

Subject: English I
 Unit: Clarity
 Conceptual Lens: Reader/Writer Interaction
 Unit Length: 6 weeks
 Grading Period: 1

Have you ever misunderstood something you have read or heard? Do you sometimes get confused when reading? Accurate and efficient communication of ideas requires the use of clear and specific language. In this unit, we will examine this idea from the perspective of both reader and writer.

<p>Key topic/concepts/subconcepts <i>Literary Concepts:</i> Character, conflict, setting, theme <i>Writer's craft:</i> Ideas, organization, fluency Understanding</p>	
<p>Generalizations</p> <ol style="list-style-type: none"> 1. Perception frames the ideas creating understanding 2. Clear and specific languages improves the communication and understanding of ideas. 3. Organization and detail may improve the clarity of ideas so that understanding results from perception. 4. Specific language enables better understanding of character, conflict, setting, and theme 	
<p>Guiding questions</p> <ol style="list-style-type: none"> 0. What is perception? 1. How is perception related to understanding 2. How is perception affected by language? 3. How is communication affected by language? 4. How does language affect understanding? 5. Should a writer be concerned about how his ideas are understood? 6. How does organization affect understanding? 7. How do details affect perception? 8. How does language affect character/ theme/conflict/setting? 9. Why is specific language better than vague language? 	
<p>Critical Content (know)</p> <ol style="list-style-type: none"> 1. Literary terms such as character, conflict, setting, theme, etc 2. The relation of word meanings including connotation/ denotation relationship 3. Conventional structure of sentences and the relation to meaning. 4. Interconnected nature of perception and understanding 5. How to make meaning from context clues 	
<p>Key Skills (Do)</p> <ol style="list-style-type: none"> 1. Support understanding with elements of the text 2. Interpret the possible influences of the historical context on a literary work 3. Monitor reading strategies and modify them when understanding breaks down such as rereading, using resources, and questioning 4. Apply meanings of prefixes, roots, and suffixes in order to comprehend 5. Use writing as a study tool to clarify and remember information 6. Analyze literary elements for their contributions to meaning 7. Analyze text structures 8. Identify main ideas and their supporting details 	
TEKS/TAKS	TEKS/ 4E, 6B, 6C, 7C, 7E, 7F, 8D, 10B, 11A, 11B, 11C, 11D, 11E
<p>Suggested Instructional activities</p> <ol style="list-style-type: none"> 1. Discussion 2. Short answer responses with textual support 3. Journal writing 	

4. Guided reading
5. Paragraph writing
6. Complete graphic organizers for characterization, point of view, setting, and plot
7. Summarization writing
8. Language worksheets

Assessments

Quizzes, journals, test, culminating performance activity

CULMINATING ACTIVITY

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WHAT: Investigate the relationship between perception and understanding.

WHY: In order to understand that clear and specific language improves the communication and understanding of ideas.

HOW: You are a publishing editor. Your job is to review texts before publication. You have been given a sample to review (see hand out). Your task is to read the submitted work and write a critique to the new author. This critique must focus on the clarity of the language, give examples for improvement to illustrate your ideas, and explain why these changes are necessary. Remember that you do not want to discourage the new author, so limit your criticism to 4-6 items.

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Criteria:

- Knowledge**
- 4 – Criticism presents a strong understanding of concepts and is presented in accurate and relevant language.
 - 3 – Criticism presents a strong understanding of concepts and is presented in fairly accurate language.
 - 2 – Criticism presents a general understanding of concepts and is presented in fairly accurate language.
 - 1 – Criticism does not present an understanding of concepts and/or is not presented accurately.
- Organization**
- 4 – Examples are clear and specific and illustrate a clear connection between sample and criticism.
 - 3 – Examples are sufficiently clear to illustrate a connection between sample and criticism
 - 2 – Examples are sufficiently clear to support a general understanding of criticism.
 - 1 – Examples are vague or insufficient in number to support a general understanding of criticism.
- Mechanics**
- 4 – Language use is exemplary and without errors.
 - 3 – Language use is strong and accurate with little or no errors.
 - 2 – Language use is adequate with few errors.
 - 1 – Language use is poor with multiple errors in punctuation, spelling, capitalization and/or usage.

Performance level:
4 – Expert
3 – Proficient
2 – Beginner
1 - Novice

Criteria Standard: 3
Total standard: 9

Total Performance Score:

1A. Perception affects understanding.

1B. Perception frames the ideas creating understanding.

1C. For understanding, the reader and writer must share the same perception of ideas.

2A. Clarity affects understanding.

2B. Clear and specific language improves the communication and understanding of ideas.

2C. Accurate communication and understanding relies on clarity of ideas.

3A. Organization may affect clarity.

3B. Organization and detail may improve the clarity of ideas so that understanding results from perception.

3C. To be understood, a writer must present his ideas within an organized framework.

4A. Clarity may improve story development

4B. Specific language enables better understanding of character, conflict, setting, and theme.

4C. An accurate understanding of the elements of story may lead to greater appreciation of the art of literature.