

*Unit Plan***Core text:**The Maze Cutter by James Dashner*Prepared by Alicia Odrzywolski***Common Core  
Focus  
Standards**8<sup>th</sup> grade

CCSS.ELA-LITERACY.RL.8.3

Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

CCSS.ELA-LITERACY.RL.8.6

Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

**Common Core  
Focus  
Standards**9<sup>th</sup> / 10<sup>th</sup> grade

CCSS.ELA-LITERACY.RL.9-10.3

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.

CCSS.ELA-LITERACY.RL.9-10.5

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.

**Common Core  
Focus  
Standards**11<sup>th</sup> / 12<sup>th</sup>  
grade

CCSS.ELA-LITERACY.RL.11-12.3

Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

CCSS.ELA-LITERACY.RL.11-12.5

Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

<b>Essential Questions:</b>	<ul style="list-style-type: none"> <li>• How does the author use text structure to help us understand characters?</li> <li>• Why do human rights issues transcend time and place?</li> <li>• What responsibility do we have towards one another?</li> <li>• What defines a leader?</li> <li>• What impact does government have towards the success of a people?</li> </ul>	
<b>Cross-Curricular Connections</b>	<b>Social Studies:</b> <ul style="list-style-type: none"> <li>• Government and its establishment</li> <li>• Culture formation</li> <li>• Rise and fall of civilizations</li> </ul>	<b>Science:</b> <ul style="list-style-type: none"> <li>• Global warming</li> <li>• Geography's impact on resources/society</li> </ul>
<b>Key Concepts</b>	<b>Approaches to Learning/Key Strategies/AVID Strategies</b>	<b>Literacy Skills</b>
<ul style="list-style-type: none"> <li>• Dystopia</li> <li>• Utopia</li> <li>• Suspense</li> <li>• Text structure</li> <li>• Narrative</li> <li>• Conflict</li> <li>• Setting</li> <li>• Point of View</li> <li>• Perspective</li> <li>• Static/Dynamic Characterization</li> </ul>	<u>Writing:</u> <ul style="list-style-type: none"> <li>• Reflections</li> <li>• Quick-writes</li> <li>• Constructed responses</li> <li>• Extended responses</li> <li>• Writer's Workshop</li> <li>• One Pager</li> </ul> <u>Inquiry:</u> <ul style="list-style-type: none"> <li>• Text-to-self links</li> <li>• Philosophical Chairs</li> <li>• Metaphorical Thinking activities</li> </ul> <u>Collaboration:</u>	<ul style="list-style-type: none"> <li>• Summarizing</li> <li>• Paraphrasing</li> <li>• Close Reading</li> <li>• Crafting focused claims</li> <li>• Selecting relevant text support</li> <li>• Peer-Edit</li> <li>• Self-Assessment</li> </ul>

	<ul style="list-style-type: none"> <li>• Peer Editing</li> <li>• Group Discussions</li> <li>• Group projects</li> </ul> <p>Organization</p> <ul style="list-style-type: none"> <li>• Graphic Organizers</li> </ul> <p>Reading:</p> <ul style="list-style-type: none"> <li>• Core and supplemental texts</li> <li>• Close Reading</li> <li>• Vocabulary</li> </ul>	
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## Written Assessments

(Common Core Standards Based questions)

Grades:	Formative Writing Assessments	Summative Writing Assessment
8	<p>Constructed Response prompts:</p> <p>What does the line “What’s going on Flint?’ The man’s name wasn’t Flint, but she called him that for the sole reason that she wanted to. He seemed...lessened by it, and that was okay. Ideal, even.” reveal about the character Alexandra? Use two pieces of evidence to support your claim. (RL 8.3/W8.2)</p>	<p>Extended Response Prompt:</p> <p>After reading the Maze Cutter by James Dashner, explain how the author used text structure to build characterization. (RL8.6, W.9)</p>

9/10	<p>Constructed Response prompts:</p> <p>Is Minho a static or dynamic character? Use two pieces of evidence to support your claim. (RL 9-10.3)</p>	<p>Extended Response Prompt:</p> <p>After reading the Maze Cutter by James Dashner, explain how the author manipulated time and its impact on the plot. (RL9-10.5)</p>
11/12	<p>Constructed Response prompts:</p> <p>How does the structure of this text impact the reader's ability to understand the characters? Use two or more pieces of evidence to support your claim. (RL 11-12.3)</p>	<p>Extended Response Prompt:</p> <p>After reading the Maze Cutter by James Dashner, pick a main character and explain how the decision of one can affect many using that character as evidence. (RL 11-12.5)</p>