Unit 2: Developing Analytical Reading Practices: Interpretation Across Fiction Genres

Content Area: **English Language Arts**
Course(s): **English Language Arts**
Time Period: **Week 9**
Length: **6-8 Weeks**
Status: **Published**

Unit Overview

This unit focuses on inference and interpretation, developing theories and supporting those theories with evidence from the text. As students work to build upon their comprehension skills in fictional narratives, this unit will continue to support students with strategies to make meaning from text. The unit focuses on analyzing, theorizing, synthesizing, comparing, and contrasting specific and intentional elements of the narrative genre. This unit encourages children to think deeply about characters, considering what they value, the character's complexities, how secondary characters give insight into main characters, and finding ways to revise their ideas as they learn new information. The first component of this unit will teach students how to begin to take note of the interactions between characters and events in the text, using literary "signposts" as a framework for close reading. They will use these notes to begin analyzing the influence of these interactions on the text as a whole. Students will speak about their analysis and cite several pieces of textual evidence that supports their ideas. By the end of the unit, students will hone their interpretations to be more nuanced and deliberate. In addition, the unit provides opportunities for students to use the fiction texts as the basis of their literary analysis during writing workshop.

Standards

LA.RL.7.1	Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
LA.RL.7.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
LA.RL.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
LA.RL.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
LA.RL.7.5	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
LA.RL.7.6	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
LA.RL.7.7	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
LA.RL.7.9	Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context,

	and background knowledge) a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
LA.RL.7.10	By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.
LA.W.7.1	Write arguments to support claims with clear reasons and relevant evidence.
LA.W.7.4	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.7.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
LA.W.7.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.W.7.10	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LA.SL.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LA.SL.7.1.B	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
LA.SL.7.1.C	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
LA.SL.7.1.D	Acknowledge new information expressed by others and, when warranted, modify their own views.
LA.L.7.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.7.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.L.7.3.A	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
LA.L.7.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
LA.L.7.4.A	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
LA.L.7.4.B	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).

Essential Questions

How can we read in such a way that we develop more nuanced understandings of a text's meaning, learning to weigh and evaluate evidence, compare perspectives, and analzye authors' intentions?

- How do readers get to know characters at a deeper level?
- How do readers grow ideas about characters?
- How can readers learn lessons from characters?
- How does having a reading community help you in understanding a text?

- Why is it important to determine what type of narrator is present?
- How does tracking the text help deepen your comprehension about a specific text?
- Why is it useful to understand elements of narrative?
- Why is authors' craft and word choice so important?
- Why does point of view play such an important role in narrative text?
- How does analysis of literal text help you make inferences that deepen your understanding of the text?
- How do specific elements of narrative contribute to meaning of a narrative text?

Application of Knowledge: Students will know that…

- Readers build theories and gather evidence about characters.
- Readers read across books looking at similarities and differences in characters and grow bigger theories about them.
- Readers understand that authors will often repeat things that are important and they want you to notice.
- Readers understand that characters can be complicated.
- Readers understand that the characters in their books may change during a book or across a series.
- Readers understand that their theories will need to change as they read.
- Readers use inferences to build interpretations about texts.

Application of Skills: Students will be able to…

- Analyze lessons learned or changes in characters.
- Compare and contrast books' characters and themes.
- Demonstrate good listening skills during partner, small group, and whole class discussions.
- Discuss books for the plots within them and also the broader ideas.
- Identify narrative elements in order to reflect on the meaning of a piece of literature.
- Identify threads of ideas that run through the book and develop theories based on these ideas.
- Note specific places in a text to support their ideas and theories.
- Use Post-its and Reader's Notebooks to track and grow ideas about characters, events, recurring threads, and theories.

Teaching Points and Suggested Activities

Possible Sequence of Teaching Points:

The following teaching points and activities are adapted from the TCRWP curricular calendars and texts and

serve as a loose framework for teachers, who will add and or emphasize based on their students' needs.

Bend I: Building Theories, Gathering Evidence

- Readers know it is important to remember that actions can be windows to the person. In life and as we read, we can pause after a character has done something and say, 'Let me use what just happened as a window to help me understand this person.'
- Readers know it is important to keep in mind that characters are complicated; they are not just one way. To grow nuanced and complex ideas about characters it helps to think deeply about times when a person seems to act out of character.
- Readers pay attention to the objects that a character keeps near and dear is one way to grow ideas about what kind of person that character is. The possessions that a character keeps close almost always reveal something important about the person.
- When readers want to think deeply about a character, we examine the ways that people around the character treat the character, looking especially for patterns of behavior. We not only notice how other people, other characters, treat and view the main character; we also notice what others call the character and the voice and body language people assume when talking to the character.
- Readers sharpen our ideas about characters by using precise language to describe them and their actions.

