

## Step 6: Identify Components of Genre Study and Literary Analysis

### Narrative Text

#### Characteristics

- Literary elements defined in detail and modeled in the context of the literature
- Literary analysis:
  - Literal (What does the text say?)
  - Figurative (How does it say it?)
  - Interpretation (What does it mean?)
  - Allusion/Wisdom (Why does it matter?)
- Literary devices
- Literary forms: allegory, satire, parody

#### Historical/Cultural Considerations

- Literary movements and periods (American and British)
- Knowledge of American minority literature
- Knowledge of world literature
- Context in which literary works were produced
- Significance of work today and when written

#### Critical Perspectives

- Potential for bias
- Critical perspectives within and across text
- Critical stance and response
- Literary judgment

#### Critical Literacy Dimensions

- Disrupting a common situation or understanding
  - Examining multiple viewpoints
  - Focusing on sociopolitical issues
  - Taking action and promoting social justice
- A. Luke and P. Freebody

### Informational Text

#### Organizational Patterns

- Compare/contrast
- Cause/effect
- Problem/solution
- Fact/opinion
- Theory/evidence

#### Features

- Information in sidebars (tables, graphs, statistical evidence) related to text
- Outline of thesis and supporting details using titles, headings, subheadings, and sidebars
- Selected format (e.g., brochures, blogs) to influence the message

#### Media Features

- Camera and lighting
- Color and special effects
- Music

## Step 7: Identify Reading, Listening, and Viewing Strategies and Activities

### Comprehension Strategies

- Access prior knowledge
- Compare
- Critique
- Predict
- Make inferences
- Monitor comprehension
- Annotate
- Ask questions
- Clarify

### Comprehension Activities

- Explicit instruction on comprehension strategy use
- Opportunities for students to make thematic and real-life connections
- Focus questions for use in instruction
- Graphic organizers to identify structures, audience, and content

## Critical Reading, Listening, and Viewing Strategies

### Literary Text

- Consider themes, different points of view, and characterization within and across text
- Describe the impact of setting and characters on plot and themes
- Consider the political assumptions underlying the text and the impact of the work on society
- Analyze literal meaning, author's craft, and interpretation
- Discover and transfer abstract themes and big ideas to new situations

### Informational/Expository Text

- Find the potential theses and supporting details
- Determine level(s) of relevance
- Assess statements and arguments
- Consider potential for bias
- Look for evidence to support assumptions and beliefs
- Find validity of facts in source material
- Discover and transfer abstract themes and big ideas into new situations

## Step 5: Design Potential Culminating Activities

### Criteria for Culminating Activities

- Align with learning goals
- Vary in type and format
- Use authentic performance tasks
- Use criteria scoring tools such as rubrics or exemplars
- Allow teachers and students to track growth over time
- Validate the acquisition of transferable knowledge
- Give insight into students' thinking processes
- Cause students to use higher level thinking skills
- Address guiding questions and identified skills and processes
- Provide informative feedback for teachers and students
- Ask students to reflect on their learning

## STEPS 4 & 5: DEVELOP ESSENTIAL QUESTIONS AND DESIGN POTENTIAL CULMINATING ACTIVITIES

## Step 4: Brainstorm *Essential Questions* that could be a part of this unit

- Essential questions are provocative questions that engage students' interest and lead them to important ideas.
- Essential questions require extraordinary thinking on the part of teachers and students alike and “serve as doorways” into focused discussions, inquiry, and research. (Wiggins and McTighe)
- Essential questions tie the big ideas, themes, and dispositions together. (See Step 9)

### Essential Questions

- Guide curriculum development
- Serve as a catalyst for thought-provoking discussions of big ideas and themes
- Send a clear message about the value of critical text analysis
- Provide a discipline for generative thinking
- Define culminating activities that lead to the dispositions

### Criteria for Essential Questions

- Clearly written using well-chosen words
- Broad and over-arching
- Distinct and substantial, but realistic for students
- Reflect essence of unit learning; without suggesting a sequence

### Examples:

- What is a relationship?
- How do relationships endure over time?

