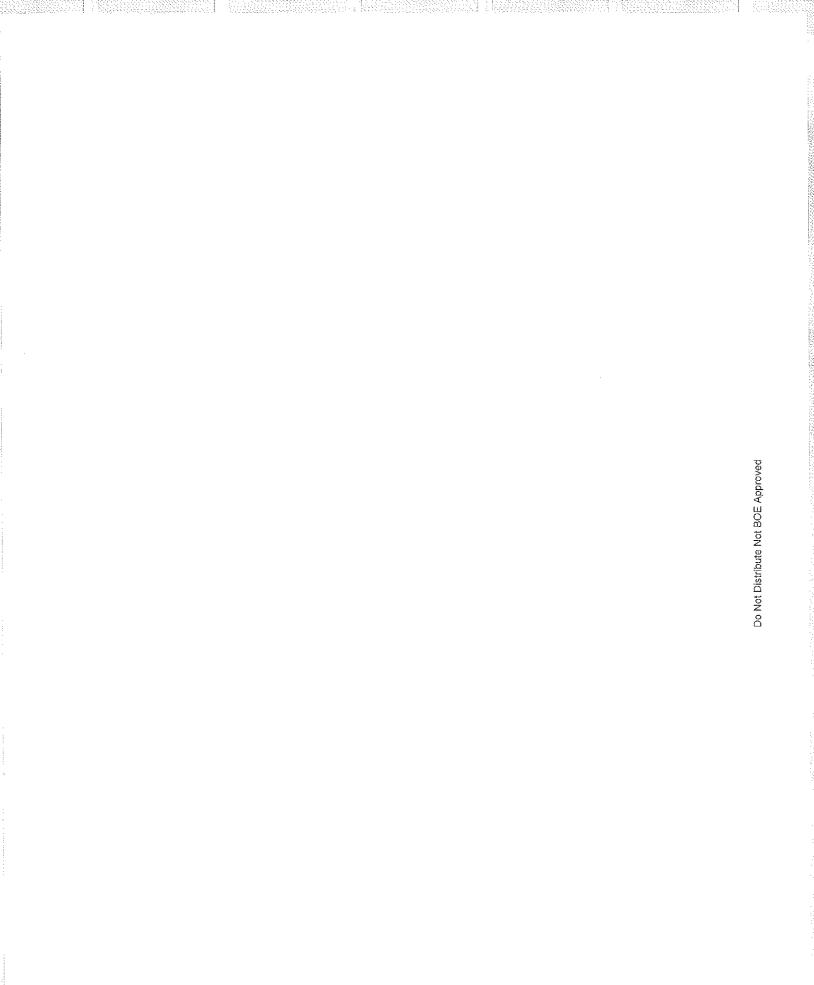# NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut

Children's Literature College Preparatory

Spring 2019/20

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New Milford's Mission Statement

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

BOE Approved March 2020

Children's Literature College Preparatory

Grade 12

Children's Literacy and Literature is a semester course for students who enjoy reading and writing children's literature, or for those students who wish to learn more about it. Students will learn the fundamentals of children's literature and study a wide range of genres from folktales to modern fiction. Students will take an analytical approach to children's literature as they study all of facets of the subject ranging from the creation of books to the marketing of books. In addition, a number of other topics will be studied, including how children learn to read, controversies in children's literature, and changes to children's literature brought on by technology. The students will have Pen Pals in the second grade, in which they can gather information from as far as current interests and how they read and write. The culminating project for this course requires students to write their own children's book along with a lesson plan which could be taught. to students at the local elementary school or to a group of their peers. All electives include the core text reading requirement and, in the fall semester, the personal narrative/college essay assignment. Students may also choose to participate in the summer reading activity for extra credit.

Pacing Guide

Unit 1- History of Childhood - Two Weeks

Unit 2- Poetry - 2 Weeks

Unit 3- Fairy Tales- 3 Weeks

Unit 4-Picture books- 3 Weeks

Unit 5- Writing your own Book 4-5 weeks

WHERETO

W =

How will you help your students to know where they are headed, why they are going there, and what ways they will be evaluated along the way?

H =

How will you hook and hold students' interest and enthusiasm through thought provoking experiences at the beginning of each instructional episode?

E =

What experiences will you provide to help students make their understandings real and equip all learners for success throughout your course or unit?

