Dr. Holden, Otis Warren, and Margo's parents be
- Assign pairs to work on protagonist vs. antagonist activity. Share findings with the class.
- Complete Part 2- Chapter 13 Quick Write in student journals
- Complete Chapter Questions
- Chapters 12-13 (Part 2) Novel Quiz
- Chapters 9-12-13 (Part 2) Vocabulary Quiz

Assessments:
- **Diagnostic:**
  - Benchmark as per district plan
  - Keystone Literature results

- **Formative:**
  - Quick Write Part- 2- Chapter 12
  - Quick Write Part 2- Chapter 13
  - Chapter Question Responses
- **Summative:**
  - Part 2- Chapters 12-13 Quiz

- Part 2- Chapters 12-13 Vocabulary Quiz

Extensions:
- Mapping a Possible Route
  - Draw a map of the United States and plan a route that Margo might take in order for her to travel to seven large cities.

Correctives:
- Audio version of novel

Materials and Resources:
- *Paper Towns* Novels
- *Paper Towns* Comprehension & Analysis Bundle
- *Paper Towns* Unit- Novel Study Bundle
- *Paper Towns* Book Rags

DELAWARE VALLEY SCHOOL DISTRICT

Unit: *Paper Towns* PART 2 - Chapters 14-17   Marking Period: 1
Week(s) - 11-12   Time Period- 7-9 Days

Standard(s): Pennsylvania Core Standards, Keystone Assessment Anchors, Keystone Eligible Content

PA Core Standards / Eligible Content Covered:
CC.1.3.9-10. A, B, C, D, E, F, I, J, K CC.1.4.9-10.A, B, D, F, H, S

Keystone Assessment Anchors:
L.F. 1.1, L.F.1.2., L.F.1.3, L.F. 2.1, L.F.2.3, L.F.2.4, L.F.2.5

Keystone Eligible Content:
L.F.1.1.1, L.F.1.1.2, L.F.1.1.3, L.F.1.2.2, L.F.1.2.3, L.F.1.2.4, L.F.1.3.1, L.F.1.3.2, L.F.2.1.1, L.F.2.1.2, L.F.2.3.1, L.F.2.3.2, L.F.2.3.3, L.F.2.3.4, L.F.2.3.5, L.F.2.3.6, L.F.2.4.1, L.F.2.5.1

PA Information Technology Standards:
15.3.12.C., 15.3.12.E., 15.3.12

Overview: Irony is a figure of speech in which words are used in such a way that their intended meaning is different from the actual meaning of the words. It may also be a situation that ends up in quite a different way than what is generally anticipated. In simple words, it is a difference between appearance and reality. Author's Purpose is the reason an author chooses to write about a certain topic. They write to either inform, entertain, or to persuade the audience. Literary Devices are tools used by an author to enliven and provide voice to the text.

Goals: While reading the story, students will analyze irony in the story and distinguish whether it is dramatic, verbal, or situational irony. Students will understand that author's write for one of three purposes: to persuade, to inform, or to entertain. Students will recognize that literary devices are tools used by an author to enliven the text for the reader.

Objectives:
1. Students will improve their vocabulary (DOK 1)
2. Students will analyze irony in the story. (DOK 4)
3. Students will assess the author's purpose in the story. (DOK 3)
4. Students will cite evidence of literary devices used in the story (DOK 3)

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Core Activities and Corresponding Instructional Methods:

- Introduce vocabulary terms Chapters 14-17 (Part 2)
- Read <u>Part 2</u>- Chapter 14 as a class.
- Discuss the different types of irony. Explain that in real life, things are often different from what they seem. When this occurs—both in life and in literature—it is called irony. Writers make use of irony to surprise and entertain their readers and viewers. In dramatic irony, the characters think one thing to be true, but the audience knows something else to be true. This creates interest and tension in a story. In verbal irony, words seem to say one thing but mean something quite different. In situational irony, something happens in the story that directly contradicts the expectations of a character or the reader.
- Assign Irony activity to small groups. Groups share with class.
- Complete <u>Part 2</u>- Chapter 14 Quick Write in student journals
- Read <u>Part 2</u>- Chapter 15 as a class
- Discuss the author's purpose and the use of writing to advance his own ideas. Explain that a writer of non-fiction has a different agenda than one who writes fiction
- Assign a debate. Divide the class into two debate teams. Debate the following statement: All authors have an agenda for why they are writing for public dissemination.
- Complete <u>Part 2</u>- Chapter 15 Quick Write in student journals
- Read <u>Part 2</u>- Chapter 16
- Discuss common literary devices used in writing. Explain the value in identifying a literary device in a text. Demonstrate how authors include literary devices in their works intentionally.
- Assign Small Groups a different chapter each: in the chapters from *Paper Towns* identify ten literary devices. Define each example; analyze how it is used, and how it adds to the meaning/success of the text.
- Complete <u>Part 2</u>- Chapter 16 Quick Write in student journals
- Read <u>Part 2</u>- Chapter 17
- Examine Walt Whitman's poem "Song of Myself" that is referenced throughout the novel.
- Assign students to read the poem and point out the section about doors and doorjambs. Students will analyze the meaning of those lines for Q and Margo and the significance they have to the overall meaning of the novel.
- Complete <u>Part 2</u>- Chapter 17 Quick Write in student journals
- Complete Chapter Questions
- Chapters 14-17 (Part 2) Novel Quiz
- Chapters 14-17 (Part 2) Vocabulary Quiz

Assessments:
- o **Diagnostic:**
  - Benchmark as per district plan
  - Keystone Literature results

- o **Formative:**
  - Quick Write Part 2- Chapter 14
  - Quick Write Part 2- Chapter 15
  - Quick Write Part 2- Chapter 16
  - Quick Write Part 2- Chapter 17
  - Chapter Question Responses

- o **Summative:**
  - Part 2- Chapters 14-17 Quiz
  - Part 2- Chapters 14-17 Vocabulary Quiz

Extensions:
- Google Earth Tour
  - o Login to Google Earth and take the tour of Paper Towns.

Correctives:
- Audio version of novel

Materials and Resources:
- *Paper Towns* Novels
- *Paper Towns* Comprehension & Analysis Bundle
- *Paper Towns* Unit- Novel Study Bundle
- *Paper Towns* Book Rags

Unit: *Paper Towns* PART 2 - Chapters 18-20   Marking Period: 1
Week(s) – 13-14   Time Period- 7-9 Days

Standard(s): Pennsylvania Core Standards, Keystone Assessment Anchors, Keystone Eligible Content

PA Core Standards / Eligible Content Covered:
CC.1.3.9-10. A, B, C, D, E, F, I, J, K CC.1.4.9-10.A, B, D, F, H, S

Keystone Assessment Anchors:
L.F. 1.1, L.F.1.2., L.F.1.3, L.F. 2.1, L.F.2.3, L.F.2.4, L.F.2.5

Keystone Eligible Content:
L.F.1.1.1, L.F.1.1.2, L.F.1.1.3, L.F.1.2.2, L.F.1.2.3, L.F.1.2.4, L.F.1.3.1, L.F.1.3.2, L.F.2.1.1, L.F.2.1.2, L.F.2.3.1, L.F.2.3.2, L.F.2.3.3, L.F.2.3.4, L.F.2.3.5, L.F.2.3.6, L.F.2.4.1, L.F.2.5.1

PA Information Technology Standards:
15.3.12.C., 15.3.12.E., 15.3.12

Overview: The climax, a Greek term meaning "ladder," is that particular point in a narrative at which the conflict or tension hits the highest point. The climax is the point at which a conflict or crisis reaches its peak. In literature, conflict is a literary element that involves a struggle between two opposing forces, usually a protagonist and an antagonist. Conflict can be either internal or external. Internal conflict refers to a character's internal struggle. Internal conflict is important for characterization, since flaws and internal struggles make characters more lifelike and sympathetic. External conflict, on the other hand, refers to the conflicts between a character and external forces. All characters in a story are either dynamic or static. A static character is one who does not undergo any significant change in character, personality or perspective over the course of a story. A dynamic character, in contrast, undergoes a major transition in one or more of these ways.

Goals: While reading the story, students will identify the climax of the story. Students will analyze the conflicts in the story and categorize each as internal or external. Students will assess different characters and differentiate whether they are static or dynamic characters.

