

Extension Lesson/Unit Overview *Model (L'Engle)*

TEXT(S)	KEY PERPECTIVES, CONTENT, or THEMES	ACTIVITIES, TASKS, ASSIGNMENTS
<p>A <i>Wrinkle in Time</i>, Madeleine L'Engle, 2007, Square Fish Edition</p>	<p>The novel explores family relationships and growing up as well as scientific issues related to the time/space continuum and the responsibilities of scientists. It also addresses themes such as:</p> <ul style="list-style-type: none"> • Good vs. evil • Individual freedom vs. authoritarian conformity • Distinctions between “equal” and “same” • Turning personal faults into personal strengths • Self-actualization through love and faith 	<p>Writing:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Explanatory <input type="checkbox"/> Argumentative <input type="checkbox"/> Narrative <input checked="" type="checkbox"/> Text-centered Discussion <input type="checkbox"/> Speaking <input checked="" type="checkbox"/> Multi-media <p>Other:</p>
TARGETED STANDARDS		
<p>RL1, RL2, RL4, RL6, W9</p>	<p>ACADEMIC VOCABULARY</p> <p>Literary terms: setting, plot, theme, characterization, exposition, conflict, evolution, omniscient narration, allusion</p> <p>Text vocabulary: see lists of targeted vocabulary for each chapter in the Text Segments Planner</p>	<p>SUMMATIVE ASSESSMENT PLAN</p> <p>Modes/Products:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> OE Tools <input type="checkbox"/> Writing: <input checked="" type="checkbox"/> Explanatory <input type="checkbox"/> Argumentative <input type="checkbox"/> Narrative <input type="checkbox"/> Text-centered Discussion <input type="checkbox"/> Speaking <input checked="" type="checkbox"/> Multi-media <p>Other:</p> <p>Notes:</p>
LITERACY SKILLS		
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Attending to Details <input checked="" type="checkbox"/> Deciphering Words <input type="checkbox"/> Comprehending Syntax <input checked="" type="checkbox"/> Interpreting Language <input checked="" type="checkbox"/> Identifying Relationships <input checked="" type="checkbox"/> Making Inferences <input checked="" type="checkbox"/> Summarizing <input checked="" type="checkbox"/> Questioning <input checked="" type="checkbox"/> Recognizing Perspective 	<p>ACADEMIC HABITS</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Preparing <input checked="" type="checkbox"/> Engaging Actively <input checked="" type="checkbox"/> Collaborating <input checked="" type="checkbox"/> Communicating Clearly <input checked="" type="checkbox"/> Listening <input type="checkbox"/> Generating Ideas <input type="checkbox"/> Organizing Work <input type="checkbox"/> Completing Tasks <input type="checkbox"/> Revising <input type="checkbox"/> Understanding Purpose & Process <input type="checkbox"/> Remaining Open <input type="checkbox"/> Qualifying Views 	
<ul style="list-style-type: none"> <input type="checkbox"/> Evaluating Information <input type="checkbox"/> Delineating Argumentation <input checked="" type="checkbox"/> Forming Claims <input checked="" type="checkbox"/> Using Evidence <input type="checkbox"/> Using Logic <input type="checkbox"/> Using Language <input checked="" type="checkbox"/> Presenting Details <input type="checkbox"/> Organizing Ideas <input type="checkbox"/> Using Conventions <input type="checkbox"/> Publishing <input type="checkbox"/> Reflecting Critically 		

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INSTRUCTIONAL OVERVIEW

Students will study the novel both as a class and in character study teams. They will begin with an initial reading of short characterization excerpts from the story, which will serve as a pre-assessment of their close reading skills, a base for making predictions about the story, and a stimulus to help them determine which character(s) they will follow closely as they read both together and independently. The novel will be segmented by chapter; for each chapter, students will study one or more key excerpt(s) as a class to develop close reading skills, read the rest of the chapter independently while looking for evidence related to their character and/or key plot events, and work in teams to compare the evidence they have found and the observations/claims they have formed from that evidence. Periodically, members of character teams will work with members from other teams to develop a tableau, or dramatization, based on their interpretations of their characters and key events or themes that have been developed within a chapter being studied.

Students will consider the five Essential Text-specific Questions throughout their reading of the novel, then use those questions to guide them as they write an evidence-based interpretation of their character that explains: how the character is revealed to them (exposition), what conflicts the character deals with, how the character changes (evolution), the character's importance within the overall plot of the novel, the character's relationship to one or more themes, and each student's own individual claims about the character and his/her meaning within *A Wrinkle in Time*.

As supplemental extension activities, students might discuss and or write about key ideas from either Anna Quindlen's introductory Appreciation or Madeleine L'Engle's Newbery Award Acceptance Speech and the relationship of those ideas to their own lives and reading of the book. Additionally, they might compare the novel to either its movie adaptation or a recently published graphic novel version of the story.