R =

How will you cause students to reflect, revisit, revise, and rethink?

E =

How will students express their understandings and engage in meaningful self-evaluation?

T =

How will you tailor (differentiate) your instruction to address the unique strengths and needs of every learner?

O =

How will you organize learning experiences so that students move from teacher-guided and concrete activities to independent applications that emphasize growing conceptual understandings as opposed to superficial coverage?

1. History of Childhood

ESTABLISHED GOALS

CCSS.ELA-LITERACY.RL.11-12.2

Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

CCSS.ELA-LITERACY.RL.11-12.3

Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

CCSS.ELA-LITERACY.RL.11-12.7

Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include

Transfer

Students will be able to independently use their learning to…

Identify the seven historical models of childhood

Write a well organized and structured essay

Promote the use and value of children's literature for personal and academic reasons

Respond to children's literature in a multitude of formats that are appropriate for different learning styles and developmental stages of children

Create enthusiastic, versatile, skillful, and critical readers of children's literature.

Meaning

UNDERSTANDINGS	ESSENTIAL QUESTIONS
Students will understand that…	*Students will keep considering…*
Reading literature critically contributes to one's reading pleasure.	Why read children's literature critically?
Examining the history of childhood helps us to understand the primary audience of children's literature.	How does children's literature present an authentic representation of childhood?
Children's literature explores the timeless experience of growing up.	In what ways do the characters in children's literature represent universal experiences?
Reading literature helps readers of any age make sense out of the world.	How does children's literature help readers to interpret, understand, and define human life?

at least one play by Shakespeare and one play by an American dramatist.)

CCSS.ELA-LITERACY.RL.11-12.9

Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

Acquisition
Students will know...   The seven historical models of childhood   How libraries encourage literacy   The different expectations for children and adults   Children's literature is written for both children and adults   Children's literature transmits shared cultural values   Children's literature provides a glimpse into the history/shared experience of childhood

Students will be skilled at...
Finding and evaluating ideas in source material
Cite textual evidence
Close reading for textual evidence
Integrate and evaluate multiple sources of information presented in different media or formats to address a question or solve a problem
Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole

Students will be skilled at...
Journal Writing
small group discussion
Reading Books
Application of ideas

Stage 2 – Evidence

Code	Evaluative Criteria	Assessment Evidence
T,A	Task achieves intended purpose	**PERFORMANCE TASK(S):** *Students will be skilled at …*
T,M	Content has a clear and effective structure creating unity and completeness	Goal/challenge - Your task is to interview someone under the age of eighteen and someone over the age of sixty and have each interviewee describe his/her experience of childhood.
T,M	Analysis and conclusions are drawn from rich and varied sources	Role for student - You are a researcher for a children's book publishing company
T,A	Correct citations and documentation	Audience for student work - Student body of NMHS, peers in Children's Literature class
T,A	Uses a variety of quality and applicable methods to gather information	Situation - The head of a leading children's book company wants insight into how teenagers and adults perceive childhood in different ways.
		Products and performances generated by students - You will write a letter to a second grade pen pal, as well as interview a teacher, to develop profiles using the answers to these questions:
		Students will be skilled at… Journal Writing small group discussion Reading Books Application of ideas

OTHER EVIDENCE:

Students will show they have achieved Stage 1 goals by

- Reading- Close reading of various texts
- Short responses- to essential questions written in class
- Comparing/analyzing- characters from different picture books
- Orally Brainstorming ideas about childhood
- Checking Informal responses in journals
- Short quizzes on selected material from textbook
- Participation in small group and class discussions
- Defining key terms

Stage 3 – Learning Plan

Code	
T,M	*Pre-Assessment* Students will write a brief literacy history where they describe how they learned to read, who helped them learn to read, and early successes/failures learning to read. Students discuss their thoughts on childhood, including stages and milestones. Students will read and/or discuss their favorite books from childhood. **W,H,E,R,E2**
	Progress Monitoring Throughout the unit, the teacher monitors progress by whole class discussion, observation of small group discussion, and evaluation of written responses (through rubrics).
	Summary of Key Learning Events and Instruction *Student success at transfer meaning and acquisition depends on…* The basic structure of lessons may follow this format: • Students write in journals • Whole class discussion and/or small group discussion • Students select and read picture books • Students apply relevant ideas from the lesson to their reading of selected picture books Topics covered include:
T,M,A	Are children innately good and become corrupted as they are immersed in society, or are children born sinful and need to be taught good behavior? Provide examples from each of the models of childhood.Is it Nature or Nurture, or both? **W,H,E,R,O**