Objectives:
1. Students will improve their vocabulary (DOK 1)
2. Students will analyze the conflicts in the story and categorize each as internal or external (DOK 4)
3. Students will identify the climax of the story. (DOK 1)

4. Students will assess different characters and differentiate whether they are static or dynamic characters. (DOK 3)

Core Activities and Corresponding Instructional Methods:

- Introduce vocabulary terms Chapters 18-20 (Part 2)
- Read Part 2- Chapter 18 as a class.
- Discuss climax. Explain that the climax of a plot is the story's central turning point—the moment of peak tension or conflict—which all the preceding plot developments have been leading up to. In a traditional "good vs. evil" story (like many superhero movies) the climax is typically the moment when the hero finally confronts or does battle with the villain.
- Assign students to identify the climax of the story and complete the climax section of the Plot diagram activity.
- Complete Part 2- Chapter 18 Quick Write in student journals
- Read Part 2- Chapter 19 as a class
- Discuss conflict. Explain that conflict occurs in fiction when the protagonist's goal is opposed by some force. That force could be another person or persons, a force of nature or even the protagonist's own character. Conflict is inherent in the plot and is essential to drive the story.
- Assign student groups to complete the conflict organizer activity. They will analyze the types of conflict, internal vs external, and cite evidence to support their answer.
- Complete Part 2- Chapter 19 Quick Write in student journals
- Read Part 2- Chapter 20
- Discuss static and dynamic characters. Explain how some characters stay the same from the beginning to the end of the story (static), while others change, making them dynamic. Change is one constant in life. Without change, life becomes static, dull, and dead. Change is essential. Change is often painful.
- Assign group work. Break students into groups and have students discuss what one thing they would most miss were they were in Quentin's situation, graduating from high school. What is one thing they would like? Share responses with the class.
- Complete Part 2- Chapter 20 Quick Write in student journals
- Complete Chapter Questions
- Chapters 18-20 (Part 2) Novel Quiz
- Chapters 18-20 (Part 2) Vocabulary Quiz

Assessments:
- **Diagnostic:**
  - Benchmark as per district plan
  - Keystone Literature results

- o **Formative:**
  - Quick Write Part 2- Chapter 18

  - Quick Write Part 2- Chapter 19
  - Quick Write Part 2- Chapter 20
  - Chapter Question Responses
- o **Summative:**
  - Part 2- Chapters 18-20 Quiz
  - Part 2- Chapters 18-20 Vocabulary Quiz

Extensions:
- Trivia Game:
  - o Class creates a trivia game based on *Paper Towns*. The categories will involve items from the book, such as American educational institutions, U.S, geography, being a high school student, and coming of age.

Correctives:
- Audio version of novel

Materials and Resources:
- *Paper Towns* Novels
- *Paper Towns* Comprehension & Analysis Bundle
- *Paper Towns* Unit- Novel Study Bundle
- *Paper Towns* Book Rags

DELAWARE VALLEY SCHOOL DISTRICT

Unit: *Paper Towns* PART 3 Section 1- Hours 1-11   <u>Marking Period:</u> 1

<u>Week</u>(s) – 15-16   <u>Time Period</u>- 7-9 Days

Standard(s): Pennsylvania Core Standards, Keystone Assessment Anchors, Keystone Eligible Content

PA Core Standards / Eligible Content Covered:
CC.1.3.9-10. A, B, C, D, E, F, I, J, K CC.1.4.9-10.A, B, D, F, H, S

Keystone Assessment Anchors:
L.F. 1.1, L.F.1.2., L.F.1.3, L.F. 2.1, L.F.2.3, L.F.2.4, L.F.2.5

Keystone Eligible Content:
L.F.1.1.1, L.F.1.1.2, L.F.1.1.3, L.F.1.2.2, L.F.1.2.3, L.F.1.2.4, L.F.1.3.1, L.F.1.3.2, L.F.2.1.1, L.F.2.1.2, L.F.2.3.1, L.F.2.3.2, L.F.2.3.3, L.F.2.3.4, L.F.2.3.5, L.F.2.3.6, L.F.2.4.1, L.F.2.5.1

PA Information Technology Standards:
15.3.12.C., 15.3.12.E., 15.3.12

Overview: Bildungsroman is form of storytelling whereby the author bases the plot on the overall growth of the central character throughout the timeline of the story. As the story progresses, the subject undergoes noticeable mental, physical, social, emotional, moral, and often spiritual advancement and strengthening before the readers' eyes. It has often been seen that the protagonist begins with views, aims and dreams that are in contrast to the other character's in the story and then fights his or her way through to achieve them. Falling action occurs right after the climax, when the main problem of the story resolves. It is one of the elements of the plot of the story. Falling action wraps up the narrative, resolves its loose ends, and leads toward the closure.

Goals: While reading the story, students will analyze how the novel is a bildungsroman. Students will investigate which events lead to the falling action of the novel. Students will improve their vocabulary.

Objectives:
1. Students will improve their vocabulary (DOK 1)
2. Students will analyze the elements that categorize the novel as a bildungsroman. (DOK 4)
3. Students will investigate which events lead to the falling action of the novel. (DOK 3)

DELAWARE VALLEY SCHOOL DISTRICT

Core Activities and Corresponding Instructional Methods:

- Introduce vocabulary terms Section 1- Hours 1-11 (Part 3)
- Read Part 3- Section 1- Hours 1-11 as a class.
- Discuss: The term bildungsroman. Explain why they are important in literature and why they are a popular type of novel. Discuss what can be learned from a bildungsroman.
- Assign groups to list ways in which they have seen themselves and their friends grow up in the past year. Rank the list in order of what the students consider most important changes. Compare those lists to the ways in which Quentin has grown up in Paper Towns. Groups will share findings with the class.
- Discuss falling action. Explain that the falling action occurs right after the climax, when the main problem of the story resolves. It is one of the elements of the plot of the story, the other elements being exposition, rising action, climax, and resolution. Falling action wraps up the narrative, resolves its loose ends, and leads toward the closure.
- Assign students to complete the falling action section of the plot activity. Students will identify the events that lead to falling action of the novel.
- At any time during Act III, students will record a video selfie update of how they're feeling while driving in the minivan and their reaction to their friends with them. What fears, hopes, annoyances, regrets, and/ or excitements are running through their mind and what do they think the van-dwellers should do now? The videos will be published and shared with the class.
- Complete Part 3- Section 1- Hours 1-11 Quick Write in student journals
- Complete Chapter Questions
- Part 3- Section 1- Hours 1-11 Novel Quiz
- Part 3- Section 1- Hours 1-11 Vocabulary Quiz

Assessments:
- **Diagnostic:**
  - Benchmark as per district plan
  - Keystone Literature results

- **Formative:**
  - Quick Write Part 3- Section 1- Hours 1-11
  - Chapter Question Responses
- **Summative:**
  - Part 3- Section 1- Hours 1-11 Quiz
  - Part 3- Section 1- Hours 1-11 Vocabulary Quiz

Extensions:
- Play a character
  - Each student will select a character from slips of paper in a bag and act as that character. The rest of the class must guess who the student is playing.

Correctives:
- Audio version of novel

Materials and Resources:
- *Paper Towns* Novels
- *Paper Towns* Comprehension & Analysis Bundle
- *Paper Towns* Unit- Novel Study Bundle
- *Paper Towns* Book Rags

DELAWARE VALLEY SCHOOL DISTRICT

Unit: *Paper Towns* PART 3 Section 1- Hours 12-21
Week(s) – 17-18

Marking Period: 1
Time Period- 7-9 Days

Standard(s): Pennsylvania Core Standards, Keystone Assessment Anchors, Keystone Eligible Content

PA Core Standards / Eligible Content Covered:
CC.1.3.9-10. A, B, C, D, E, F, I, J, K CC.1.4.9-10.A, B, D, F, H, S

Keystone Assessment Anchors:
L.F. 1.1, L.F.1.2., L.F.1.3, L.F. 2.1, L.F.2.3, L.F.2.4, L.F.2.5

Keystone Eligible Content:
L.F.1.1.1, L.F.1.1.2, L.F.1.1.3, L.F.1.2.2, L.F.1.2.3, L.F.1.2.4, L.F.1.3.1, L.F.1.3.2, L.F.2.1.1, L.F.2.1.2, L.F.2.3.1, L.F.2.3.2, L.F.2.3.3, L.F.2.3.4, L.F.2.3.5, L.F.2.3.6, L.F.2.4.1, L.F.2.5.1

PA Information Technology Standards:
15.3.12.C., 15.3.12.E., 15.3.12

Overview: Plot Structure is a literary term used to describe the events that make up a story, or the main part of a story. These events relate to each other in a pattern or a sequence. The structure of a novel depends on the organization of events in the plot of the story. Plot is known as the foundation of a novel or story, around which the characters and settings are built. It is meant to organize information and events in a logical manner. When writing the plot of a piece of literature, the author has to be careful that it does not dominate the other parts of the story. The literary device *resolution* means the unfolding or solution of a complicated issue in a story. Technically, resolution is also known as a "denouement." Most of the instances of resolution are presented in the final parts or chapters of a story. It mostly follows the climax. Considering that it ends a story, resolution is an integral part of the conflict of the story.

Goals: While reading the story, students will summarize the plot structure, identifying each element of the plot. Students will identify the events that lead to the resolution of the novel. Students will improve their vocabulary.

