

Unit 11.4: It's a Mystery!
English as a Second Language
6 weeks of instruction

STAGE 1 – (Desired Results)

Unit Summary:	In this unit, the student explores the elements of detective fiction as a reading genre through texts and visual mediums. The student writes expository pieces based on what he/she reads, compares the same mystery in text and film, and writes an original mystery short story including the key genre elements. The student learns vocabulary related to detective fiction and examines point of view and setting. Reading detective fiction aloud helps to engage the reluctant reader.
Transversal Themes:	Integrity, Character, Reflective and Creative Thinking, Ideas
Integration Ideas:	Art, Music, Science, Technology

Essential Questions (EQ) and Enduring Understandings (EU)

EQ1. Why and how is mystery developed to engage students and what does it take to be a good detective?

EU1. Mystery requires suspense, clues, details, alibis, character development and motivation and details to be engaging and effective.

EQ2. What strategies can be used to read and write effectively?

EU2. Multiple strategies including using context clues, prediction, inference and descriptive language can be used to help readers and writers determine the meaning of unfamiliar words and to understand what is read.

EQ3. What is expository writing in fiction and how can it be applied to the mystery genre?

EU3. The elements of mysteries, particularly detective stories and expository writing include providing background information and facts to solve the story. Show but not tell, cause and effect, and investigation are all key to expository fiction.

Transfer (T) and Acquisition (A) Goals

T1. The student will leave this class with an appreciation of the detective fiction genre, and demonstrate an ability to write expository pieces showing different points of view, and knowledge of the importance of setting and cause and effect in this genre. The student will learn new vocabulary, compare a mystery fictional text to its film counterpart, use technology and oral language skills to present an original story and explain why and how it was developed.

The student acquires skills to...

A1. Listen and respond during a read aloud, presentation, or performance from a variety of literature, periods, genres, and styles to analyze character development and setting, and to distinguish the characteristics of tone, voice, and mood to make connections to text.

A2. Contribute to class, group, and partner discussions, sustaining conversations on a variety of appropriate and relevant academic, social, college, and career topics by following turn-taking rules, asking and answering relevant, on-topic questions, affirming others, providing additional relevant information, paraphrasing, and evaluating/analyzing/synthesizing key ideas.

A3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each media.

A4. Write narratives (short stories, memoirs, and journals) to develop real or imagined experiences or events using effective technique, targeted details, and well-structured sequences.

Unit 11.4: It's a Mystery!
English as a Second Language
6 weeks of instruction

Puerto Rico Core Standards (PRCS)	
Listening	
11.L.1	Listen and interact with peers during class, group, and partner discussions, sustaining and building upon conversations on a variety of grade-appropriate academic, social, college, and career topics.
11.L.1a	Demonstrate comprehension of oral presentations and discussions on a variety of social, academic, college, and career topics by asking and answering questions that show thoughtful consideration and extension of the ideas or arguments.
11.L.1c	Listen and respond during a read aloud, presentation, or performance from a variety of literature, periods, genres, and styles to analyze character development and setting, and to distinguish the characteristics of tone, voice, and mood to make connections to text.
Speaking	
11.S.1	Contribute to class, group, and partner discussions, sustaining conversations on a variety of appropriate and relevant academic, social, college, and career topics by following turn-taking rules, asking and answering relevant, on-topic questions, affirming others, providing additional relevant information, paraphrasing and evaluating/analyzing/synthesizing key ideas.
11.S.2a	Listen, discuss, and respond to complex instructions and information.
11.S.2b	Synthesize, analyze, and debate information, justifying answers with details from texts, self, and the world.
11.S.3	Use a variety of grade-appropriate general academic and content-specific academic, social, college, and career ready words accurately and appropriately when producing complex spoken texts and to tell, retell, explain, and analyze stories and personal experiences and current/world events.
11.S.6	Plan and deliver a variety of oral presentations and reports on social, academic, college, and career topics that present evidence and facts to support ideas using growing understanding of formal and informal registers.
Reading	
11.R.1	Evaluate, analyze, research/synthesize, and document inferences and conclusions drawn from in-depth critical reading of appropriate texts and viewing of multimedia. Examine ideas, increasingly complex phenomena, processes, genre, and relationships within and across texts. Recognize fact vs. opinion and fiction vs. nonfiction as well as facts/supporting details from the texts.
11.R.10	Read and comprehend a variety of culturally relevant literature, including stories, dramas, and poetry, and informational texts (e.g., history/social studies, science, and technical texts) of appropriate grade level.
11.R.2L	Determine a theme or main idea of a literary text and analyze in detail its development, including how it emerges and is shaped and refined by specific details; provide a subjective summary of the text.
11.R.3I	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
11.R.3L	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the setting, plot or