T,A,M	Is there such a thing as a universal childhood? What are some of the factors that account for the differences between children, both in terms of historical difference and differences between children in our time? Are all children the same? **W,H,E2,T,O**
T,M	How does literature provide a glimpse into childhood? **W,H,E,R,T,O**
T,M,A	When does childhood end? What rituals, ceremonies, or rites of passage mark its ending? What kind of activity or experience can you imagine that might be used to achieve or recognize the end of childhood? How have children's books you have read marked the end of childhood? **H,R,E2,T,O**
T,M	What can children do that adults cannot, and what can adults do that children cannot? Provide exceptions to your expectations for these age-defined limitations. What are examples of adults doing things we think of typical of children and vice versa? What do your answers suggest about the child as radically Other to, or existing along a continuum with, the adult? **W,H,E,R,E2,T,O**
T,M,A	When does childhood end? What rituals, ceremonies, or rites of passage mark its ending? What kind of activity or experience can you imagine that might be used to achieve or recognize the end of childhood? How have children's books you have read marked the end of childhood? **H,R,E2,T,O**
T,M,A	What can children do that adults cannot, and what can adults do that children cannot? Provide exceptions to your expectations for these age-defined limitations. What are examples of adults doing things we think of typical of children and vice versa? What do your answers suggest about the child as radically Other to, or existing

along a continuum with, the adult?

W,H,E,R,E2,T,O

T,M,A

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Stage 1 Desired Results

ESTABLISHED GOALS	Transfer
CCSS.ELA-LITERACY.L.11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. CCSS.ELA-LITERACY.L.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. CCSS.ELA-LITERACY.W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. CCSS.ELA-LITERACY.RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	*Students will be able to independently use their learning to...* Explain how writers use language to help shape the meaning in a text Locate and analyze figurative language in a text Identify strategies to match individual readers to books Discuss approaches to support, deepen, and extend children's responses to literature Use simple poetry and rhymes to explore issues of childhood
	Meaning
	UNDERSTANDINGS *Students will understand that...* -Poetry encourages readers of all ages to play with language. -Illustrations and the structure/shape of a poem contribute to its meaning -Poetry can be used to teach children about the mysteries of the world	ESSENTIAL QUESTIONS *Students will keep considering...* -Why should children read poetry? -How does the structure and shape of a text influence its meaning? -Should poetry for children be didactic?
	Acquisition
	Students will know... -Poetic devices/key terms -Figurative language and its effect on a poem -Criteria for evaluating poetry written for children -Structure and form in poetry	*Students will be skilled at...* -Interpreting figures of speech in context and analyze their role in the text. -Analyzing nuances in the meaning of words with similar denotations. -Using precise language, domain-specific vocabulary, and techniques such as metaphor,

-The relationship between words and image in a poem	simile, and analogy to manage the complexity of the topic. -Conducting short as well as more sustained research projects to answer a question or solve a problem

Stage 2 – Evidence

Code	Evaluative Criteria	Assessment Evidence
T,A,M	Demonstrates a broad understanding of the problem	**PERFORMANCE TASK(S):** *Students will show that they really understand evidence of…*
T,A,M	Makes purposeful deductions on how the analysis impacts the solution/product	Goal/challenge - Your task is to provide poetry recommendations for two struggling readers.
T,A,M	Integrates new information to solve the problem independently	Role for student - You are a tutor who works with struggling readers and their parents
T,A,M	Establishes and implements a concise plan to address the problem	Audience for student work - Parents of struggling readers
T,A,M	Defends solution decisively/specifically	Situation - You are a tutor hired by two sets of parents. After reading the struggling readers' profiles, you must recommend a series of poems to address their issues.
		Products and performances generated by students - You will provide a list of four poems for each struggling reader. Each poem must include a discussion on how this specific poem will help each reader.
		Standards/criteria for judging success - Your recommendations include evidence from the text book and your understanding of poetry. NMHS Problem Solving Rubric

OTHER EVIDENCE:
Students will show they have achieved Stage 1 goals by...