Objectives:
1. Students will improve their vocabulary (DOK 1)
2. Students will identify the events that lead to the resolution of the novel. (DOK 1)
3. Students will summarize the plot structure, identifying each element of the plot. (DOK 2)

DELAWARE VALLEY SCHOOL DISTRICT

Core Activities and Corresponding Instructional Methods:

- Introduce vocabulary terms Section 1- Hours 12-21 (Part 3)
- Read Part 3- Section 1- Hours 12-21 as a class.
- Discuss: Plot structure. Explain that Plot Structure is a literary term used to describe the events that make up a story, or the main part of a story. These events relate to each other in a pattern or a sequence. The structure of a novel depends on the organization of events in the plot of the story. Plot is known as the foundation of a novel or story, around which the characters and settings are built. It is meant to organize information and events in a logical manner. When writing the plot of a piece of literature, the author has to be careful that it does not dominate the other parts of the story
- Discuss resolution. The literary device *resolution* means the unfolding or solution of a complicated issue in a story. Technically, resolution is also known as a "denouement." Most of the instances of resolution are presented in the final parts or chapters of a story. It mostly follows the climax. Considering that it ends a story, resolution is an integral part of the conflict of the story.
- Assign students to complete the falling action section of the plot activity. Students will identify the events that lead to falling action of the novel.
- Assign students to choose one of the topics and write a 2-3-page essay or speech analyzing how that topic is portrayed in the novel. Discuss the experience of being human? What is it that makes a human a human just like everyone else? What is at the core of all human experience?
  - In what ways do we all live in paper towns filled with paper people doing paper things? Explore the various categories of paper things that people do and the kinds of paper people who do them.
  - In what ways are we the grass from Whitman's poem? OR ... In what ways are we not the grass?
  - In what ways are we a vessel, cracked so we can see in and out? What are the cracks? How do we get them? Explore the cracks and their significance to humans?
- Complete Part 3- Section 1- Hours 12-21 Quick Write in student journals
- Complete Chapter Questions
- Part 3- Section 1- Hours 12-21 Novel Quiz
- Part 3- Section 1- Hours 12-21 Vocabulary Quiz

Assessments:
  - **Diagnostic:**
    - Benchmark as per district plan
    - Keystone Literature results

- o **Formative:**
    - Quick Write Part 3- Section 1- Hours 12-21
    - Chapter Question Responses
- o **Summative:**
    - Part 3- Section 1- Hours 12-21 Quiz
    - Part 3- Section 1- Hours 12-21 Vocabulary Quiz
    - Final Novel Test

Extensions:
- Novel vs. Film Comparison
    - o Students will compare the film to the novel, analyzing the similarities and differences in various aspects of the two works of art.

Correctives:
- Audio version of novel

Materials and Resources:
- *Paper Towns* Novels
- *Paper Towns* Comprehension & Analysis Bundle
- *Paper Towns* Unit- Novel Study Bundle
- *Paper Towns* Book Rags
- *Paper Towns* feature length movie

DELAWARE VALLEY SCHOOL DISTRICT

Unit: Author Background Information/ Activating Prior Knowledge   **Marking Period: 2**
Week(s)- 1   Time Range – 3 Days

Standard(s): Pennsylvania Core Standards, Keystone Assessment Anchors, Keystone Eligible Content

PA Core Standards / Eligible Content Covered:
CC.1.3.9-10.B, CC.1.3.9-10.C, CC.1.3.9-10H, CC.1.3.9-10.J

Keystone Assessment Anchors:
L.N. 1.1, L.N. 1.2, L.N.2.2, L.N.2.5

Keystone Eligible Content:
LN .1.1.1, LN.1.1.2, LN.1.1.4, L.N.1.2.4, L.N.1.3.1, LN.1.3.2, LN.1.3.3, LN.2.1.1, LN.2.1.2, LN.2.4.2

PA Information Technology Standards:
15.3.12.C., 15.3.12.E., 15.3.12

Overview: Kurt Dinan is an American author for young adults. Dinan wrote on his website that he wrote *Don't get Caught* in reaction to a dare from his friends. Conducting a brief author study and watching his YouTube interview allows students to hear firsthand from the author his purpose for writing the novel. Critical interpretation informed by an author study can deepen students' engagement and enjoyment of a novel.

Goals: The students will investigate the benefits of conducting an author study. They will assess the key facts about the novel, and analyze the historical and literary context of the story.

Objectives:
1. Students will investigate the benefits of conducting an author study and the impact it has on student engagement. (DOK – Level 3)
2. Students will connect their background knowledge to the historical and literary context of the novel *Paper Towns*. (DOK – Level 4)

Core Activities and Corresponding Instructional Methods:
- Students will view the author reading the prologue of his novel *Don't get Caught*.
- Students will view the author explaining why he wrote the novel.
- Students will complete Pre-Reading Bias Anticipation guide in Novel Packet
- Students will take notes while watching the author video.
- Students will review Author Bio, Key facts, Historical & Literary Context
- Students will complete "Prologue Quick write" in their journals.

Assessments:
- **Diagnostic:**
  - Benchmark as per district benchmark
  - Keystone Literature data
  - KWL Chart
- **Formative:**
  - Quick Write- Prologue
  - Teacher observation
  - Note taking
- **Summative:**
  - Critical thinking questions
  - Prologue Quiz

Extensions:
- Students will research noteworthy high school pranks.

Correctives:
- Students will work in small groups to compare notes.

Materials and Resources:
- *Don't Get Caught* novels
- http://kurt-dinan.com/about/
- https://www.youtube.com/watch?v=Sjb2k2Wq0Bg
- www.youtube/-EZoTwKPU78 Book Trailer

DELAWARE VALLEY SCHOOL DISTRICT

Unit: *Don't Get Caught* -Chapters 1-2-3   Marking Period: 2
Week(s)- 1   Time Period- 5 days

Standard(s): Pennsylvania Core Standards, Keystone Assessment Anchors, Keystone Eligible Content

PA Core Standards / Eligible Content Covered:
CC.1.3.9-10.A, B, C, D, E, F, I, J, K CC.1.4.9-10.A, B, D, F, H, S

Keystone Assessment Anchors:
L.F. 1.1, L.F.1.2., L.F.1.3, L.F. 2.1, L.F.2.3, L.F.2.4, L.F.2.5

Keystone Eligible Content:
L.F.1.1.1, L.F.1.1.2, L.F.1.1.3, L.F.1.2.2, L.F.1.2.3, L.F.1.2.4, L.F.1.3.1, L.F.1.3.2, L.F.2.1.1, L.F.2.1.2, L.F.2.3.1, L.F.2.3.2, L.F.2.3.3, L.F.2.3.4, L.F.2.3.5, L.F.2.3.6, L.F.2.4.1, L.F.2.5.1

PA Information Technology Standards:
15.3.12.C., 15.3.12.E., 15.3.12

Overview: Exposition is a narrative device used at the beginning of a work to provide background information about the characters and their circumstances. Setting, where a play, book or story takes place often affects the characters' personalities and the possibilities for plot. Setting is a usually carefully considered item in an author's set-up for fiction. Setting in the young adult mystery genre is important since oftentimes the setting is important to the solving of the mystery. Character traits are behaviors, motivation, personality types, and relationships with others throughout the story. Analyzing these factors helps readers begin to understand the character's internal and external qualities. The narrator is the person, animal, or thing telling the story.

Goals: The students will understand the use of exposition in a story. They will identify the literary elements that are part of the exposition. Students will understand how character traits reveal internal and external qualities of the character. They will recognize the benefits and drawbacks of the narrator's perspective.

Objectives:
1. Students will understand the purpose of exposition in a story (DOK 2)
2. Students will identify the setting of the novel (DOK – 2)
3. Students will identify the narrator and understand the benefits and limitations of the narrator's perspective. (DOK – 2)
4. Students will identify the genre of the novel (DOK – 2)

5. Students will identify the characters, and determine whether the author is introducing the characters through direct or indirect characterization (DOK – Level 3)

Core Activities and Corresponding Instructional Methods:

- Introduce novel
- Introduce vocabulary terms Chapter 1-2-3
- Introduce the exposition
- Identify the initial setting
- Determine the narrator's perspective
- Identify the characters through direct and indirect characterization
- Build background for the novel by discussing could *Don't Get Caught* have been set anywhere? How does the setting make this a unique story? How do the people in this hometown differ from the students' hometown?
- Build background for the novel by asking How did the setting affect the characters? The plot? The themes? Why is the setting important?
- Group work - In groups students will research a setting that might be similar and discuss the ways in which Max's life would have been different set in another time or place.
- Class debate. Students will debate the following statement: Setting in a story is not very important as every story could take place almost anywhere.
- Annotate sections of the novel
- Read chapter 1
- Complete Quick Write Chapter 1 in student journals
- Read Chapter 2
- Complete Quick Write Chapter 2 in student journals
- Read Chapter 3
- Complete Quick Write Chapter 3 in student journals
- Complete Vocabulary Quiz Chapters 1-2-3
- Complete Chapter Questions
- Chapters 1-2-3 Novel Quiz

Assessments:
- **Diagnostic:**
  - Benchmark as per district plan
  - Keystone Literature results
- **Formative:**
  - Quick Write Chapter 1
  - Quick Write Chapter 2
  - Quick Write Chapter 3
  - Chapter Question Responses

- o **Summative:**
  - Chapters 1-2-3 Quiz
  - Chapters 1-2-3 Vocabulary Quiz

Extensions:
- Create a Travel Brochure:
  - o Prepare a travel brochure on Max's hometown (book setting) to share with the class. It should encourage people to visit the city.