Unit 11.4: It's a Mystery!
English as a Second Language
6 weeks of instruction

	develop the theme.
11.R.4L	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
11.R.5L	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
11.R.6L	Analyze a particular point of view or cultural experience reflected in a work of literature drawing on a wide reading of world literature.
11.R.7I	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which elements are emphasized in each account.
11.R.7L	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each media.
11.R.9L	Analyze how an author draws on and transforms source material in a specific work.
Writing	
11.W.2	Write college-level essays (e.g., argumentative, expository, compare and contrast, persuasive, and process), research papers, and film reviews with increasing independence and precision using appropriate text organization, expanding vocabulary, selection, organization, and analysis of content.
11.W.3	Write narratives (short stories, memoirs, and journals) using transitional words and other cohesive devices to better organize writing to develop real or imagined experiences or events using effective technique, targeted details, and well-structured sequences.
11.W.5	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
11.W.8	Write routinely over short and extended time frames (time for research, reflection, and revision) for a variety of discipline-specific tasks, purposes, and audiences.
Language	
11.LA.4c	Consult reference materials (e.g., dictionaries, glossaries, thesauri), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its origin, or its standard usage or variations.
11.LA.6	Accurately use general academic and domain-specific or content area words and phrases, sufficient for reading, writing, speaking, and listening at the college and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Unit 11.4: It's a Mystery!
English as a Second Language
6 weeks of instruction

STAGE 1 – (Desired Results)			STAGE 2 – (Assessment Evidence)		STAGE 3 – (Learning Plan)
Alignment to Learning Objectives	Content Focus <i>(The student understands...)</i>	Content Vocabulary	Performance Tasks	Other Evidence	Learning Activities
<p>PRCS: 11.L.1 11.L.1c 11.R.1 11.R.10 11.R.2L 11.R.3I 11.R.3L 11.R.4L 11.R.5L 11.R.6L 11.R.7I 11.R.7L 11.R.9L 11.S.1 11.S.2a 11.S.2b 11.W.2</p> <p>EQ/EU: EQ2/EU2 EQ3/EU3</p> <p>T/A: A1, A2, A3</p>	<ul style="list-style-type: none"> Context clues, reference sources, and vocabulary expansion strategies. Point of view. Setting in fiction, particularly mystery novels. The structure and organization of the detective novel genre. Elements of expository writing. How to analyze character development and setting. How to make connections to text. How to express thoughts and opinions to discuss concepts and plot. 	<ul style="list-style-type: none"> Alibis Clues Culprit Figurative language Interrogate Investigate Lead Prediction Red herring Setting Sidekick Suspect Victim Witness 	<p><i>For complete descriptions, refer to the section 'Performance Tasks' at the end of this map.</i></p> <p><i>Explain a Process Integrating Compare/Contrast</i></p> <p>The student refines the expository journal entry he/she previously completed about the method of solving the mystery (many available at mysterynet.com or kids.mysterynet.com) that the detective in his/her novel took. The student also writes similar drafts about at least one other mystery story he/she has viewed in another medium during this unit. (The student uses these drafts to compose an expository essay comparing and contrasting the process of solving the mysteries in the story versus the movie version. The student edits and revises his/her work before completing a final copy. The student also presents his/her work orally to the class. The essay and oral presentation are assessed using a teacher-made</p>	<ul style="list-style-type: none"> Literacy Journal – which will include: <ul style="list-style-type: none"> Daily Quick-writes and longer journal entries. Prompts suggested below in Learning Activities. Dialogue Journal – the student writes an entry, the teacher writes a response directly in the journal, the student responds, and so on. Reading Response Journal – The student answers response questions on this/her silent or group reading as assigned by the teacher. (See Learning Activities for suggested prompts.) Reading Log – The student records titles and pages read each day. 	<p><i>For sample lessons related to the following group of learning activities, refer to the section 'Sample Lessons' at the end of this map.</i></p> <p><i>Detective Novels –In text and other forms/ Expository Journal Entries</i></p> <ul style="list-style-type: none"> The teacher chooses a high-interest detective novel to read aloud to the class. (See Literature Connections for suggestions) The goal should be to finish reading this novel within the first two weeks of the unit. The teacher should model fluency in oral reading, express thoughts and opinions to discuss concepts and plot, and use context clues to discern the meaning of unfamiliar words. The teacher should also lead discussions with the the student about character development, setting, and point of view of the novel. This novel also serves as a common knowledge base for the student to discuss and provide examples of the parts of the performance tasks. The teacher picks a mystery story that also has a movie version or presentation in another medium. The student keeps information in a journal to