-Close reading poems
-Short quizzes on selected material from textbook
-Short responses to essential questions written in class
-Comparing/analyzing speakers from different poems
-Writing original poems
-Participation in small group and class discussions
-Defining key terms
- Using Dr Seuss "I can read " books to determine underlying message.

Code T,M,A	*Pre-Assessment* Students will describe and share their experiences reading poetry at any age. Responses should include a favorite poem or memory associated with reading poetry. Students will discuss how poetry can influence a child's literacy development and answer why children are encouraged to read poetry. Students will brainstorm a list of possible ways to approach reading poetry for children. Students will use magnetic poetry to write original poems--for any audience. **W,H,E,R,E2**	
	Summary of Key Learning Events and Instruction *Student success at transfer meaning and acquisition depends on….* A basic structure of lessons may follow this format:	Progress Monitoring Throughout the unit, the teacher monitors progress by whole class discussion, observation of small group discussion, and evaluation of written responses.
M	• Students write in journals • Whole class discussion and/or small group discussion • Students select and read poems • Students apply relevant ideas from the lesson to their reading of selected poems	
M,A	Explain the difference between poetry picture books and concrete poetry. Choose one of each and analyze poetic devices and their effect on the story. Speculate how a child would respond to both.	
T,A	**E,R,E2,T,O**	
T,M,A	Read selected poems from Robert Louis Stevenson's *A Child's Garden of Verses.* Close read one poem and analyze how his use of figurative	

T,M,A

language contributes to the overall meaning of the poem.
W,E,R,O

Use the textbook to create a graphic organizer that can assist a child can use to read poems.
W,H,E,R,E2,O

Think of a danger children face in the twenty-first century. Write a humorous cautionary tale in verse, looking at Shel Silverstein, Hilaire Belloc, or Dr Seuss for inspiration. Then write a serious poem about the problem. Explain how both poems differ.
W,H,E,R,E2,T,O

Nonsense poetry and light verse are a major part of the tradition of poetry for children. Why do you think nonsense has played such an important role in children's poetry?
W,H,E,R,E2,T

Stage 1 Desired Results

Transfer

ESTABLISHED GOALS	Transfer
CCSS.ELA-LITERACY.W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	*Students will be able to independently use their learning to…* -Use techniques like plot, pacing, dialogue and character development to write a fairy tale (tell a story) -Identify the conventions of literary genres -Understand how authors use made up words, to create believable worlds -Use teacher created presentations of literary theory to interpret the same text in different ways -Read a variety of children's literature including classic, contemporary, and multicultural titles across the genres

	Meaning
CCSS.ELA-LITERACY.RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. CCSS.ELA-LITERACY.RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.	**UNDERSTANDINGS** *Students will understand that…* -Fairy tales use archetypes to reveal common patterns of human behavior -Writers use narrative techniques to manipulate a reader's response to literature -Telling stories builds a sense of community **ESSENTIAL QUESTIONS** *Students will keep considering…* -What symbols and representations contained within fairy tales form commonly-accepted knowledge in society? -How does the structure of a narrative help to reveal a deeper meaning? -Why do humans tell stories?

	Acquisition
CCSS.ELA-LITERACY.RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set,	*Students will know…* -Narrative techniques - Characterization, tone/mood, imagery, symbolism, metaphor/simile -Genre conventions of fairy tales -Key terms used in defining fairy tales -The importance of setting in a story -Theoretical approaches to interpret fairy tales -The role of magic in fairy tales *Students will be skilled at…* -Determining the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings -Using narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters -Using a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and

| how the action is ordered, how the characters are introduced and developed). | outcome
-Using precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters
-Citing textual evidence |

Code	Evaluative Criteria	Assessment Evidence
T, M, A	Focus/exposition - Your story follows the form of a fairy tale by focusing on a small set of characters and a specific fairy tale setting.	PERFORMANCE TASK(S): *Students will show that they really understand evidence of...*
T, M, A	Organization/structure/plot - The events of your story follow a logical progression and form. The plot outline diagram will help students organize their story. The intro establishes the setting, characters, fairy tale world, and conflict.	Goal/challenge - Write a fairy tale set in land and time far away. Role for student - Author/Storyteller Audience for student work - Librarians and Elementary School Teachers
T, M, A	Narrative Technique - Students will use narrative techniques such as: pacing, narration, imagery, description, dialogue, characterization, and themes to develop the ideas in their story. Students will show proficiency on storytelling techniques.	Situation - You are an aspiring author who enjoys sharing your original stories with children. You want to share your original fairy tales with children in your town. Products and performances generated by students - You will write your fairy tale by creating an imaginary world and a set of believable characters that inhabit it.
T, M, A	Language/conventions - Writing is clear, neat, and organized. Writing is with out, or very few of spelling and grammatical errors.	Standards/criteria for judging success - Students master the elements of the Narrative Writing Rubric. Students will master the conventions of the Fairy Tale genre in their story.
M, A	Students brainstorm ideas for their stories - setting, fairy tale elements, characters, etc...	
A	Students draft, conference, and revise their writing throughout the entire process.	
A	Students will provide and receive constructive feedback from their peers.	
A	Students will reflect on their writing choices after the story is complete.	