Bend II: From Inference Toward Interpretation

- When readers get about halfway through our books (or when our books are bursting with ideas), it is wise to take some time to organize our thoughts. One way to do this is to sort our Post-it notes into piles of ideas that seem to go together.
- Once readers have grown a theory, a big idea, we reread and read on with that theory in hand.
- Expert readers believe that when thinking about stories, it can especially pay off to pay attention to characters in general and to their motivations and struggles in particular.
- Readers know that a simple, obvious idea about a character or a book is a great place to start, even if the goal is a complex idea. To take that simple idea as a starting place and to climb to higher levels of thinking, it helps to use a few phrases as thought prompts.
- Readers notice stuff that keeps recurring, that resurfaces often, that is threaded in and out of the fabric of a narrative, is the biggest stuff. The things that the author mentions again and again are the ones that she really wants you to notice, the ones that are critical to understanding the essence of the character and the story.

Bend III: Reading Across Books and Characters: Seeing Similarities and Differences and Growing Bigger Theories

- Readers can place several characters—even ones that appear in altogether different books—alongside each other to compare them.

- One way to compare characters is to look at whether the challenges or situations in their lives bear any similarity to each other.

- Another way to compare characters is to look across books to find characters playing parallel roles in these books.

- One of the best ways to grow ideas is through conversation. Partners help each other notice new patterns or suggest details that we may have overlooked, allowing for a far richer compare-and-contrast.

- Readers don't just compare characters with each other; we often compare a character with ourselves. There are particular characters that a reader begins to identify with and learn life lessons from.

Suggested Activities:

Students will engage in a variety of activities before, during, and after reading. Typical daily activities reflect the routines of the workshop model, including but not limited to:

- Minilesson (connection, teaching point, modeling, active engagement, independent practice, sharing)
- Interactive Read Aloud/Along (with strategically planned stopping points to model strategies and assess partner talk)
- Independent reading (consistent time devoted to stamina/fluency)
- Writing about reading (notebooks, jots, long/short writes, etc.)
- Small group lessons (based on strengths/weaknesses)
- Centers (providing independent exploration and reinforcement of concepts)
- Conferences (frequent "check-ins" to compliment, research, teach and track goals)

Other possible activities could focus on close reading "signposts" from *Notice and Note* to supplement all bends. This refers to a reading routine which provides students with "look fors" as they are reading and encourages them to reread a portion of a text to answer a question about the meaning of the text. As students read a text for class or for independent reading, these strategies promote student engagement in a text and helps students determine meaning and importance in literary texts, which contribute to student comprehension of complex texts.

Recommended "signposts" to review in unit two:

- Words of the Wiser – When an older or wiser character gives the main character advice, ask yourself what the lesson might be or how it will affect the character's life
- Memory Moment – When the action is interrupted and the author tells you about a memory, ask yourself why the memory might be important.
- Tough Questions – When the character asks themselves a tough question, think about what the tough questions makes you wonder.

Assessments

Assessment within this unit of study arrives in three forms: diagnostic, formative, and summative. The development and use of assessment will happen strategically throughout the unit as a means of maintaining a "pulse of learning" to ensure that students are grasping and mastering the skills and strategies intertwined within the teaching points prior to advancing on in the unit. Assessment will be formal and informal, as well as teacher-driven and student-driven. Students will be given the opportunity to self-assess their work to identify areas of weakness and development in order to develop ambitious, feasible goals. Students will also be asked to collaborate with peers in their assessment practices in order to support learning across zones of proximal development. On-going teacher assessment will take place in the context of the conference. Conferences, both small group and one-on-one conferring, are used to reinforce expectations, provide advice/or assistance, and to support growth.

Diagnostic Assessments:

- TC Running Record (http://readingandwritingproject.org/resources/assessments/running-records)

The running record forms provide a book introduction, the typed text, a sidebar of reading characteristics, a scoring guide, comprehension questions with sample responses, and space to take notes and to jot student responses. A Teacher Guidebook for Levels A-K and one for Levels L-Z+ is available in the Supporting Documents and explains in detail the assessments and includes suggestions for how to use the assessments to plan differentiated, explicit instruction for each student assessed.

Formative Assessments:

- Unit pre-assessment (On-demand performance task)
- Examination of student reading logs
- Examination of student developed jots and notebook entries
- Informal conferring and observation of independent reading habits and accountable talk
- Collection of anecdotes from teacher-student conferences: individual, small group, strategy, and guided
- Collection of observations from active engagement within mini-lesson
- Quick jots
- Exit tickets
- Student reflection

Summative Assessments:

- End of unit post assessment (On-demand performance task)
- Reading logs, jots, notebook entries, and other evidence of student growth
- Published writing composition

One possible on-demand assessment: Students reread a text they know and answer a question aligned to the

essential question of this unit:

- What is a central theme or message in this passage?
- Which details from the passage best convey this theme or message?
- Explain why these details are the most important in getting across this theme.

