

UNIT OF STUDY - 6

Title: Summarizing and Paraphrasing		Subject/Course: English		Length: 1 week	
Topic: Summarizing and Paraphrasing		Grade: 11		Designer: Mari Robertson	
UNIT GOALS AND EXPECTATIONS					
IMPORTANT CONCEPTS:			ESSENTIAL QUESTIONS:		
Students who learn to summarize and paraphrase will take better in-class notes.			What is the difference between summarizing and paraphrasing?		
Students who gain the skills of summarizing and paraphrasing are more likely to succeed in college.			In what instance do we use summarizing and in what instance do we paraphrase?		
Learning to summarize and paraphrase helps students on reading comprehension exams.			How can we use these skills to help us succeed in school?		
Summarizing and paraphrasing are lifelong skills that enhance all communication—oral and written.			Why do we need to learn to summarize and paraphrase and how can we use these skills in our lives?		
STUDENT LEARNING EXPECTATIONS:					
R.10.11.2 Interpret and use information in practical, informational, and technical texts to: <ul style="list-style-type: none"> Summarize the texts and explain the relationship of visual components to the texts 			R.9.11.6 Summarize, paraphrase, and critique complex structures in informational and literary texts, including relationships among concepts, details, and visual components.		
SPECIFIC DECLARATIVE KNOWLEDGE-What I know			SPECIFIC PROCEDURAL KNOWLEDGE-What I need to do		
Define the difference between summarizing and paraphrasing Identify circumstances for each skill Understand how to summarize. Understand how to paraphrase.			Name figures of speech. Provide definitions and examples. Locate figures of speech in poetry and prose. Analyze figures of speech for meaning and tone.		
UNIT ASSESSMENTS (Include tasks related to Dimensions 3 and 4 and Bloom’s Taxonomy)					
Learning pages, written definitions, student examples, partner written work, quizzes, poetry analysis, prose analysis.					
Traditional Assessments:			Other Evidence of Learning:		
Quizzes.			Learning pages, written definitions, student examples, partner written work, poetry analysis, prose analysis.		

ACTIVITIES AND LEARNING EXPERIENCES	Resources

<ul style="list-style-type: none"> • Teacher will model good note taking prior to PowerPoint presentation. • Students will take notes during presentation – Figures of Speech • Students will define and provide examples of figures of speech. • Teacher will model identification of figures of speech in poetry. • Students will locate figures of speech in Emily Dickinson’s Poems, “I’m Nobody,” “I Felt a Funeral In My Brain,” “He Fumbles at Your Spirit,” and “I Heard a Fly Buzz When I Died.” • Students will analyze identified figures of speech for meaning, purpose, and tone. • Students will identify a metaphor used by Ralph Waldo Emerson and explain how he uses it to enhance meaning. • Students will take a quiz in which they must define, identify and construct unique figures of speech, 	<p>Emily Dickinson’s Poems</p> <p>Excerpt from Emerson’s <i>Self-Reliance</i></p>
<p>Career Connections</p>	
<p>Writer, poet, author, sportscaster, journalist, editor, librarian, storyteller, teacher.</p>	