Correctives:
- Audio version of novel

Materials and Resources:
- *Don't Get Caught* Novels
- *Don't Get Caught* Comprehension & Analysis Guide

DELAWARE VALLEY SCHOOL DISTRICT

Unit: *Don't Get Caught* Chapters 4-5-6   Marking Period: 2
Week(s)- 2   Time Period- 5 Days

Standard(s): Pennsylvania Core Standards, Keystone Assessment Anchors, Keystone Eligible Content

PA Core Standards / Eligible Content Covered:
CC.1.3.9-10. A, B, C, D, E, F, I, J, K CC.1.4.9-10.A, B, D, F, H, S

Keystone Assessment Anchors:
L.F. 1.1, L.F.1.2., L.F.1.3, L.F. 2.1, L.F.2.3, L.F.2.4, L.F.2.5

Keystone Eligible Content:
L.F.1.1.1, L.F.1.1.2, L.F.1.1.3, L.F.1.2.2, L.F.1.2.3, L.F.1.2.4, L.F.1.3.1, L.F.1.3.2, L.F.2.1.1, L.F.2.1.2, L.F.2.3.1, L.F.2.3.2, L.F.2.3.3, L.F.2.3.4, L.F.2.3.5, L.F.2.3.6, L.F.2.4.1, L.F.2.5.1

PA Information Technology Standards:
15.3.12.C., 15.3.12.E., 15.3.12

Overview Vocabulary is both necessary to understand what we read and learned when we read. Many of the words used in historical fiction are not used today or necessarily familiar. As the story continues readers will encounter the rising action – the part in which events in the story become complicated and the conflict is revealed. Conflict is essential to plot as it moves the plot forward and adds suspense. Conflict can be any struggle the main character faces. Conflict can be either internal or external. Internal conflict refers to a character's internal struggle. Internal conflict is important for characterization, since flaws and internal struggles make characters more lifelike and sympathetic. External conflict, on the other hand, refers to the conflicts between a character and external forces. Foreshadowing is the use of details and clues that offer hints to future events in the story. Foreshadowing builds suspense because it makes the reader wonder what will happen next or how the story will end.

Goals: Students will practice annotating text. Students will also analyze the conflict in the story, differentiating whether it is internal or external. Additionally, students will assess the story events that increase the tension in the rising action. Students will identify hints or clues, foreshadowing, that will highlight future events in the story.

Objectives:
1. Students will improve their vocabulary (DOK 1)
2. Students will analyze of the conflict of the novel (DOK 4)
3. Students will assess story events that increase the tension in the rising action (DOK 3)
4. Students will identify the foreshadowing in the story. (DOK 1)

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Core Activities and Corresponding Instructional Methods:

- Introduce vocabulary terms Chapters 4-6
- Read Chapter 4 as a class.
- Discuss rising action and how to determine the central conflict of the story.
- Assign plot sequence- rising action activity.
- Complete Chapter 4 Quick Write in student journals
- Read Chapter 5 as a class
- Discuss types of conflict. Differentiate between internal and external conflict.
- Assign partners to work together to complete conflict activity and share results with the class.
- Complete Chapter 5 Quick Write in student journals
- Read Chapter 6
- Discuss foreshadowing and the hints and clues author provide to highlight future events in the story.
- Complete Chapter 6 Quick Write in student journals
- Complete Chapter Questions
- Chapters 4-6 Novel Quiz
- Chapters 4-6 Vocabulary Quiz

Assessments:
- **Diagnostic:**
  - Benchmark as per district plan
  - Keystone Literature results
- **Formative:**
  - Quick Write Chapter 4
  - Quick Write Chapter 5
  - Quick Write Chapter 6
  - Chapter Question Responses
- **Summative:**
  - Chapters 4-6 Quiz
  - Chapters 4-6 Vocabulary Quiz

Extensions:
- Character Description Activity
  - Write a physical, emotional, and relational description of two characters from Don't get Caught. Add a portrait to go along with your written description.

Correctives:
- Audio version of novel

Materials and Resources:
- *Don't Get Caught* Novels
- *Don't Get Caught* Comprehension & Analysis Guide

DELAWARE VALLEY SCHOOL DISTRICT

Unit: *Don't Get Caught* **Chapters 7-8-9**   Marking Period: 2
Week(s)- 3   Time Period- 5 Days

Standard(s): Pennsylvania Core Standards, Keystone Assessment Anchors, Keystone Eligible Content

PA Core Standards / Eligible Content Covered:
CC.1.3.9-10. A, B, C, D, E, F, I, J, K CC.1.4.9-10.A, B, D, F, H, S

Keystone Assessment Anchors:
L.F. 1.1, L.F.1.2., L.F.1.3, L.F. 2.1, L.F.2.3, L.F.2.4, L.F.2.5

Keystone Eligible Content:
L.F.1.1.1, L.F.1.1.2, L.F.1.1.3, L.F.1.2.2, L.F.1.2.3, L.F.1.2.4, L.F.1.3.1, L.F.1.3.2, L.F.2.1.1, L.F.2.1.2, L.F.2.3.1, L.F.2.3.2, L.F.2.3.3, L.F.2.3.4, L.F.2.3.5, L.F.2.3.6, L.F.2.4.1, L.F.2.5.1

PA Information Technology Standards:
15.3.12.C., 15.3.12.E., 15.3.12

Overview A character's motivation is the reason for his or her actions. Motivation is usually related to what a character wants, needs, or feels. Several powerful motives include anger, rage, hope, and fear. When the message of a work of fiction is conveyed indirectly, readers must draw conclusions by looking closely at details, especially descriptions and dialogue. Making predictions means making a guess about what will happen next in the story. Readers can predict based on what they have read. Readers can also predict based on their background knowledge, things they already know.

Goals: Students will practice annotating text. Also, students will analyze the character's motivations based on their choices. Additionally, students will draw conclusions about events in the text. Students will also make predictions based on information they read in the novel.

Objectives:
1. Students will improve their vocabulary (DOK 1)
2. Students will analyze of the character's motivations based on the events in the story. (DOK 4)
3. Students will draw conclusions about why an event happened in the story or a character's actions. (DOK 3)
4. Students will make predictions based on their background knowledge about the story. (DOK 2)

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Core Activities and Corresponding Instructional Methods:

- Introduce vocabulary terms Chapters 7-8-9
- Read Chapter 7 as a class.
- Discuss character's motivations. Explain that character's motives are usually driven by extremely strong emotions, such as rage, fear, hope, or anger.
- Assign character motives activity
- Complete Chapter 7 Quick Write in student journals
- Read Chapter 8 as a class
- Discuss drawing conclusions and making predictions.
- Assign partners to work together to complete a predict-o-gram activity to share results with the class.
- Complete Chapter 8 Quick Write in student journals
- Read Chapter 9
- Complete Chapter 9 Quick Write in student journals
- Complete Chapter Questions
- Chapters 7-9 Novel Quiz
- Chapters 7-9 Vocabulary Quiz

Assessments:
- **Diagnostic:**
  - Benchmark as per district plan
  - Keystone Literature results
- **Formative:**
  - Quick Write Chapter 7
  - Quick Write Chapter 8
  - Quick Write Chapter 9
  - Chapter Question Responses
- **Summative:**
  - Chapters 7-9 Quiz
  - Chapters 7-9 Vocabulary Quiz

Extensions:
- Character Description Activity
  - Write a physical, emotional, and relational description of two characters from *Don't get Caught*. Add a portrait to go along with your written description.

Correctives:
- Audio version of novel

Materials and Resources:
- *Don't Get Caught* Novels
- *Don't Get Caught* Comprehension & Analysis Guide

DELAWARE VALLEY SCHOOL DISTRICT

Unit: *Don't Get Caught* **Chapters 10-11-12**   <u>Marking Period</u>: 2

<u>Week</u>(s)- 4   <u>Time Period</u>- 5 Days

Standard(s): Pennsylvania Core Standards, Keystone Assessment Anchors, Keystone Eligible Content

PA Core Standards / Eligible Content Covered:
CC.1.3.9-10. A, B, C, D, E, F, I, J, K CC.1.4.9-10.A, B, D, F, H, S

Keystone Assessment Anchors:
L.F. 1.1, L.F.1.2., L.F.1.3, L.F. 2.1, L.F.2.3, L.F.2.4, L.F.2.5

Keystone Eligible Content:
L.F.1.1.1, L.F.1.1.2, L.F.1.1.3, L.F.1.2.2, L.F.1.2.3, L.F.1.2.4, L.F.1.3.1, L.F.1.3.2, L.F.2.1.1, L.F.2.1.2, L.F.2.3.1, L.F.2.3.2, L.F.2.3.3, L.F.2.3.4, L.F.2.3.5, L.F.2.3.6, L.F.2.4.1, L.F.2.5.1

PA Information Technology Standards:
15.3.12.C., 15.3.12.E., 15.3.12

Overview Genre is a category used to classify literary works. It is necessary for readers to know which category of genre they are reading in order to understand the message it conveys, as they may have certain expectations prior to reading. Literary tone is the author's attitude towards the subject of a novel or towards the audience. Tones can change in a novel and is implied through a variety of means such as the imagery, syntax, grammar, and metaphors. An Inference is a literary device used commonly in literature, and in daily life, where logical deductions are made based on premises assumed to be true.

Goals: Students will identify the genre of the novel, and also analyze what techniques are used to demonstrate tone in the novel. They will also use inferencing skills to observe different or new interpretations and perspectives while reading the story.

