Unit 6 Reading: Reading for Perspective and Power through Historical Fiction

Content Area: **English Language Arts**
Course(s):
Time Period: **Trimester 3**
Length: **6-8 Weeks**
Status: **Published**

Brief Summary of Unit

This unit of study focuses on the discussion of historical setting and its effect on characters. Students will explore the message the author creates through the events in the text, the perspective of various characters and the power of relationships. Students will examine the use of stereotypes and discuss whether they are fair or biased. Students will identify contradictions between characters' words and actions. Students will uncover the theme of the text and discuss its relevance in today's world.

This unit is designed to be part of a developmental progression across grade levels and make interdisciplinary connections across content areas including physical and social sciences, technology, career readiness, cultural awareness, and global citizenship. In this course, students are provided with opportunities to develop skills that pertain to a variety of careers.

Revision date: July 2023

Standards

The identified standards reflect a developmental progression across grades/levels and make interdisciplinary connections across content areas including social sciences, technology, career readiness, cultural awareness and global citizenship. The standards that follow are relevant to this course in addition to the associated content-based standards listed below.

This unit further reflects the goals of the Holocaut Education mandate where students are able to identify and analyze applicable theories concerning human nature and behavior; understand that genocide is a consequence of prejudice and discrimination; understand that issues of moral dilemma and conscience have a profound impact on life; and understand the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

This unit also reflects the goals of the Department of Education and the Amistad Commission including the infusion of the history of Africans and African-Americans into the curriculum in order to provide an accurate, complete, and inclusive history regarding the importance of African-Americans to the growth and

development of American society in a global context.

In accordance with New Jersey's Chapter 32 Diversity and Inclusion Law, this unit includes instructional materials that highlight and promote diversity, including: equity, inclusion, tolerance, and belonging in connection with race and ethnicity and disabilities.

LA.RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
LA.RL.6.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
LA.RL.6.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
LA.RL.6.6	Explain how an author develops the point of view of the narrator or speaker in a text.
LA.RL.6.9	Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

Essential Questions

- How can I read to analyze how an author develops certain perspectives and power positions in a story?
- How do I take notice and question power relationships? Why does equity become an important consideration? Are some power relationships equitable?
- How do readers view texts critically and examine authorial decisions?
- How does generalizing and stereotyping impact a person's identify? How is a person's true identify an intersection of various characteristics?
- How does perspective inadvertently create stereotypes and impact personal power?
- In what way does bias impact society?

Students Will Know/Students Will Be Skilled At

- consideingr the perspective of characters by looking at them from different points of view.
- developing ideas beyond theme by examining authorial decisions.
- exploring the messages that the author creates by considering moments when characters' words don't match their actions.
- how to use critical reading to look in depth at a text.
- interpreting the power of author's craft by rewriting a section using different types
- using critical reading to analyze a text.
- working on a team to create, substantiate, and sustain argument through debate.

Evidence/Performance Tasks

Students demonstrate differentiated proficiency through both formative and summative assessments in the classroom. Based on individual student readiness and performance, assessments can be implemented as formative and/or summative.

Developmental progression across years in both reading and writing is evidenced by benchmark assessments. Follow up diagnostic assessments may be used to target skill remediation. Student proficiency allows for additional or alternative assessment based on demonstration or absence of skill.

The performance tasks listed below are examples of the types of assessments teachers may use in the classroom and the data collected by the district to track student progress:

Formative Assessments

- Responses to Essential Questions
- One-to-one reading conferences and accompanying conferring notes
- Peer conferences/Partner Reading Time
- Large and Small-Group Discussion
- Whole group mini-lessons (model reading strategies)
- Accountable Talk
- Turn and talks
- Reading Responses on Post-its/Stop and Jots
- Reading Responses in Journals/Notebooks
- Quick-Writes about Reading
- Interactive Read Aloud Reading responses, written and oral (Thinkaloud and Close Reading)
- Exit tickets or Do Nows
- Engagement Observations
- Reading Logs and Reading Surveys
- Envision and prediction post-it notes/Board
- Monitor Stamina, Volume, and Fluency through rubrics
- Read increasingly complex text by monitoring student self-selection of leveled text
- Small Group Strategy Reading group work
- Knowledge of domain-specific vocabulary
- Grade-Level Engagement Rubric for Verbal and Non-Verbal Participation