Unit 11.4: It's a Mystery!
English as a Second Language
6 weeks of instruction

	<ul style="list-style-type: none"> • How to make predictions and inferences. • How to analyze the meanings of unfamiliar words and apply the new meanings to context. • How to classify point of view. • How to explain a process integrating compare and contrast. • How to write an expository essay. • How to utilize reference sources. • Setting in fiction, particularly mystery novels. 		<p>rubric.</p>	<ul style="list-style-type: none"> ○ New Vocabulary Personal Word Wall – The student records unfamiliar words he/she encounters throughout the unit. The student uses context clues and reference materials to find the meanings of the words. 	<p>begin essay ideas.</p> <ul style="list-style-type: none"> • In the journal respond to all or some of the following: • How do your detective's character traits contribute to his/her strengths and weaknesses as a detective? • What kind of mystery is your detective trying to solve? How does your detective get involved? • Write a character detective about a sidekick in your story, either person, or animal. How does the sidekick contribute to detection during the mystery? • What is the setting of your novel? How does the setting contribute to or hinder the investigation? • Is the story written from the point of view of the detective? If so, choose a scene and rewrite it from the point of view of another character. (If it's not, choose a scene to rewrite from the point of view of the detective. The teacher may have to scaffold or model the process.) • Write a "how to" paragraph that takes the reader step-by-step through the process by which the detective solved the mystery. • Do your detective's character traits contribute to his/her strengths and weaknesses as a detective?
--	---	--	----------------	---	---

Unit 11.4: It's a Mystery!
English as a Second Language
6 weeks of instruction

STAGE 1 – (Desired Results)		STAGE 2 – (Assessment Evidence)		STAGE 3 – (Learning Plan)	
Alignment to Learning Objectives	Content Focus <i>(The student understands...)</i>	Content Vocabulary	Performance Tasks	Other Evidence	Learning Activities
<p>PRCS: 11.L.1a 11.LA.4c 11.LA.6 11.R.1 11.R.2L 11.R.3L 11.R.5L 11.S.3 11.S.6 11.W.3 11.W.5 11.W.8</p> <p>EQ/EU: EQ1/EU1 EQ2/EU2</p> <p>T/A: A1, A2 A4</p>	<ul style="list-style-type: none"> The structure and organization of the detective novel genre. Figurative language. 	<ul style="list-style-type: none"> Alibis Clues Culprit Figurative language Interrogate Investigate Lead Prediction Red herring Setting Sidekick Suspect Victim Witness 	<p><i>For complete descriptions, refer to the section 'Performance Tasks' at the end of this map.</i></p> <p>Writing a Mystery Short Story, Film Script or other medium of their choice</p> <ul style="list-style-type: none"> The student uses the object or setting from the activity to develop a short series of actions and characters with cause and effect that lead to solving a mystery. The teacher can use the Read Write Think websites in Lessons below to help develop the ideas. The teacher keeps the following in mind: <ul style="list-style-type: none"> It should be suspenseful It needs to include a crime, investigation or crime solver and have suspects. A good mystery includes – details, alibis, character motivation and a list of clues. For a good explanation and 	<p>Expand upon journal entries</p> <ul style="list-style-type: none"> The student chooses three expository journal entries from the unit and develops them into an essay. The student should work through the steps of the writing process in order to produce a high quality final copy. The essays are evaluated on a teacher-made rubric. Anecdotal evidence of comprehension and participation is collected during discussions and group work. 	<p><i>For sample lessons related to the following group of learning activities, refer to the section 'Sample Lessons' at the end of this map.</i></p> <p>Thinking about setting and cause/effect – Journal entries</p> <ul style="list-style-type: none"> The student writes an explanation of how a specific place influences the way he/she behaves. The student uses details from his/her own experience in a particular setting to support his/her explanation. The student writes an explanation of how setting influences a character and other aspects of the story. The student should support his/her explanation with details from the text. (The text can be the novel he/she is currently reading or anything else he/she has read recently.) The student assumes the role of an object, writes about experiences in a particular setting from the object's point of view, and writes a brief monologue describing the object's experiences.