Objectives:
1. Students will improve their vocabulary (DOK 1)
2. Students will identify the genre of the novel. (DOK 1)
3. Students will analyze the techniques used to demonstrate tone in the novel. (DOK 4)
4. Students will infer by observing different or new interpretations while reading the story. (DOK 2)

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Core Activities and Corresponding Instructional Methods:

- Introduce vocabulary terms Chapters 10-11-12
- Read Chapter 10 as a class.
- Discuss and identify the genre of the novel.
- Assign students to complete genre activity. They will research the genre of young adult mystery. Groups will create a digital poster of an early young adult author, the books they published, and parallels and differences to *Don't get Caught*.
- Complete Chapter 10 Quick Write in student journals
- Read Chapter 11 as a class
- Discuss inferences. Explain that a reader must draw inferences by looking closely at details, especially description and dialogue.
- Assign partners to work together to review an assigned section of the text and create a list of three inferences they made about the characters, events, or setting based on descriptive details and dialogue in the text.
- Complete Chapter 11 Quick Write in student journals
- Read Chapter 12
- Discuss and identify the tone of the novel. Explain that the author's attitude toward the subject he/she writes about is the tone. Discuss that tones change throughout a story and is demonstrated through imagery, syntax, and metaphors.
- Assign groups to review the chapter and to identify a specific tone demonstrated in the text. Have groups cite evidence to support their findings and share with the class.
- Complete Chapter 12 Quick Write in student journals
- Complete Chapter Questions
- Chapters 10-12 Novel Quiz
- Chapters 10-12 Vocabulary Quiz

Assessments:
- **Diagnostic:**
  - Benchmark as per district plan
  - Keystone Literature results
- **Formative:**
  - Quick Write Chapter 10
  - Quick Write Chapter 11
  - Quick Write Chapter 12
  - Chapter Question Responses
- **Summative:**
  - Chapters 10-12 Quiz
  - Chapters 10-12 Vocabulary Quiz

Extensions:

- Character Description Activity
  - Write a physical, emotional, and relational description of two characters from Don't get Caught. Add a portrait to go along with your written description.

Correctives:

- Audio version of novel

Materials and Resources:

- *Don't Get Caught* Novels
- *Don't Get Caught* Comprehension & Analysis Guide

DELAWARE VALLEY SCHOOL DISTRICT

Unit: *Don't Get Caught* **Chapters 13-14-15**   Marking Period: 2
Week(s)- 5   Time Period- 5 Days

Standard(s): Pennsylvania Core Standards, Keystone Assessment Anchors, Keystone Eligible Content

PA Core Standards / Eligible Content Covered:
CC.1.3.9-10. A, B, C, D, E, F, I, J, K CC.1.4.9-10.A, B, D, F, H, S

Keystone Assessment Anchors:
L.F. 1.1, L.F.1.2., L.F.1.3, L.F. 2.1, L.F.2.3, L.F.2.4, L.F.2.5

Keystone Eligible Content:
L.F.1.1.1, L.F.1.1.2, L.F.1.1.3, L.F.1.2.2, L.F.1.2.3, L.F.1.2.4, L.F.1.3.1, L.F.1.3.2, L.F.2.1.1, L.F.2.1.2, L.F.2.3.1, L.F.2.3.2, L.F.2.3.3, L.F.2.3.4, L.F.2.3.5, L.F.2.3.6, L.F.2.4.1, L.F.2.5.1

PA Information Technology Standards:
15.3.12.C., 15.3.12.E., 15.3.12

Overview Point of View is the perspective from which a story is told. The most common points of view are first person and third person point of view. Third person point of view is demonstrated in either third person limited or third person omniscient. A writer's style is the manner in which he or she puts ideas into words. An element that determines author's style is diction, or word choice. A writer's choice of words can make writing seem difficult or easy, formal or informal. Style also includes how the sentences are put together. A writer's voice is the way the writer "sounds." It is the personality the writer expresses in his or her own words.

Goals: Students will identify the point of view of the novel. Additionally, students will analyze what elements are used to determine author's style in the novel. They will distinguish what makes the writing style unique to the author. Also, student will identify author's diction and voice in the text and how that influences the style.

Objectives:
1. Students will improve their vocabulary (DOK 1)
2. Students will identify the point of view of the novel. (DOK 1)
3. Students will analyze which elements are used to determine author's style in the novel. (DOK 4)
4. Students will distinguish what makes the writing style unique to the author while reading the story. (DOK 2)

5. Students will identify author's diction and voice in the text and how that influences the style. (DOK 1)

Core Activities and Corresponding Instructional Methods:

- Introduce vocabulary terms Chapters 13-14-15
- Read Chapter 13 as a class.
- Discuss and identify the point of view of the novel.
- Assign partners a paragraph from the chapter having them rewrite the paragraph changing it from first person point of view to third person limited point of view.
- Complete Chapter 13 Quick Write in student journals
- Read Chapter 14 and 15 as a class
- Discuss author's style, diction, and voice. Discuss how the author uses words to create the story. Review the types of sentences, punctuation, and vocabulary words the author uses to demonstrate his personal writing style.
- Assign groups to complete a style activity. They will examine the author's mechanics, dialogue, sentence structure, and use of metaphors to analyze his style.
- Complete Chapter 14 and 15 Quick Writes in student journals
- Complete Chapter Questions
- Chapters 13-15 Novel Quiz
- Chapters 13-15 Vocabulary Quiz

Assessments:
   o **Diagnostic:**
      ▪ Benchmark as per district plan
      ▪ Keystone Literature results
   o **Formative:**
      ▪ Quick Write Chapter 13
      ▪ Quick Write Chapter 14
      ▪ Quick Write Chapter 15
      ▪ Chapter Question Responses
   o **Summative:**
      ▪ Chapters 13-15 Quiz
      ▪ Chapters 13-15 Vocabulary Quiz

Extensions:
   o Book Talk
      ▪ Record students giving a book talk about *Don't Get Caught.* They must include a short reading from the book and encourage other students to read the book.

Correctives:
- Audio version of novel

Materials and Resources:
- *Don't Get Caught* Novels
- *Don't Get Caught* Comprehension & Analysis Guide

DELAWARE VALLEY SCHOOL DISTRICT

Unit: *Don't Get Caught* **Chapters 16-17-18**   <u>Marking Period</u>: 2
<u>Week</u>(s)- 6   <u>Time Period</u>- 5 Days

Standard(s): Pennsylvania Core Standards, Keystone Assessment Anchors, Keystone Eligible Content

PA Core Standards / Eligible Content Covered:
CC.1.3.9-10. A, B, C, D, E, F, I, J, K CC.1.4.9-10.A, B, D, F, H, S

Keystone Assessment Anchors:
L.F. 1.1, L.F.1.2., L.F.1.3, L.F. 2.1, L.F.2.3, L.F.2.4, L.F.2.5

Keystone Eligible Content:
L.F.1.1.1, L.F.1.1.2, L.F.1.1.3, L.F.1.2.2, L.F.1.2.3, L.F.1.2.4, L.F.1.3.1, L.F.1.3.2, L.F.2.1.1, L.F.2.1.2, L.F.2.3.1, L.F.2.3.2, L.F.2.3.3, L.F.2.3.4, L.F.2.3.5, L.F.2.3.6, L.F.2.4.1, L.F.2.5.1

PA Information Technology Standards:
15.3.12.C., 15.3.12.E., 15.3.12

Overview A symbol is a person, place or thing that stands for or represents a larger meaning. To recognize symbols in literature students must look for characters, places, or objects that are repeatedly mentioned or linked to larger concepts. The mood of literary work is the feeling that it creates in the reader. The mood of a work usually gives the reader an idea of the theme. Mood can be influenced by diction, tone, and rhythm. Suspense is the intense feeling of anticipation that the reader experiences while waiting for the outcome of certain events. Figurative language is language that uses words in ways that deviate from their literal meaning to achieve a more complex or powerful effect. This view of figurative language focuses on the use of figures of speech that play with the meaning of words, such as metaphor, simile, personification, and hyperbole.

Goals: Students will identify symbols that are used in the novel to represent larger meanings. Additionally, students will analyze the elements used to influence the mood in the novel. They will recognize the elements that build the story's suspense. Additionally, students will assess the types of figurative language used in the story to achieve a powerful effect.