Summative Assessments including Alternative Assessments:

- Reading Notebooks using grade-level text questions
- Running Records
- Teachers College Reading and Writing Project: Reading learning progressions
- Teachers College Reading and Writing Project: rubrics with student samples
- Vocabulary/Word Study Assessments
- Creative projects (podcasts, skits, book talks, web pages, writing in the style of the author).
- Create text sets about same issues perhaps with different messages

- Visual texts with questions
- Debate
- Choose a different author's craft to rewrite a section of text and use this new writing to analyze the affect of the choices the author did make
- Performance- and project-based learning
- Personalized, student-designed assessments

Benchmark Assessments

- Fountas and Pinnell Benchmark Assessment System, grades 3-8, Levels L-Z, Heinemann
- Complete Comprehension, Independent Reading Assessment, fiction, Jennifer Serravallo, Heinemann
- iReady Screener and Diagnostic Assessment
- Benchmark Grade-Level Reading and Writing Assessments aligned with New Jersey Student Learning Standards
- New Jersey Student Learning Assessment (NJSLA)

Learning Plan

The Middle School Language Arts/Literacy program encompasses reading literature and informational text, speaking and listening and enhancing language skills (spelling, grammar, and vocabulary). The understandings and skills of each strand of the New Jersey Student Learning Standards are not isolated, but integrated, interactive, and embedded in all subject areas across the curriculum. Teachers may engage in two whole-class, closely-studied community readings per year, not to exceed four weeks each.

Reading instruction is literature-based and follows a balanced literacy approach through a number of strategies and techniques in Reading Workshop. These include read-alouds/alongs, shared reading, guided reading, independent reading, small group strategy instruction, one-to-one conferencing, and partnership or book club discussions. Reading Workshop provides students with the necessary tools to communicate orally, read and comprehend print, and write with clarity and purpose for a variety of audiences. Individual conferences with each student will address specific needs of the reader. Students will select from authentic literature at their independent and instructional reading levels.

Lessons should follow the mini-lesson format:

- Teaching point(s) for each lesson
- Connection: Connects new learning to previous learning/lessons
- Teach/Modeling: Uses 'think alouds' when modeling what you expect students to do
- Guided Practice/Active Engagement: Guides students through practice of the teaching point
- Link to Independent Practice: Helps writers understand the purpose for the writing they are about to do and the skills/craft they will be practicing/applying independently as good writers
- Independent Writing/Student Conferences: Provides time for students to do independent writing while teacher confers with individual students, works with small groups, or writing clubs*.

- Closure/Sharing: Pull students back together and recognize the work they have done relating to the teaching point. (See end of section for closure ideas.)

Please refer to the Middle School ELA, Grade 6 Folder for specific lessons and materials for Word Study.

Teachers may personalize instruction during this unit and address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students.

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For this particular unit, teachers should...

- Prepare materials for discussion, writing, and synthesis
- Select mentor texts for modeling
- Establish book club norms and expectations
- Prepare for conferences with students
- Prepare materials for review of signposts
- Create formative and summative assessments
- Prepare research to assist in background knowledge

- Academic terms may include the following: perspective, bias, stereotype, race, class, gender, age, position.
- Centers (see pages 29-38 of the TCRWP unit)
- Conference Notes
- During Shared Reading expose students to the following: •Reading critically • Talking back to texts • Deconstructing texts and author's choices • Noticing power relationships and who benefits from the power • Charting power, perspective, and position • Linking together the three P's. • Citing specific textual evidence • Determining themes and analyzing their development by looking at different points of view • Using input from others to add to or change thinking • Exploring using a T chart writing decisions the author makes versus the impact of those decisions • Examining how the author shapes the message by looking at the following: what characters are in the spotlight, who are not, and who are off stage. • Reading using the lens of gender, race, class, and age.
- Freedom Summer by Deborah Wiles Harry Potter series by J.K. Rowlins Independent reading books Leveled texts Various poems, short stories, fables, selections from Scope Magazine, excerpts from novels,