## Vocabulary Strategies

- Define in context unfamiliar words, specialized vocabulary, figurative language, and technical terms
- Identify how common phrases (e.g., oxymoron, hyperbole) change meaning
- Recognize and use roots, affixes, and word origins
- Restate definition or example in own words
- Create a graphic representation of terms
- Compare/classify terms

## Response to Reading, Listening, and Viewing Activities

- Cross-text comparison writing or speaking
- Critical response journals
- Quotation notebooks
- Critique of speech, presentation, or performance
- Note taking/study guide

## Step 8: Identify Writing, Speaking, Expressing Strategies, and Activities

### Writing and Speaking Modes of Communication

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| <ul style="list-style-type: none"> <li>• Poetry</li> <li>• Drama</li> <li>• Creative fiction</li> </ul> <p><b>Nonfiction (NF)</b></p> <ul style="list-style-type: none"> <li>• Autobiography</li> <li>• Biography</li> <li>• Brochure</li> <li>• Creative nonfiction</li> <li>• Critique</li> <li>• Diary</li> <li>• Drama</li> <li>• Feature news article</li> <li>• Graphic organizer</li> <li>• Guide</li> <li>• Infotext</li> <li>• Journal</li> <li>• Letter</li> <li>• Memoir</li> <li>• Multigenre report</li> <li>• Note taking</li> </ul> | <ul style="list-style-type: none"> <li>• Outline</li> <li>• Pamphlet</li> <li>• Personal narrative</li> <li>• Poetry/slam poetry</li> <li>• Proposal</li> <li>• Quotation notebook</li> <li>• Research brief/summary</li> <li>• Research report (major)</li> <li>• Response to literature</li> <li>• Resume</li> <li>• Review</li> <li>• Rubrics</li> <li>• Speech</li> <li>• Summary</li> <li>• Timeline</li> </ul> | <ul style="list-style-type: none"> <li>• Argumentative</li> <li>• College application</li> <li>• Comparative</li> <li>• Descriptive</li> <li>• Expository</li> <li>• Literary analysis</li> <li>• Personal</li> <li>• Persuasive</li> <li>• Reflective</li> <li>• Work-related text</li> </ul> <p><b>Essays</b></p> | <ul style="list-style-type: none"> <li>• Book clubs</li> <li>• Choral reading</li> <li>• Committee participation</li> <li>• Discussion groups</li> <li>• Dramatization</li> <li>• Formal presentations</li> <li>• Interviews</li> <li>• Literature circles</li> <li>• Panel discussion</li> <li>• Prepared speeches</li> <li>• Readers' Theatre</li> <li>• Recitation</li> <li>• Work teams</li> </ul> <p><b>Speaking</b></p> | <ul style="list-style-type: none"> <li>• Web page</li> <li>• Video story</li> <li>• Photo essay</li> <li>• Multi-media presentation</li> <li>• Digital story</li> <li>• Blog</li> </ul> <p><b>Media</b></p> |
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### Strategies and Activities

- Writing Process**
- Analyze writing using protocols: holistic, analytic, and trait-scoring
  - Revise using checklist and scoring rubric
  - Peer edit with questions
  - Utilize the writing process
  - Revise grammar in context
  - Revise to the assigned standard
  - Use exemplars as models for finished products
- Writing Categories**
- Writing to learn
  - Writing to demonstrate learning
  - Authentic writing

## Step 3: Using the Big Ideas and Themes, generate ideas for Linking Texts. They will “push” your students’ thinking.

- Linking Text (LT):** Linking text should reflect one or more of these characteristics and lead to the identified disposition.
- Discrepant text that results in seeing the big idea from a totally different perspective
  - Different genre or medium that mirrors the theme or big idea of the anchor text in another form
  - Supporting text that extends or embellishes the big ideas or themes in the anchor text
  - Text connected to the anchor text at an abstract level

### Dispositions

Dispositions [are] acquired patterns of behavior that are under one’s control and will as opposed to being automatically activated. Dispositions are over arching sets of behaviors, not just single specific behaviors. They are dynamic and idiosyncratic in their contextualized deployment rather than prescribed actions to be rigidly carried out. More than desire and will, dispositions must be coupled with the requisite ability. Dispositions motivate, activate, and direct our ability.

