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

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**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

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**STEP 6: IDENTIFY GENRE STUDY AND LITERARY ANALYSIS**
Step 7: Identify Reading, Listening, and Viewing Strategies and Activities

**Comprehension Strategies**
- Explicit instruction on comprehension strategies
- Graphic organizers
- In instruction focus questions for use
- Advanced organizers
- Connections thematic and real-life opportunities for use
- Prewrite
- Explicit instruction on research

**Comprehension Activities**
- Ask students to reflect on their learning
- Provide informative feedback for teachers and students
- Address students’ visual, auditory, and kinaesthetic learners and their learning needs
- Case studies to use higher level thinking skills
- Give students “think-pair-share” process
- Value the negotiation of text-rich knowledge
- Allow teachers and students to track growth over time
- Use curricular tools such as rubrics or exemplars
- Peer teaching
- VYIP and Round Table
- Affirm with learning goals

**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 into new situations

**Critical Reading, Listening, and Viewing Strategies**
- Find the potential thesis and supporting details
- Determine level(s) of relevance
- Assess statements and arguments
- Consider potential for bias
- Look for evidence to support assumptions and beliefs
- Determine evidence of reference
- Find the potential thesis and supporting details

**Informational/Expository Text**
- Discover and transfer abstract themes and big ideas into new situations
- And the grade of the work on society
- And the impact of the work on society
- Consider the political assumptions underlying the text
- Analyze literal meaning, author’s craft, and interpretation
- Access prior knowledge
- Access higher learning goals

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
- Address guiding questions and identified skills and processes
- Provide informative feedback for teachers and students
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?

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**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

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**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

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**STEP 7: IDENTIFY READING, LISTENING, VIEWING, STRATEGIES, AND ACTIVITIES**
Steps 2 & 3: Identify Big Ideas, Themes, and Linking Texts

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 ends or embellishes the big ideas or themes in the anchor text
• Text connected to the anchor text at an abstract level

Dispositions

Text connected to the anchor text at an abstract level
Supporting text that ends or embellishes the big ideas or themes in the anchor text
Different genre or medium that mirrors the theme or big idea of the anchor text in another form
Discrepant text that results in seeing the big idea from a totally different perspective

Linking Text: Linking text should reflect one or more of these characteristics and lead to the identified disposition.

Writing and Speaking Modes of Communication

Writing Process
• Utilize the writing process
• Peer edit with questions
• Revise using checklist and scoring rubric
• Revise grammar in context
• Revise to the assigned standard
• Use exemplars as models

Writing Categories
• Writing to learn
• Authentic writing
• Writing to demonstrate
• Purposeful writing

Writing Strategies
• Analyze writing using protocols: holistic, analytic, trait scoring

Writing and Speaking Strategies and Activities

Writing
• Essay
• Narrative
• Fiction
• Biography
• Report
• Proposal
• Dramatic monologue
• Literary essay
• Poetry
• Prose
• Visual art
• Research

Speaking
• stacks
• Book clubs
• Work teams
• Reader's theater
• Panel discussion
• Literature circles
• Formal presentations
• Discussion topics
• Literature readings
• Expository speech
• Persuasion
• Compare and contrast
• Sequence
• Justification
• Description
• Procedure
• Analysis

Writing and Speaking Modes of Communication

Note taking
• Quotation
• Research
• Rubrics
• Drama
• Conference
• Oral presentation
• Thinking feeling

Narrative Text/Fiction
• Poetry
• Drama
• Creative fiction

Nonfiction
• Autobiography
• Biography
• Brochure
• Creative nonfiction
• Critique
• Diary
• Feature news article

Essays
• Argumentative
• College application
• Comparative
• Descriptive
• Expository
• Literary analysis
• Personal
• Persuasive
• Reflective

Media
• Blog
• Digital story
• Multimedia presentation
• Photo essay
• Video story
• Web page