Unit 11.4: It's a Mystery!
English as a Second Language
6 weeks of instruction

			activity to start the writing process see: http://www.brighthouseeducation.com/high-school-english-lessons/33149-writing-a-mystery-lesson-plan/		
--	--	--	---	--	--

Unit 11.4: It's a Mystery!
English as a Second Language
6 weeks of instruction

STAGE 3 – (Learning Plan)

Suggested Literature Connections

- **Carolyn Keene**
 - *Nancy Drew Mysteries*
- **Arthur Conan Doyle (many available online through SearchLit.org. Also here: <http://www.mysterynet.com/holmes/more.shtml>)**
 - *Sherlock Holmes Series*
- **Franklin W. Dixon (collective pseudonym for many authors)**
 - *The Hardy Boys Series*
- **Edgar Allan Poe (<http://www.mysterynet.com/edgar-allan-poe/murders-in-the-rue-morgue/>)**
 - *The Murders in the Rue Morgue*
- *Literature Timeless Voices, Timeless Theme, Bronze*
- **Ray Bradbury page 288 (Story: Setting)**
 - *"All Summer in a Day"*
- **Carl Sandburg page 294 (Story: Setting)**
 - *Primer Lesson*
- **Sir Arthur Conan Doyle, dramatized by Michael and Mollie Hardwick page 328 (Play: Drawing Conclusions)**
 - *"The Dying Detective"*
- **Rod Serling page 696 (Play: Predict, Conflict in Drama)**
 - *"The Monsters Are Due on Maple Street"*
- **Sir Walter Scott page 727 (Ballad: Poetry)**
 - *Lochivar*

Additional Resources

- Full-text short stories, novels, poems, etc. from a variety of genres: <http://www.searchlit.org/elibrary.php>
- MysteryNet Kids' Mysteries: <http://kids.mysterynet.com/>
- Online mysteries, mystery games, mystery books and resources: <http://www.mysterynet.com/>

Unit 11.4: It's a Mystery!
English as a Second Language
6 weeks of instruction

Performance Tasks

Explain a Process Integrating Compare/Contrast

- The student refines the expository journal entry he/she previously completed about the method of solving the mystery that the detective in his/her novel took. The student also writes similar drafts about at least one other mystery story that he/she viewed as a film or in another medium he/she has seen during this unit. (many available at mysterynet.com or kids.mysterynet.com)
- The student uses these drafts to compose an expository essay comparing and contrasting the process of solving the mysteries in the two stories –one read and one viewed.
- The student edits and revises his/her work before completing a final copy.
- The student also presents his/her work orally to the class.
- The essay and oral presentation are assessed using a teacher-made rubric.

Writing a Mystery Short Story, Film Script or other medium of their choice

- The student writes a Mystery Short Story, Film Script or other medium of his/her choice.
- The student uses the object or setting from the activity to develop a short series of actions and characters with cause and effect that lead to a solving a mystery. The teacher can use the Read Write Think websites in Lessons below to help develop the ideas. Keep the following in mind:
 - It should be suspenseful.
 - It needs to include a crime, investigation or crime solver and have suspects.
 - A good mystery includes- details, alibis, character motivation, and a list of clues.
- For a good explanation and activity to start the writing process see <http://www.brighthubeducation.com/high-school-english-lessons/33149-writing-a-mystery-lesson-plan/>

Unit 11.4: It's a Mystery!
English as a Second Language
6 weeks of instruction

Suggested Sample Lessons

The following sites have lessons, graphic organizers and many ideas on opening the mystery unit and hooking the student in, how to roll out the unit with a calendar, and some simple stories to read and how to plot them on organizers and turn them into written pieces. They are excellent resources.

- Plot Structure: A Literary Elements Mini-Lesson: <http://www.readwritethink.org/classroom-resources/lesson-plans/plot-structure-literary-elements-904.html>
- Thrills! Chills! Using Scary Stories to Motivate Students to Read: <http://www.readwritethink.org/classroom-resources/lesson-plans/thrills-chills-using-scary-407.html>
- ** Expository Escapade—Detective's Handbook: <http://www.readwritethink.org/classroom-resources/lesson-plans/expository-escapade-detective-handbook-40.html>
- Everyone Loves a Mystery: <http://www.readwritethink.org/classroom-resources/lesson-plans/everyone-loves-mystery-genre-796.html>
- <http://www.brighthubeducation.com/high-school-english-lessons/33149-writing-a-mystery-lesson-plan/>