*Intellectual Character: What It Is, Why It Matters, and How To Get It*  
Ron Ritchehart Jossey-Bass 2002

## Step 2: Identify the *Big Ideas* using the anchor text and grade level dispositions

Wiggins and McTighe define enduring understandings as “the ideas, principles and insights that weave facts into meaningful patterns.” These are the “big ideas that give meaning and importance to fact” that “can transfer into other topics, fields and adult life.” (Wiggins and McTighe, *Understanding by Design*)

### Examples

- Integrity
- Discovering Truth
- Power of the Individual

### Big Idea(s) and Theme

“What’s in greatest demand today isn’t analysis but synthesis—seeing the big picture and, crossing boundaries, being able to combine disparate pieces into an arresting new whole.”

Pink, Daniel H., *A Whole New Mind: Moving from the Information Age to the Conceptual Age*. 2005

### Identify the Theme

The statement that the text seems to be making about the subject (Murfin and Ray, *The Bedford Glossary of Critical and Literary Terms*)

### Examples

- Relationships serve different purposes.
- Find the truth through knowledge.
- Decisions have long-term effects.

## Research and Inquiry Process Activities

- Use research to solve problems, provide criteria, and generate new knowledge
- Engage in ethical, credible, and reliable research
- Develop a research plan and carry it out
- Generate topics, seeking information from multiple perspectives and sources
- Analyze information for relevance, quality, and reliability
- Connect the information to present a coherent structure and argument
- Select modes of presentation
- Recognize the contribution to collective knowledge

## Speaking, Listening, Viewing Strategies

- Lead and participate in discussions
- Apply presentation skills and protocols
- Plan based on audience and purpose
- Share, acknowledge, and build on one another’s ideas
- Consolidate and refine thinking
- Evaluate the quality and relevance of the message
- Use feedback to improve effectiveness
- Advocate for ideas
- Listen with empathy
- Use techniques and media to enhance and enrich the message

### Grammar Instruction to:

- enrich writing: add detail, style, voice
- create organizational coherence and flow
- make writing conventional

Constance Weaver, Professor Emerita  
Western Michigan University

## Step 9: Plan for On-Going Literacy Development

### Student Goal Setting and Self Evaluation Strategies

- Assume ownership of academic literacy progress
- Use criteria and standards to analyze work
- Monitor growth using literacy indicators
- Evaluate tendency toward dispositions
- Respond to constructive feedback
- Set new literacy goals

### Daily Language Fluency-Unit Components

#### Reading

- HSTW/ACT recommendations
- Reading portfolio
  - texts studied in class
  - book club texts
  - independent reading
- Reading strategies
- Vocabulary development

#### Writing

- Writing portfolio
  - writing to learn
  - writing to demonstrate learning
  - authentic writing

#### Grammar, Usage, and Conventions

- Examine form and function
- Model using mentor texts
- Use conventions to convey complex thoughts
- Develop style and voice

#### Differentiated Skill Instruction

- Plan focused skill lessons
- Practice until mastery
- Apply in context

## STEP 8: IDENTIFY WRITING, SPEAKING, EXPRESSING STRATEGIES AND ACTIVITIES STEP 9: PLAN FOR ON-GOING LITERACY DEVELOPMENT

## Dispositions and Essential Questions

### 9th Grade Focus (Inter-Relationships & Self-Reliance)

- Who am I?
- How do my skills and talents help to define me?
- How do I relate to my family, my community, and society?
- How do I build networks of people to support me?
- How am I a reflection of my relationships?
- How do my relationships within and across groups affect others?
- What influence do class, religion, language, and culture have on my relationships and my decisions?
- What can I contribute as an individual?
- What is my responsibility to society?
- How do I see my beliefs reflected in government policies and by politicians?

### 11th Grade Focus (Transformational Thinking)

- How can forward thinking help me make better decisions?
- How do I develop a realistic plan for the future?
- What evidence do I have that I am committed to learning?
- How do I build a context for change in my life?
- When is loyalty to myself more important than loyalty to a friend?
- How will I know when to risk failure for possible success?
- How do I demonstrate that I am open-minded enough to learn from my experiences?
- How can I generate new ideas for solving problems?
- How can I invent new opportunities?
- What are the tradeoffs for technological advances?
- Which decisions that I make today will affect me for my entire life?
- Where will I find wisdom?