Intellectual Character: What It Is, Why It Matters, and How To Get It

Ritchhart, Ron
Jossey-Bass
2002

STePS 2 & 3: IdeNTIFy BIG IdeAS, THeMeS, ANd LINKING TeXT

Dispositions

Disposition is an acquired pattern of behavior that is under one's control and will as opposed to being automatically activated. Dispositions are overarching sets of behaviors, not just specific behaviors. They are dynamic and idiosyncratic in their deployment rather than prescribed actions to be rigidly carried out. More than desire and will, dispositions must be coupled with the requisite ability. Dispositions must be coupled with the requisite ability. Dispositions must be coupled with the requisite ability.
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

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

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

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

**Multimedia Anchor Text**
- Movies, multimedia presentations, blogs, web-page, music, works of art, digital stories, developments, animations, reference tools, lectures, and more.

**Historical Document/Expository Text (IT)**
- Historical documents, essays, research papers, resources, textbooks, expository letters, multimedia genre, video streaming.

**Literary Nonfiction (LNF)**
- Essays, memoirs, biographies, commentaries, advertising, letters, editorials, picture books.

**Narrative Fiction (NT)**
- Novels, short stories, drama, poetry, allegory, satire, parody.

**Informational/Expository Text (IT)**
- Historical documents, essays, literary analyses, speeches, research/technical reports, textbooks, technical manuals, letters, proposals, presentations, reference sources, newspapers, newsletters, reports.

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**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 determine what living social action is appropriate?
- What can I do to create the life I want to live?
- What role do I play in the world? How does my world affect me?
- What does my world affect? How does it affect me?
- How do I express my values through my actions?
- How do I create the change I want to see?
- Where can 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 determine when taking social action is appropriate?
- What voice do I use to be heard?
- How do I contribute to government policies?
- What is the best action I can take to create new opportunities for myself and for others?

**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 mistakes?
- How do I formulate ideas for social action?
- What voice do I use to be heard?
- What quality of leaders do I need to take with me from high school?
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: __________ |