Objectives:
1. Students will improve their vocabulary (DOK 1)
2. Students will identify symbols and what they represent in the novel. (DOK 1)
3. Students will analyze the elements used to influence the mood in the novel. (DOK 4)
4. Students will recognize the elements that build the story's suspense. (DOK 1)

5. Students will assess the types of figurative language used in the story to achieve a powerful effect. (DOK 3)

Core Activities and Corresponding Instructional Methods:

- Introduce vocabulary terms Chapters 16-17-18
- Read Chapter 16 as a class.
- Discuss that symbolism is a device in literature where an object represents an idea. Symbolism enriches writing and makes the text more varied and interesting. Most, if not all, fiction writing contains symbolism of the novel.
- Assign partners to create a chart identifying five symbols in the novel and what they represent. Students will draw pictures depicting each symbol they identify.
- Complete Chapter 16 Quick Write in student journals
- Read Chapter 17 as a class
- Discuss mood and suspense. Explain that mood is a particular state of mind or feeling created by the writer. It can be happy, sad, creepy, foreboding, violent, etc. Suspense is a growing sense of urgency or anxiety that builds to the eventual climax of a story or novel.
- Assign groups to outline the plot for a short story which is centered around suspense. The outline will have suspense escalate to the climax of the story. Groups will share their outlines with the class and discuss the success of their chosen suspense.
- Complete Chapter 17 Quick Writes in student journals
- Read Chapter 18 as a class.
- Discuss Some additional key details about figurative language:
  Figurative language is common in all sorts of writing, as well as in spoken language. Figurative language refers to language that contains figures of speech, while figures of speech are the particular techniques. It's a common misconception that imagery, or vivid descriptive language, is a kind of figurative language. In fact, writers can use figurative language as one tool to help create imagery, but imagery does not have to use figurative language.
- Assign groups each a white board table in the learning Commons. Have students identify figurative language in the text and write it on the white board tables. Students will label the type of figurative language used for each example.
- Complete Chapter 18 Quick Writes in student journals
- Complete Chapter Questions
- Chapters 16-18 Novel Quiz
- Chapters 16-18 Vocabulary Quiz

Assessments:
- **Diagnostic:**
  - Benchmark as per district plan
  - Keystone Literature results

- o **Formative:**
  - Quick Write Chapter 16
  - Quick Write Chapter 17
  - Quick Write Chapter 18
  - Chapter Question Responses
- o **Summative:**
  - Chapters 16-18 Quiz
  - Chapters 16-18 Vocabulary Quiz

Extensions:
- o Create a collage
  - Create a three dimensional collage with examples of figurative language being used in *Don't Get Caught*. Write a description next to each example identifying what type of figurative language it is an example of.

Correctives:
- Audio version of novel

Materials and Resources:
- *Don't Get Caught* Novels
- *Don't Get Caught* Comprehension & Analysis Guide

DELAWARE VALLEY SCHOOL DISTRICT

Unit: *Don't Get Caught* **Chapters 19-20-21**   Marking Period: 2
Week(s)- 7   Time Period- 5 Days

Standard(s): Pennsylvania Core Standards, Keystone Assessment Anchors, Keystone Eligible Content

PA Core Standards / Eligible Content Covered:
CC.1.3.9-10. A, B, C, D, E, F, I, J, K CC.1.4.9-10.A, B, D, F, H, S

Keystone Assessment Anchors:
L.F. 1.1, L.F.1.2., L.F.1.3, L.F. 2.1, L.F.2.3, L.F.2.4, L.F.2.5

Keystone Eligible Content:
L.F.1.1.1, L.F.1.1.2, L.F.1.1.3, L.F.1.2.2, L.F.1.2.3, L.F.1.2.4, L.F.1.3.1, L.F.1.3.2, L.F.2.1.1, L.F.2.1.2, L.F.2.3.1, L.F.2.3.2, L.F.2.3.3, L.F.2.3.4, L.F.2.3.5, L.F.2.3.6, L.F.2.4.1, L.F.2.5.1

PA Information Technology Standards:
15.3.12.C., 15.3.12.E., 15.3.12

Overview A theme is a universal idea, lesson, or message explored throughout a work of literature. One key characteristic of literary themes is their universality, which is to say that themes are ideas that not only apply to the specific characters and events of a book or play, but also express broader truths about human experience that readers can apply to their own lives. The climax of a plot is the story's central turning point—the moment of peak tension or conflict—which all the preceding plot developments have been leading up to. In a traditional "good vs. evil" story the climax is typically the moment when the hero finally confronts or does battle with the villain. However, climaxes are not always so easy to spot. A protagonist is the central character or leading figure in poetry, narrative, novel or any other story. A protagonist is sometimes a "hero" to the audience or readers. An antagonist is a character, or a group of characters, which stands in opposition to the *protagonist*, which is the main character. It is common to refer to an antagonist as a *villain* (the bad guy), against whom a *hero* (the good guy) fights in order to save himself or others.

Goals: Students will interpret themes that are depicted in the novel to teach a lesson or a moral about life. Additionally, students will analyze and identify the elements leading up to the climax of the novel. Also, students will identify both the protagonist and antagonist of the novel.

Objectives:
1. Students will improve their vocabulary (DOK 1)
2. Students will interpret themes as they are presented in the novel. (DOK 2)
3. Students will analyze the elements leading to the climax of the novel. (DOK 4)
4. Students will identify the protagonist and antagonist of the novel. (DOK 1)

DELAWARE VALLEY SCHOOL DISTRICT

Core Activities and Corresponding Instructional Methods:

- Introduce vocabulary terms Chapters 19-20-21
- Read Chapter 19 as a class.
- Discuss additional key details about theme: All works of literature have themes. The same work can have multiple themes, and many different works explore the same or similar themes. Themes are sometimes divided into *thematic concepts* and *thematic statements*. A work's thematic concept is the broader topic it touches upon (love, forgiveness, pain, etc.) while its thematic statement is what the work says about that topic. Themes are almost never stated explicitly. Oftentimes you can identify a work's themes by looking for a repeating symbol, motif, or phrase that appears again and again throughout a story, since it often signals a recurring concept or idea.
- Assign partners to create a placard of a theme they have discovered in the novel. They will include the message or moral being taught through the novel, and illustrations or art work relating to the novel and the theme. Placards will be displayed in the classroom.
- Complete Chapter 19 Quick Write in student journals
- Read Chapter 20 as a class
- Discuss additional details about climax: The climax is a narrative element. Any type of narrative work can have a climax, including works of nonfiction and poetry. Authors do not include signposts in their work like "here comes the climax." As a result, especially with less plot-driven works, the exact location of the climax is often a matter open to the reader's interpretation.
- Assign pairs to complete the climax-plot activity and identify the climax of the novel.
- Complete Chapter 20 Quick Writes in student journals
- Read Chapter 21 as a class.
- Discuss additional key details about protagonists: A protagonist can be present in any form of art that contains characters and a story: novels, films, poems, dramas, operas, etc. Most stories contain one protagonist. However, if a narrative contains a subplot or several different stories, it's possible for each story to contain its own protagonist. Protagonists aren't always "good"—many are dishonest or even criminal—but they always have the sympathy and support of the audience. The opposite of the protagonist is the antagonist: a character that opposes or thwarts the main character. Not all stories that have protagonists also have antagonists.
- Assign students to fill out character profile forms for both the protagonist and antagonist of the novel.
- Complete Chapter 21 Quick Writes in student journals
- Complete Chapter Questions

- Chapters 19-21 Novel Quiz
- Chapters 19-21 Vocabulary Quiz

Assessments:
- o **Diagnostic:**
    - Benchmark as per district plan
    - Keystone Literature results
- o **Formative:**
    - Quick Write Chapter 19
    - Quick Write Chapter 20
    - Quick Write Chapter 21
    - Chapter Question Responses
- o **Summative:**
    - Chapters 19-21 Quiz
    - Chapters 19-21 Vocabulary Quiz

Extensions:
- Book Cover Contest
  - o Students will create the art for a front book cover for the novel *Don't Get Caught.* A contest and judging is held. The winning artwork wins a personal copy of the book to keep.

Correctives:
- Audio version of novel

Materials and Resources:
- *Don't Get Caught* Novels
- *Don't Get Caught* Comprehension & Analysis Guide

DELAWARE VALLEY SCHOOL DISTRICT

Unit: *Don't Get Caught* **Chapters 22-23**   Marking Period: 2
Week(s)- 8   Time Period- 5 Days

Standard(s): Pennsylvania Core Standards, Keystone Assessment Anchors, Keystone Eligible Content

PA Core Standards / Eligible Content Covered:
CC.1.3.9-10. A, B, C, D, E, F, I, J, K CC.1.4.9-10.A, B, D, F, H, S

Keystone Assessment Anchors:
L.F. 1.1, L.F.1.2., L.F.1.3, L.F. 2.1, L.F.2.3, L.F.2.4, L.F.2.5

Keystone Eligible Content:
L.F.1.1.1, L.F.1.1.2, L.F.1.1.3, L.F.1.2.2, L.F.1.2.3, L.F.1.2.4, L.F.1.3.1, L.F.1.3.2, L.F.2.1.1, L.F.2.1.2, L.F.2.3.1, L.F.2.3.2, L.F.2.3.3, L.F.2.3.4, L.F.2.3.5, L.F.2.3.6, L.F.2.4.1, L.F.2.5.1

PA Information Technology Standards:
15.3.12.C., 15.3.12.E., 15.3.12

Overview: The falling action of a story is the section of the plot following the climax, in which the tension stemming from the story's central conflict decreases and the story moves toward its conclusion. For instance, the traditional good vs. evil story doesn't end as soon as the force of evil has been defeated. Rather, there tends to be a portion of the story in which the hero must restore regular order to the world, clean up the mess they made, or make a return journey home. This is all part of the falling action. Author's Purpose is the reason an author chooses to write about a certain topic. They write to either inform, entertain, or to persuade the audience. Literary Devices are tools used by an author to enliven and provide voice to the text. Literary devices or literary techniques are specific structures that writers often use to add meaning or create more compelling stories for the reader. Some common examples are metaphor, alliteration, hyperbole, and imagery. These techniques can give the reader a greater understanding and meaning of the writer's intent.