### 10th Grade Focus (Critical Response and Stance)

- How can I discover the truth about others?
- What sacrifices will I make for the truth?
- What criteria do I use to judge my values?
- How will I stand up for what I value?
- What can I do to realize my dreams or visions for the future?
- How do I handle others' points of view?
- What role does empathy play in how I treat others?
- What power do I have as an individual to make positive change?
- How do I respond to improper use of power?
- How do I determine when taking social action is appropriate?
- What voice do I use to be heard?

### 12th Grade Focus (Leadership Qualities)

- How do I know if I am developing the academic skills that I will need in my future life?
- What rules or principles do I use for how I treat others?
- What responsibility do I have to society?
- How do I resolve my responsibilities to myself with those to my family members, my school, community, and world?
- How can I effectively articulate my opinions and perspectives?
- Who is in a position to help me affect change?
- What can I do to avoid repeating mistakes made in history?
- What leadership skills have I developed?
- What leadership qualities will I need to take with me from high school?
- What qualities define a good world citizen?
- How can I create the world I want to live in?
- How can I use my talents to create new opportunities for myself and for others?

## Step 1: Select a specific Anchor Text from the following categories:

### Narrative Text/Fiction (NT)

Novels, short stories, drama, poetry, (allegory, satire, parody)

### Literary Nonfiction (LNF)

Essays, memoirs, biographies, commentaries, advertising, letters

### Informational/Expository Text (IT)

Historical documents, essays, literary analyses, speeches, research/technical reports, textbooks, technical manuals, letters, proposals, memos, presentations, legal documents, Internet sources, newspapers, magazines, propaganda, articles, reference tools

### Media

Movie clips, multimedia presentations, blogs, webpages, music, works of art, digital stories, advertisements, multimedia genre, video streaming

## STEP 1: SELECT ANCHOR TEXT

# Curriculum Unit Design

One of the ultimate goals of teaching is for students to acquire transferable knowledge. To accomplish this, learning needs to result in a deep understanding of content and mastery level of skills. As educational designers, teachers must use both the art and the science of teaching. In planning coherent, rigorous instructional units of study, it is best to begin with the end in mind. (*Michigan Merit Curriculum Course Credit Requirements*)

## Step 10: Analysis of Rigor in Unit of Study

### Checklist

As educational designers, teachers must use both the art and science of teaching. Coherent, rigorous instructional units of study should include the various components recommended in ACT's "On Course for Success," by High Schools That Work, and in the Michigan Merit Curriculum Course/Credit Requirement booklets. Use this chart to record the components incorporated in each unit. This same information is available as a companion document on the MDE web page.

Unit: \_\_\_\_\_ Grade Level: \_\_\_\_\_ Length of Unit: \_\_\_\_\_

#### Unit Framework

##### Disposition

- Big Ideas
- Themes
- Focus & Essential Questions
- Supporting Quotations

##### Literary Genre Focus

- Anchor Text
- Linking Text(s)  
Narrative, Informational, and Media
- Literary Movement/  
Period
- American/British/World
- Texts meet characteristics of complex text as defined by ACT

#### Genre Study/Literary Analysis

##### Narrative Text

- Genre Study/Characteristics
- Literary Elements
- Literary Devices
- Literary Forms
- Historical/Cultural Considerations

##### Informational Text

- Genre Study/  
Characteristics
- Expository Elements
- Organizational Patterns
- Features
- Historical/Cultural Considerations
- Critical Perspectives

#### Media Features

##### Reading, Listening/Viewing Strategies and Activities

- Comprehension Strategies
- Comprehension Activities
- Critical Reading, Listening, and Viewing Strategies (Literary Analysis)
- Vocabulary Strategies
- Response Activities

##### Writing, Speaking, and Expressing Modes of Communication

- Narrative Text/Fiction
- Literary Nonfiction
- Informational Expository
- Media
- Speaking Activities