OTHER EVIDENCE:
Students will show they have achieved Stage 1 goals by...

-Filling out Plot Diagram outlines for their fairy tales
-Short quizzes on selected material from textbook
-Completing a viewing guide for *The Princess Bride*
-Defining key terms
-Discovering genre conventions through reading various fairy tales
-Whole class and small group discussion

Stage 3 – Learning Plan

Code	
M,A	*Pre-Assessment* When you hear the term "fairy tale", what thoughts come to mind? Brainstorm as a class. Students will respond in their journals to the following prompts: Is the term "fairy tale" always used in a positive way, or can it have negative connotations? What are some of your favorite fairy tales to read/hear? Why? Discuss as a class: What can fairy tales teach us about life? W,H,E,R,E2
T,A	Summary of Key Learning Events and Instruction *Student success at transfer meaning and acquisition depends on...* Progress Monitoring Throughout the unit, the teacher monitors progress by whole class discussion, observation of small group discussion, and evaluation of written responses. Watch *The Princess Bride.* Complete a viewing log that tracks the common elements of fairy tales. W,H,E,O A basic structure of lessons may follow this format: • Students write in journals • Whole class discussion and/or small group discussion • Students select and read fairy tales • Students apply relevant ideas from the lesson to their reading of selected fairy tales
T,A	We tend to take the presence of magical elements for granted. What would fairy tales be like without magical elements, such as talking animals or fairy godmothers? What role should magic play in fairy tales? E,R,E2,T,O
M,A	Fairy tales are frequently critiqued for their "happily ever after" endings, which are viewed as simplifying the complexity of life. Yet some writers of fairy tales ended their tales with sad, bittersweet, or uncertain endings. What changes when a fairy tale ending is unhappy? What are some possible motivations in offering tales without happy endings? H,E,R,E2,O

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T,A	Take two fairy tales written by two different authors. The original tale and the Disney version write a description of the settings of the tales. Then think about setting these fairy tales in another time and place. What would change for each fairy tale? Make a chart of the similarities and differences between the original fairy tales and the newer interpretations. Use your chart to draw conclusions about the importance of setting in fairy tales. W,E,R,O	
T,M,A	Choose one of the theories mentioned in the textbook, that is used to interpret fairy tales. How does the approach explore questions of human development, psychology, and social organization? E,R,E2,T	

4. Picture Book

Stage 1 Desired Results

ESTABLISHED GOALS

CCSS.ELA-LITERACY.RL.11-12.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CCSS.ELA-LITERACY.RL.11-12.2
Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

CCSS.ELA-LITERACY.SL.11-12.1
Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.SL.11-12.4
Present information, findings, and supporting evidence, conveying a

Transfer

Students will be able to independently use their learning to...
-Explain how words and images relate
-Analyze the artistic choices in the production of picture books
-Use strategies to help younger readers acquire literacy skills
-Develop criteria to evaluate children's literature
-Compare and contrast different authors through their different picture choices.

Meaning

UNDERSTANDINGS
Students will understand that...
-Critical literacy gives a voice to historically underrepresented groups
-Children's books are complex works
-Children develop literacy when presented with varied strategies for reading

ESSENTIAL QUESTIONS
Students will keep considering...
-How does critical literacy influence how we read a text?
-What characteristics make a children's book great?
-What approaches can we use to support, deepen, and extend children's responses to literature?