Within the unit, formative assessments will include reading notebook responses, annotations of short texts, prompted discussions with partners and with the whole class, reading conferences, and student reflections using checklists aligned to the Literature Reading Learning Progression.

As a summative post-assessment for both this unit and the Writing about Reading unit in writing, create or adapt a final performance assessment asking students to write an essay, comparing and analyzing more than one text.

Activities to Differentiate Instruction

Differentiation for special education:

- General modifications may include:
    - Modifications & accommodations as listed in the student's IEP
    - Assign a peer to help keep student on task
    - Modified or reduced assignments
    - Reduce length of assignment for different mode of delivery
    - Increase one-to-one time
    - Working contract between you and student at risk
    - Prioritize tasks
    - Think in concrete terms and provide hands-on-tasks
    - Position student near helping peer or have quick access to teacher
    - Anticipate where needs will be
    - Break tests down in smaller increments
    - Strategy groups

- Content specific modifications may include:
    - Instruction aligned to student's performance level according to Teacher's College Reading Continuum
    - Personal student goals designed to move student along Teacher's College Reading Continuum

Differentiation for ELL's:

- General modifications may include:
    - Strategy groups
    - Teacher conferences

- Graphic organizers
- Modification plan
- Collaboration with ELL Teacher

- Content specific vocabulary important for ELL students to understand include:
  - Point of View, Analyze, Critique, Story Elements, Theory, Inference, Interpret, Evidence, Evaluate, Compare, Contrast

Differentiation to extend learning for gifted students may include:

- special emphasis to the critical-thinking components of the standard scoring rubrics
- a wider array of related topics and cross-curricular connections
- opportunities for students to engage in peer instruction
- requiring more initiative and independence from students
- application of critical thinking skills to more sophisticated elements of author's craft, such as the use of irony, symbolism, foils, unreliable narrators, and multiple perspectives
- encouraging students to apply insights revealed in group discussions to their own analysis of literature

Integrated/Cross-Disciplinary Instruction

Writing Workshop

- apply language and ideas from read alouds and independent reading
- utilize read alouds and independent reading as mentor texts
- expand written vocabulary from read alouds and independent reading
- apply sentence, paragraph, and narrative structure from mentor texts
- utilize other elements of author's craft seen in mentor texts and independent reading books
- develop argumentative essays based on literary theories

Content Areas: Science, Social Studies, Health

- read just right books in the content areas
- use mentor texts to deliver Social Studies content
- compare content area ideas and issues to character struggles in read alouds and mentor texts
- apply reading skills and strategies to the reading done in the content areas

Study Skills

- use graphic organizers to support reading
- use checklists and rubrics to monitor progress
- use Venn diagrams and t-charts to gather, compare, and contrast events
- use highlighters, note cards, post-its, and other tools to keep track of events, details, and ideas
- keep a log and notebook

The Arts

- analyze illustrations in books for details
- compare illustrations to other forms of art
- illustrate a passage that was just read to show details, ideas, and lessons
- act out a scene from a book to better visualize how a character feels

Suggested Mentor Texts and Other Resources

Suggested Professional Texts:

Beers, G K, and Robert E. Probst. *Notice & Note: Strategies for Close Reading*, 2012. Print.

Calkins, Lucy. *A Curricular Plan for the Reading Workshop Grade 7*. 2011–2012 Heinemann: Portsmouth, NH.

"Following Characters into Meaning." Curricular Calendars for The Reading Workshop by Lucy Calkins and Colleagues from The Reading and Writing Project Units of Study in Reading.

"Developing Analytical Reading Practices Across Genres." TCRWP Reading Curricular Calendar, Seventh Grade, 2015-2016.

Serravallo, Jennifer. *The Reading Strategies Book: Your Everything Guide to Developing Skilled Readers*., 2015. Print.

Possible Anchor Texts:

Picture Books:

The Promise by Nicola Davi*es*

Ivan: The Remarkable True Story by Katherine Applegat*e* (compare to novel in verse*)

*The Harmonic*a by Tony Johnsto*n*

*The Hundred Dresses*s by Eleanor Estes

Novel excerpts from *Hey World! Here I am!* by Jean Little ("Five Dollars"/ "Maybe a Fight"; "Mrs. Buell"/ Mr. Entwhistle) and *Childtimes* by Eloise Greenfield ("A Play", "Mama Sewing")

Adapted version of *A Christmas Carol* by Charles Dickens

Paired texts like short story "Seventh Grade" and poem "Oranges" by Gary Soto

21st Century Skills

CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP6.1	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
CRP.K-12.CRP8.1	Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
CRP.K-12.CRP11.1	Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
CRP.K-12.CRP12.1	Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.