##### Writing, Speaking, and Expressing Strategies and Activities

- Writing Process Strategies
- Writing Activities
- Writing to Activate Prior Knowledge
- Writing to Learn
- Writing to Demonstrate Learning
- Authentic Writing
- Speaking, Listening, Viewing Strategies
- Speaking, Listening, Viewing Strategies
- Expressing Activities

#### On-Going Literacy Development

- Student Goal Setting
- Self-Evaluation Strategies
- Respond to Feedback to Improve Performance

##### Daily Language Fluency

- HSTW/ACT Recommendations
- Vocabulary Development
- Differentiated Instruction

##### Reading Portfolio

- Texts Studied in Class
- Book Club Texts
- Independent Reading

##### Writing Portfolio

- Writing to Learn
- Writing to Demonstrate Learning
- Authentic Writing

##### Grammar Instruction

- For Enrichment, Coherence, and Convention

#### ACT College Readiness Standards

##### English

Analyze text for

- Topic Development in Terms of Purpose and Focus
- Organization, Unity, and Coherence
- Word Choice in Terms of Style, Tone, Clarity, and Economy
- Sentence Structure and Formation
- Conventions of Usage
- Conventions of Punctuation

##### Reading

Analyze text for

- Main Ideas and Author's Approach
- Supporting Details
- Sequential, Comparative, and Cause-Effect Relationships
- Meanings of Words
- Generalizations and Conclusions

##### Writing

Write text that

- Expresses Judgments
- Focuses on the Topic
- Develops a Position
- Organizes Ideas
- Uses Language Effectively
  - conventions (grammar, usage, mechanics)
  - vocabulary (precise, varied)
  - sentence structure variety (vary pace, support meaning)



This flipchart will guide you through the process of designing ELA high school units that incorporate the High School Content Expectations (HSCE).

## Designing ELA HSCE Units



### Find Information on the Web

**Michigan.gov/highschool (with link to HSCE site)**  
[www.michigan.gov/highschool](http://www.michigan.gov/highschool)

**Michigan.gov/hsce**  
[www.michigan.gov/hsce](http://www.michigan.gov/hsce)

**Michigan.gov/oeaa (MME/ACT Information)**  
[www.michigan.gov/oeaa](http://www.michigan.gov/oeaa)

**ACT.org (POLICY MAKERS) On Course for Success**  
[www.act.org/path/policy/pdf/success-report.pdf](http://www.act.org/path/policy/pdf/success-report.pdf)

**ACT.org (POLICY MAKERS) Reading Between The Lines**  
[www.act.org/path/policy/reports/reading.html](http://www.act.org/path/policy/reports/reading.html)

**ACT.org (POLICY MAKERS) College Readiness Standards**  
[www.act.org/standard](http://www.act.org/standard)

**ACT.org (EDUCATORS) The ACT Writing Test**  
[www.act.org/aap/writing](http://www.act.org/aap/writing)

**Understanding University Success**  
[www.s4s.org/cepr/uus.php](http://www.s4s.org/cepr/uus.php)

**Resources from High Schools That Work**  
[www.sreb.org](http://www.sreb.org)

**Resources from the College Board (Standards for College Success)**  
[www.collegeboard.com/about/association/academic/academic.html](http://www.collegeboard.com/about/association/academic/academic.html)

### Contact Information

**Office of School Improvement, Director: Dr. Yvonne Caamal Canul**  
[canuly@michigan.gov](mailto:canuly@michigan.gov)

**Office of School Improvement, Assistant Director: Betty Underwood**  
[underwoodb@michigan.gov](mailto:underwoodb@michigan.gov)

**Office of School Improvement, Supervisor: Deborah Clemmons**  
[clemmonsd@michigan.gov](mailto:clemmonsd@michigan.gov)

**Content Expectations: Susan Codere Kelly**  
[coderes@michigan.gov](mailto:coderes@michigan.gov)

**ELA HS Content Expectations: Dr. Elaine Weber**  
[eweber@misd.net](mailto:eweber@misd.net)

**Content Expectations: Gale Sharpe**  
[sharpeg@michigan.gov](mailto:sharpeg@michigan.gov)