Goals: Students will analyze what happens following the climax, as the tension diminishes, to create the falling action. Students will understand that author's write for one of three purposes: to persuade, to inform, or to entertain. Students will recognize that literary devices are tools used by an author to enliven the text for the reader.
Objectives:
1. Students will improve their vocabulary (DOK 1)
2. Students will analyze events that lead to the falling action in the story. (DOK 4)
3. Students will assess the author's purpose in the story. (DOK 3)
4. Students will cite evidence of literary devices used in the story (DOK 3)

Core Activities and Corresponding Instructional Methods:

- Introduce vocabulary terms Chapters 22-23
- Read Chapter 22 as a class.
- Discuss additional key details about falling action: Falling action is just one part of the structure of a story's overall plot. The falling action follows the climax, or the moment of peak tension in the story. Falling action is often confused for dénouement, the final part of the story. The opposite of falling action is rising action, which occurs before the climax and in which the story's main conflict unfolds and tension builds.
- Assign students to complete the plot-falling action activity for this section of the story.
- Complete Chapter 22 Quick Write in student journals
- Read Chapter 23 as a class
- Discuss additional details about author's purpose. Explain that to recognize an author's purpose, readers will notice the type of details included in the work. Writers may use facts and statistics to inform or persuade. They may use stories about personal experiences to inform or entertain. Often, authors have more than one purpose, to inform while entertaining, for example.
- Discuss literary devices. Explain that literary devices and terms are the techniques and elements—from figures of speech to narrative devices to poetic meters—that writers use to create narrative literature, poetry, speeches, or any other form of writing.
- Assign Small Groups a different chapter each: in the chapters from *Don't Get Caught* identify ten literary devices. Define each example; analyze how it is used, and how it adds to the meaning/success of the text.
- Complete Chapter 23 Quick Writes in student journals
- Complete Chapter Questions
- Chapters 22-23 Novel Quiz
- Chapters 22-23 Vocabulary Quiz

Assessments:
- **Diagnostic:**
  - Benchmark as per district plan
  - Keystone Literature results
- **Formative:**
  - Quick Write Chapter 22
  - Quick Write Chapter 23
  - Chapter Question Responses
- **Summative:**
  - Chapters 22-23 Quiz
  - Chapters 22-23 Vocabulary Quiz

Extensions:
- Synopsis

      o Students will create a brief synopsis for the book flap of Don't Get Caught that will entice others to read the novel.

Correctives:
- Audio version of novel

Materials and Resources:
- *Don't Get Caught* Novels
- *Don't Get Caught* Comprehension & Analysis Guide

DELAWARE VALLEY SCHOOL DISTRICT

Unit: *Don't Get Caught* **Chapters 24-25**　　　　Marking Period: 2
Week(s)- 9　　　　　　　　　　　　　　　　　Time Period- 5 Days

Standard(s): Pennsylvania Core Standards, Keystone Assessment Anchors, Keystone Eligible Content

PA Core Standards / Eligible Content Covered:
CC.1.3.9-10. A, B, C, D, E, F, I, J, K CC.1.4.9-10.A, B, D, F, H, S

Keystone Assessment Anchors:
L.F. 1.1, L.F.1.2., L.F.1.3, L.F. 2.1, L.F.2.3, L.F.2.4, L.F.2.5

Keystone Eligible Content:
L.F.1.1.1, L.F.1.1.2, L.F.1.1.3, L.F.1.2.2, L.F.1.2.3, L.F.1.2.4, L.F.1.3.1, L.F.1.3.2, L.F.2.1.1, L.F.2.1.2, L.F.2.3.1, L.F.2.3.2, L.F.2.3.3, L.F.2.3.4, L.F.2.3.5, L.F.2.3.6, L.F.2.4.1, L.F.2.5.1

PA Information Technology Standards:
15.3.12.C., 15.3.12.E., 15.3.12

Overview: A character is said to be "static" if they do not undergo any substantial internal changes as a result of the story's major plot developments. Antagonists are often static characters, but *any* character in a story can be static. A dynamic character undergoes substantial internal changes as a result of one or more plot developments. The dynamic character's change can be extreme or subtle, as long as his or her development is important to the book's plot or themes. The resolution is the final section of a story's plot, in which loose ends are tied up, lingering questions are answered, and a sense of resolution is achieved.

Goals: Students will analyze what happens following the climax, as the tension diminishes, to create the falling action. Students will understand that author's write for one of three purposes: to persuade, to inform, or to entertain. Students will recognize that literary devices are tools used by an author to enliven the text for the reader.

Objectives:
1. Students will improve their vocabulary (DOK 1)
2. Students will analyze events that lead to the falling action in the story. (DOK 4)
3. Students will assess the author's purpose in the story. (DOK 3)
4. Students will cite evidence of literary devices used in the story (DOK 3)

Core Activities and Corresponding Instructional Methods:

- Introduce vocabulary terms Chapters 24-25
- Read Chapter 24 as a class.
- Discuss Some additional key details about static characters: Static characters can be protagonists, antagonists, or other minor characters, and a narrative can have more than one static character. Just because a character is static does not mean that they are "bad" or overly simplistic. On the contrary, many static characters—are quite complex. Many of literature's most lifelike and memorable characters are static. Some additional key details about dynamic characters: The change a dynamic character undergoes will likely not be stated outright. Most often, these changes are implied by the altered behavior or speech of the dynamic character, so spotting them requires careful analysis.
Protagonists, antagonists, and other minor characters can all be dynamic characters, and a story can contain more than one dynamic character. Dynamic characters are not necessarily exciting characters, as the term might lead one to believe. The word "dynamic" here simply refers to the changes that occur within the character, and not their personality traits.
- Assign students to complete the Dynamic/ Static Character activity for this section of the story.
- Complete Chapter 24 Quick Write in student journals
- Read Chapter 25 as a class
- Discuss additional key details about the resolution: The resolution or dénouement follows the story's falling action section, in which the tension stemming from the story's main conflict begins to wind down. It follows the falling action. It ties up loose ends and answers unanswered questions. It can also serve as an epilogue. It may not always feel like a resolution. When it ends, the story ends.
- Assign students the completion of the plot activity section for resolution.
- Assign student groups the Novel Podcast Project. Students will work with a group of peers to create a podcast episode about *Don't Get Caught*.
- Complete Chapter 25 Quick Writes in student journals
- Complete Chapter Questions
- Novel final Exam
- Chapters 24-25 Vocabulary Quiz

Assessments:
- o **Diagnostic:**
    - Benchmark as per district plan
    - Keystone Literature results
- o **Formative:**
    - Quick Write Chapter 24

- Quick Write Chapter 25
- Chapter Question Responses

  o **Summative:**
    - Chapters 24-25 Quiz
    - Chapters 24-25 Vocabulary Quiz
    - Novel Final Exam

Extensions:
  o Alternate Ending
    - Students will work in small groups to write an alternate ending for the novel and present it to the class.

Correctives:
- Audio version of novel

Materials and Resources:
- *Don't Get Caught* Novels
- *Don't Get Caught* Comprehension & Analysis Guide

DELAWARE VALLEY SCHOOL DISTRICT

Appendix

PA Core Standards and PA Academic Standards:

CC.1.2.9-10.A Determine a central idea of a text and analyze its development over the course of the text including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CC.1.2.9-10.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on author's explicit assumptions and beliefs about the subject.

CC.1.2.9-10.C Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

CC.1.2.9-10.D Determine an author's particular point of view and analyze how rhetoric advances the point of view

CC.1.2.9-10.E Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.

CC.1.2.9-10.F Analyze how words and phrases shape meaning and tone in text. CC.1.2.9-10H Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence.

CC.1.2.9-10.I Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.

CC.1.2.9-10.J Acquire and use accurately general and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. CC.1.2.9-10.K determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

CC.1.2.9-10.L read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

CC.1.3.9-10.A Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.

CC.1.3.9-10.A Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CC. 1.3.9-10.B Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme. CC.1.3.9-10.C Determine a theme or central idea of a text and analyze in details its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CC.1.3.9-10.C Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme. CC.1.3.9-10.D Determine an author's particular

point of view and analyze how rhetoric advances the point of view.

CC.1.3.9-10.E Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create an effect.
CC.1.3.9-10.F Analyze how words and phrases shape meaning and tone in texts. CC.1.3.9-10.G Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment. CC.1.3.9-10.H Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.
CC.1.3.9-10.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of Strategies and tools.

CC.1.3.9-10.J Demonstrate understanding across content areas within grade appropriate level texts of figurative language, word relationships, and the shades of meaning among related works.
CC.1.3.9-10.K Read and comprehend literary fiction on grade level, reading independently and proficiently.

CC.1.4.9-10.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
CC.1.4.9-10.B Write a sharp distinct focus identifying topic, task, and audience. CC.1.4.9-10.D Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.

CC.1.4.9-10.F Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. CC.1.4.9-10.H Write with a sharp distinct focus identifying topic, task, and audience. CC.1.4.9-10.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction.