Acquisition

Students will know...
-Criteria for evaluating a good book
-How words and images relate to create meaning
-Artistic choices and media used in the production of picture books
-The basic components of a lesson plan
-The role of critical literacy in children's books

Students will be skilled at...
-Analyzing visuals of a book
-Adapting speech to a variety of contexts and tasks
-Citing strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text
-Analyzing and evaluating the effectiveness of an author's structure

clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

-Analyzing a case in which the author's point of view requires determining and how is it directly stated in a text.

Code	Evaluative Criteria	Assessment Evidence
T,M,A	Lesson plan leads and inspires others to contribute positively in a diverse learning environment	**PERFORMANCE TASK(S):** Student Goal/challenge - Design a lesson plan for a first grade classroom
T,A	Tasks achieve intended purpose	Role for student - Elementary School Teacher
A	Lesson plan has a clear and effective structure	Audience for student work - students in a first grade classroom

T,M,A	Visuals, audio, and other media enhance and/or develop subjects	Situation - You are teaching your favorite unit – Picturebooks - to your class. You must prepare a lesson plan for one of your favorite picture books.
		
		Products and performances generated by students - A lesson plan that includes:
		
		   • Learning Goals
		   • Two activities that use ideas/strategies from the textbook and Unit Four
		
		Standards/criteria for judging success - Your lesson plan follows the models provided by the textbook and the teacher

		OTHER EVIDENCE: *Students will show they have achieved Stage 1 goals by…* -Short quizzes on selected material from textbook -Short responses to essential questions written in class -Comparing/analyzing speakers from different books -Writing original books -Participation in small group and class discussions

Stage 3 – Learning Plan

Code	
T,M,A	**Pre-Assessment** Students will interview each other about their favorite picturebooks during childhood. What books did your classmates name, and what details do they remember about them? Individually, students will answer what they think is added to a picturebook when it is read out loud. **W,H,E,R,E2**
	Summary of Key Learning Events and Instruction *Student success at transfer meaning and acquisition depends on...* The basic structure of lessons may follow this format: • Students write in journals • Whole class discussion and/or small group discussion • Students select and read picture books • Students apply relevant ideas from the lesson to their reading of selected picture books
T,A	How do wordless picture books tell a story? What are some ways that they can be "read" and experienced? **E,R,E2,T,O**
T,M,A	Choose a classic picture book. Write out on a sheet of paper, the summary of the story. Read the summary to a partner. Write a brief analysis of what is lost without the pictures. Next, use post-it notes or blank paper to hide the text. Comment on what it is like to view the illustrations without any text. **W,E,R,E2,T,O**
T,A	Take a page from a picture book and draw an alternative picture for the page, choosing whatever medium you wish to work in. How is your picture different from the existing image for the book? **W,H,E,R,E2,T,O**
T,M,A	Use a template provided by the teacher to examine what makes up a good lesson. **W,E,R,E2,T,O**

T,M,A	Select a picture book from the classroom library. Determine if the book is a "good" book. Be sure to apply specific criteria in your response. **W,E,R,E2,T,O**
T,A	Select a picture book from the classroom library. Close read the text to produce an "anatomy" of the book. (simple plot map.) **W,E,R,E2,T,O**
T,M,A	Select a picture book from the classroom library. How would it be different if it was composed in a different medium? Cite examples from the chapter in your responses. **W,H,E,R,E2**

Stage 1 Desired Results

ESTABLISHED GOALS	Transfer
CCSS.ELA-LITERACY.L.11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. CCSS.ELA-LITERACY.W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. CCSS.ELA-LITERACY.RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. CCSS.ELA-LITERACY.RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.	*Students will be able to independently use their learning to...* -Write narratives that show an understanding of children's literature -Understand literary subgenres -Close read a text to gain an appreciation of the writer's craft -Help a younger audience to develop literacy skills -Promote a lifelong appreciation of the value of literature in the life of a child and adults
	Meaning
	UNDERSTANDINGS *Students will understand that...* -Children's literature promotes the growth of a child's intellect -Understanding narrative goals and structural elements can lead to a successful book	ESSENTIAL QUESTIONS *Students will keep considering...* -How does reading/studying children's literature benefit children? -How do I make a work of literature compelling for my audience?
	Acquisition
	Students will know... -The characteristics of folklore, fantasy and science fiction, historical fiction, contemporary realistic fiction, picture books, non-fiction and biography, poetry, and multicultural literature -The basic needs and literacy goals of a second grade student -How to foster and support reading comprehension and critical literacy	*Students will be skilled at...* -Determining the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings -Using narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters -Using a variety of techniques to sequence events so that they build on one another to create a logical