<table>
<thead>
<tr>
<th><strong>Unit Framework</strong></th>
<th><strong>Media Features</strong></th>
<th><strong>On-Going Literacy Development</strong></th>
<th><strong>ACT College Readiness Standards</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Disposition</td>
<td>Reading, Listening/Viewing Strategies and Activities</td>
<td>Student Goal Setting</td>
<td><strong>English</strong></td>
</tr>
<tr>
<td>- Big Ideas</td>
<td>- Comprehension Strategies</td>
<td>- Self-Evaluation Strategies</td>
<td>- Analyze text for</td>
</tr>
<tr>
<td>- Themes</td>
<td>- Comprehension Activities</td>
<td>- Respond to Feedback to Improve Performance</td>
<td>- Topic Development in Terms of Purpose and Focus</td>
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<tr>
<td>- Focus &amp; Essential Questions</td>
<td>- Critical Reading, Listening, and Viewing Strategies</td>
<td></td>
<td>- Organization, Unity, and Coherence</td>
</tr>
<tr>
<td>- Supporting Quotations</td>
<td>(Literary Analysis)</td>
<td></td>
<td>- Word Choice in Terms of Style, Tone, Clarity, and Economy</td>
</tr>
<tr>
<td><strong>Literary Genre Focus</strong></td>
<td>Vocabulary Strategies</td>
<td></td>
<td>- Sentence Structure and Formation</td>
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<tr>
<td>- Anchor Text</td>
<td>Response Activities</td>
<td></td>
<td>- Conventions of Usage</td>
</tr>
<tr>
<td>- Linking Text(s)</td>
<td>- Writing, Speaking, and Expressing Modes of Communication</td>
<td></td>
<td>- Conventions of Punctuation</td>
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<tr>
<td>- Narrative, Informational, and Media</td>
<td>- Narrative Text/Fiction</td>
<td></td>
<td><strong>Reading</strong></td>
</tr>
<tr>
<td>- Literary Movement/Period</td>
<td>- Literary Nonfiction</td>
<td>- Analyze text for</td>
<td>- Main Ideas and Author’s Approach</td>
</tr>
<tr>
<td>- American/British/World</td>
<td>- Informational Expository</td>
<td>- Supporting Details</td>
<td>- Sequential, Comparative, and Cause-Effect Relationships</td>
</tr>
<tr>
<td>- Texts meet characteristics of complex text as defined by ACT</td>
<td>- Media</td>
<td></td>
<td>- Meanings of Words</td>
</tr>
<tr>
<td><strong>Genre Study/Literary Analysis</strong></td>
<td>- Speaking Activities</td>
<td>- Generalizations and Conclusions</td>
<td></td>
</tr>
<tr>
<td>- Narrative Text</td>
<td>- Writing, Speaking, and Expressing Strategies and Activities</td>
<td></td>
<td><strong>Writing</strong></td>
</tr>
<tr>
<td>- Genre Study/Characteristics</td>
<td>- Writing Process Strategies</td>
<td>- Expresses Judgments</td>
<td>- Write text that</td>
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<tr>
<td>- Literary Elements</td>
<td>- Writing Activities</td>
<td>- Focuses on the Topic</td>
<td>- Expresses Judgments</td>
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<tr>
<td>- Literary Devices</td>
<td>- Writing to Activate Prior Knowledge</td>
<td>- Develops a Position</td>
<td>- Focuses on the Topic</td>
</tr>
<tr>
<td>- Literary Forms</td>
<td>- Writing to Learn</td>
<td>- Organizes Ideas</td>
<td>- Develops a Position</td>
</tr>
<tr>
<td>- Historical/Cultural Considerations</td>
<td>- Writing to Demonstrate Learning</td>
<td>- Uses Language Effectively</td>
<td>- Organizes Ideas</td>
</tr>
<tr>
<td><strong>Informational Text</strong></td>
<td>- Authentic Writing</td>
<td>- conventions (grammar, usage, mechanics)</td>
<td>- Uses Language Effectively</td>
</tr>
<tr>
<td>- Genre Study/Characteristics</td>
<td>- Speaking, Listening, Viewing Strategies</td>
<td>- vocabulary (precise, varied)</td>
<td>- uses Language Effectively</td>
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<tr>
<td>- Expository Elements</td>
<td>- Speaking, Listening, Viewing Strategies</td>
<td>- sentence structure variety (vary pace, support meaning)</td>
<td>- uses Language Effectively</td>
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<tr>
<td>- Organizational Patterns</td>
<td>- Expressing Activities</td>
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<td>- uses Language Effectively</td>
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<tr>
<td>- Features</td>
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<td>- Historical/Cultural Considerations</td>
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<tr>
<td>- Critical Perspectives</td>
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<td>- uses Language Effectively</td>
</tr>
</tbody>
</table>

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

**Writing Portfolio**

- Writing to Learn
- Writing to Demonstrate Learning
- Authentic Writing
- For Enrichment, Coherence, and Convention

**Grammar Instruction**

- Language: conventions (grammar, usage, mechanics)
- Vocabulary: (precise, varied)
- Sentence structure: variety (pace, support meaning)
Find Information on the Web

Michigan.gov/highschool (with link to HSCE site)
www.michigan.gov/highschool

Michigan.gov/hsce
www.michigan.gov/hsce

Michigan.gov/oeaa (MME/ACT Information)
www.michigan.gov/oeaa

ACT.org (POLICY MAKERS) On Course for Success

ACT.org (POLICY MAKERS) Reading Between The Lines
www.act.org/path/policy/reports/reading.html

ACT.org (POLICY MAKERS) College Readiness Standards
www.act.org/standard

ACT.org (EDUCATORS) The ACT Writing Test
www.act.org/aap/writing

Understanding University Success
www.s4s.org/cepr/uus.php

Resources from High Schools That Work
www.sreb.org

Resources from the College Board (Standards for College Success)
www.collegeboard.com/about/association/academic/academic.html

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