Keystone Assessment Anchors:

L.F.1.1 Use appropriate strategies to analyze an author's purpose and how it is achieved in literature.
L.F.1.2 Use appropriate strategies to determine and clarify meaning of vocabulary in literature.

L.F.1.3 Use appropriate strategies to comprehend literature during the reading process. L.F.2.1 Use appropriate strategies to make and support interpretations of literature. L.F.2.2 Use appropriate strategies to compare, analyze, and evaluate literary forms. Use appropriate strategies to compare, analyze, and evaluate literary elements.

L.F.2.3 Use appropriate strategies to compare, analyze, and evaluate literary elements. L.F.2.4 Use appropriate strategies to interpret and analyze the universal significance of literary fiction.

L.F.2.5 Use appropriate strategies to identify and analyze literary devices and patterns in literary fiction.

L.N. 1.1 Use appropriate strategies to analyze an author's purpose and how it is achieved in literature
L.N. 1.2. Use appropriate strategies to determine and clarify meaning in vocabulary in literature.
L.N.1.3 Use appropriate strategies to comprehend literature during the reading process. L.N.2.1 Use

appropriate strategies to make and support interpretations of literature L.N.2.2 Use appropriate strategies to compare, analyze, and evaluate literary forms. L.N.2.3 Use appropriate strategies to

compare, analyze, and evaluate literary elements. L.N.2.4 Use appropriate strategies to interpret and analyze the universal significance of literary fiction.

L.N.2.5 Use appropriate strategies to identify and analyze essential and nonessential information in literary nonfiction.

Keystone Eligible Content:

L.F.1.1.1 Identify and/or analyze the author's intended purpose of a text.

L.F.1.1.2 Explain, describe, and/or analyze examples of text that support the author's intended purpose.
L.F.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of fiction to effectively communicate an idea or concept.

L.F.1.2.1 Identify and/or apply a synonym or antonym of a word used in a text.
L.F.1.2.2 Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text.
L.F.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple- meaning, or ambiguous words.
L.F.1.2.4 Draw conclusions about connotations of words.
L.F.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text. Note: Items may target specific paragraphs.
L.F.1.3.2 Summarize the key details and events of a fictional text, in part or as a whole. L.F.2.1.1 Make inferences and/or draw conclusions based on analysis of a text. L.F.2.1.2 Cite evidence from a text to support generalizations.
L.F.2.2.1 Analyze how literary form relates to and/or influences meaning of a text. L.F.2.2.2 Compare and evaluate the characteristics that distinguish fiction from literary nonfiction.
L.F.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.
L.F.2.2.4 Compare and evaluate the characteristics that distinguish narrative, poetry, and drama.
L.F.2.3.1 Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of fiction: Note: Character may also be called narrator or speaker

• the actions, motives, dialogue, emotions/feelings, traits, and relationships between characters within fictional text

• the relationship between characters and other components of a text

• the development of complex characters and their roles and functions within a text L.F.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of fiction:

• the relationship between setting and other components of a text (character, plot, and other key literary elements)

L.F.2.3.3 Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of fiction: Note: Plot may also be called action.

• elements of the plot (e.g., exposition, conflict, rising action, climax, falling action, and/or resolution)

• the relationship between elements of the plot and other components of a text

• how the author structures plot to advance the action
L.F.2.3.4 Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of fiction:

• the relationship between the theme and other components of a text
• comparing and contrasting how major themes are developed across genres
• the reflection of traditional and contemporary issues, themes, motifs, universal

characters, and genres
• the way in which a work of literature is related to the themes and issues of its

historical period
L.F.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of fiction:

• the relationship between the tone, style, and/or mood and other components of a text • how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of

a text
• how diction, syntax, figurative language, sentence variety, etc., determine the

author's style
L.F.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of fiction:

• the point of view of the narrator as first person or third person point of view

• the impact of point of view on the meaning of a text as a whole
L.F.2.4.1 Interpret and analyze works from a variety of genres for literary, historical, and/or cultural significance.
L.F.2.5.1 Identify, explain, interpret, describe, and/or analyze the effects of personification, simile, metaphor, hyperbole, satire, foreshadowing, flashback, imagery, allegory, symbolism, dialect, allusion, and irony in a text.
L.F.2.5.2 Identify, explain, and analyze the structure of poems and sound devices. L.F.2.5.3 Identify and analyze how stage directions, monologue, dialogue, soliloquy, and dialect support dramatic script.

LN .1.1.1 Identify and/or analyze the author's intended purpose of a text
LN.1.1.2 Explain, describe, and/or analyze examples of a text that support the author's purpose
LN...1.1.3 Analyze, interpret, and evaluate how the authors use techniques and elements of nonfiction to effectively communicate an idea or concept
LN.1.1.4 Explain how an author's use of key words or phrases in text informs and influences the reader
L.N.1.2.1 Identify and/or apply a synonym or antonym of a word used in a text.
L.N.1.2.2 Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text.
L.N.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple- meaning, or

ambiguous words.

L.N.1.2.4 Draw conclusions about connotations of words.

L.N.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text.

LN.1.3.2 Summarize the key details and events of a nonfictional text, in part or as a whole

LN.1.3.3 Analyze the interrelationships of ideas and events inn text to determine how one idea or event may interact and influence another

LN.2.1.1 Make inferences and/or draw conclusions based on analysis of a text

LN.2.1.2 Cite evidence from text to support generalizations

L.N.2.2.1 Analyze how literary form relates to and/or influences meaning of a text. L.N.2.2.2. Compare and evaluate the characteristics that distinguish fiction from literary nonfiction.

L.N.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts

LN.2.3.1 Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of nonfiction.

LN.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of nonfiction.

LN.2.3.3. Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of nonfiction

L.N.2.3.4 Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of nonfiction.

LN.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of nonfiction

LN.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of nonfiction

L.N.2.4.1 Identify, analyze, and evaluate the structure and format of complex informational texts

LN.2.4.2 Identify, explain, compare, interpret, describe, and/or analyze the sequence of steps in a list of directions

LN.2.4.3 Explain, interpret, and/or analyze the effect of text organization, including headings, graphics, and charts

LN.2.4.4 Make connections between a text and the content of graphics and charts LN.2.4.5 Analyze and evaluate how graphics and charts clarify, simplify, and organize complex informational texts

LN.2.5.1 Differentiate between fact and opinion

LN.2.5.2 Explain, interpret, describe, and/or analyze the use of fact and opinions in a text

LN.2.5.3 Distinguish essential from nonessential information

LN.2.5.4 Identify, explain, and/or interpret bias and propaganda techniques in nonfictional text

LN.2.5.5 Explain, describe, and/or analyze the effectiveness of bias (explicit and implicit) and propaganda techniques in nonfiction text

LN.2.5.6 Explain, interpret, describe, and/or analyze the author's defense of a claim to make a point or construct an argument in nonfictional text

PA Information Technology Standards:

http://static.pdesas.org/content/documents/BCIT_standards.pdf

Primary Textbook(s) Used for this Course of Instruction

Name of Novel: *Paper Towns* by John Green

Novel ISBN #: 978-0525478188

Novel Publisher &Year of Publication: Dutton Books; 1st edition (October 16, 2008)

Curriculum Novel is utilized in Critical Reading

Name of Novel: *Don't Get Caught* by Kurt Dinan

Novel ISBN #: 978-1492630142

Novel Publisher &Year of Publication: Sourcebooks Fire (April 1, 2016)

Curriculum Novel is utilized in Critical Reading

DELAWARE VALLEY SCHOOL DISTRICT

Checklist to Complete and Submit:
(Scan and email)

_____ Copy of the curriculum using the template entitled "Planned Instruction," available on the district website.

_____ The primary textbook form(s).

_____ The appropriate payment form, in compliance with the maximum curriculum writing hours noted on the first page of this document.

Each principal and/or department chair has a schedule of First and Second Readers/Reviewers. Each Reader/Reviewer must sign & date below.

First Reader/Reviewer Printed Name_____

First Reader/Reviewer Signature_____Date_____

Second Reader/Reviewer Printed Name_____

Second Reader/Reviewer Signature_____Date_____

DELAWARE VALLEY SCHOOL DISTRICT

DELAWARE VALLEY SCHOOL DISTRICT

WRITE IN INK ONLY

DELAWARE VALLEY SCHOOL DISTRICT
AUTHORIZATION FOR PAYMENT

Name:	Building:
Grade Level (Elementary Only):	Subject Area (Secondary Only):
Account Code:	Date:

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Date	Service Provided (If Sub, Note Who Was Out)	No. of Hours (If Applicable)	Per Diem Hourly Rate	Total

Total Payment _____

I have completed all activities described above and have returned all equipment and materials for which I am responsible.

*This form must be submitted by an employee for payment for the following services:
(1) Substitute teacher, instructional assistant, clerical, etc.
(2) Homebound instruction
(3) Extra Curricular work i.e., coaching, intramural, club or class advisor, director for band, chorus, drama, etc., Approved Activities

This form must be submitted to the Business Office eight days prior to the payroll date.

Signature of Employee	Date
Athletic Director (if applicable)	Date
Principal/Supervisor (if applicable)	Date
Business Administrator	Date
Superintendent or Designee	Date

Revised: August 20, 2001