CCSS.ELA-LITERACY.RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). CCSS.ELA-LITERACY.RL.11-12.6 Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	-The components of a chapter book -The writing process, including planning, revising, editing, rewriting, or trying a new approach	whole and build toward an outcome -Using precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters -Citing textual evidence

Stage 2 – Evidence

Code	Evaluative Criteria	Assessment Evidence
T, M, A	Focus/exposition – Your story follows the form of a chapter book by focusing on a small set of characters and a specific chapter book setting.	PERFORMANCE TASK(S): *Students will show that they really understand evidence of...*
T, M, A	Organization/structure/plot – The events of your story follow a logical progression and form. The plot outline diagram will help students organize their story. The intro establishes the setting, characters, world, and conflict.	Goal/challenge - Students will write a five chapter chapter book Role for student - Children's book writer and story editor. Audience for student work - Second grade students
T, M, A	Narrative Technique - Students will use narrative techniques such as: pacing, narration, imagery, description, dialogue, characterization, and themes to develop the ideas in their story. Students will show proficiency on storytelling techniques.	Situation – You are an aspiring children's book author looking to publish your work. There are many chapter books that you have read and seen and you know there are many different directions you can go with your story. You want feedback from an authentic audience. Products and performances generated by students - You will create and develop your own story by creating a real or imagined world and a set of believable characters that inhabit it. Your story will focus on issues commonly found in chapter books. You will provide feedback, edits, and revisions for yourself and your peers in class.
T, M, A	Language/conventions - Writing is clear, neat, and organized. Writing is devoid of spelling and grammatical errors.	Standards/criteria for judging success - Students master the elements of the Narrative Writing Rubric. Students will master the conventions of the chapter book.
M, A	Students brainstorm ideas for their stories - setting, narrative goals, characters, etc...	
A	Students draft, conference, and revise their writing throughout the entire process.	
A	Students will provide and receive constructive feedback from their peers.	
A	Students will reflect on their writing choices after the story is complete.	

OTHER EVIDENCE:
Students will show they have achieved Stage 1 goals by....

-Brainstorming ideas for a chapter book
-Filling out Plot Diagram outlines for their chapter books
-Defining key terms
-Discovering genre conventions through reading various chapter books
-Peer revision

Code	
T, M	**Pre-Assessment** Students will brainstorm a list of subjects that a second grade student would be interested in. **W,H,R,E2,T**
	Summary of Key Learning Events and Instruction *Student success at transfer meaning and acquisition depends on…* The following learning events and instruction should follow the mini-lesson model of instruction: mini-lesson, small group work, conferring, and independent work.
T,A	Use the following sequence of lessons to write a chapter book.
T,M,A	Read two chapter books and analyze their formal elements.
T,M,A	Teacher provides handout that helps students understand the basic structure of a chapter book. Literary elements to look for include: pace, paragraphing, sentence structure, narrator, and voice. **W,E,R,O**
T,M,A	Create a protagonist that develops physical and emotional characteristics. This will be the main character of your chapter book. Teacher provides handout that includes character motivation, reaction to setbacks, mannerisms, behaviors, etc. **W,H,E,R,E2,T,O**
M,A	Develop the setting/world for your chapter book. Teacher provides handout that helps students develop the physical world of the book, the mood/atmosphere of the book, and the social world of the book that helps determine how characters interact with one another. **W,H,E,R,E2,T,O**
T,M,A	

Progress Monitoring

Throughout the unit, the teacher monitors progress by whole class discussion, observation of small group discussion, and evaluation of written responses.

Complete the Three Act Structure Outline to brainstorm and map out your book. The outline is based on Freytag's pyramid, but goes into more depth. Teacher provides handout that includes the following structural elements: opening scene, setup, inciting incident, call to action, rising/mounting action, midpoint/reversal, disaster, turning point, plan, climax, and denouement. From this outline, students will divide their ideas up into five chapters and then write those chapters.

W,E,R,E2,T,O

Choose a key event from each chapter of your book. Illustrate this key event and include it in your book.
R,E2,T,O

Write a lesson plan for your book. Lesson plan template provided by teacher includes what students will learn, how students will learn, and a graphic organizer for the elementary students to complete. Deliver your lesson to a group of elementary school students.
E,R,E2,T,O