Spotlight on Literary Elements from Scholastic, Readworks.org, short dramas

- Gallery walks
- Independent reading time
- Interactive read-alouds (think alouds and close reading)
- Large and small group discussion
- Literary elements may include the following: author's craft- contrast and contradiction, flashback (memory moment), flash forward, repetition (again and again), foreshadowing, symbolism, dialect, allusion, and archetype.
- Mid-workshop interruption
- Other Mentor/Anchor Text ideas: • "My Side of the Story" and "Carrots" by Adam Bagdasarian from First French Kiss • "You Belong with Me" by Taylor Swift (music video) • Excerpts from poems by James Howe: Addie on the Inside p. 68-70 and 95-99: "Devalued", "Listening from the Last Stall", "Here We Go Again", • *Photos from various sources (p. 31 of TC binder 2014-15) • *Comic strips ex: Calvin and Hobbes (p. 35) • *Nonfiction article suggestions for race, class, and gender (p.43) • "Eleven" by Sandra Cisneros • "Mr. Entwhistle" by Jean Little • "Inside Out" by Francisco Jimenez • Readworks.org • The Cay by Theodore Taylor • Mrs. Frisby and the Rats of NIMH by Robert C. O'Brien • Bridge to Terabithia by Katherine Paterson • The View from Saturday by E. L. Konigsburg • The Devil's Arithmetic by Jane Yolen • Scholastic/Scope Magazine • *See appendix in Unit 5 in TC Reading binder on p.10-11 (Reading Curricular Calendar and How Long It Should Take a Child to Read a Book) and p. 23-24 (Series that Move up Levels within Series and Some Courses of Study for Teen Readers.
- Partner reading time
- Poetry terms may include the following: white space, lines, stanza, rhyme scheme, lyrics, meter, end rhyme, slant/imperfect rhyme.
- Post-its/jots using evidence
- Pre unit assessment using critical literacy reading continuum found in Appendix B & C p. 39-42 of TC reading unit 2014-15.
- Small group strategy lessons
- Some small moment stories (supporting writing workshop) Model how to talk about books in ways that support comprehension and engagement Whole class conversations about books to grow partnership conversations (adding to another's ideas or asks another child to say more) Model listening and talking behaviors in large group and small group conversations about texts.
- Teacher observations
- Vocabulary strategies such as using context clues; identifying prefixes, roots, suffixes; analyzing syntax including grammatical structures and parts of speech, creating word walls, to name a few.
- Vocabulary Words will be culled from mentor texts and independent reading.
- Whole group mini-lessons (model reading strategies)

Materials

The materials used in this course integrate a variety of leveled instructional, enrichment, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available.

Teachers must refer to the district-approved Core Book List while selecting whole-class or small-group leveled resources.

Please reference the materials in this Middle School ELA, grade 6 folder under "reading."

- Conferring with Readers: Support Each Student's Growth & Independence, Jennifer Serravallo & Gravity Goldberg
- Falling in Love with Close Reading: Lessons for Analyzing Texts—And Life, Christopher Lehman and Kate Roberts
- Girls, Social Class and Literacy, Stephanie Jones
- Historical Fiction Book Clubs, Mary Ehrenworth and Pablo Wolfe (Heinemann)
- Notice and Note: Strategies for Close Reading, Kylene Beers and Robert E. Probst
- Read Write Teach: Choice and Challenge in the Reading-Writing Workshop, Linda Rief
- What Readers Really Do: Teaching the Process of Meaning Making, Dorothy Barnhouse and Victoria Vinton
- www.readingandwritingproject.com

Strategies for Accommodation and Modification

Content specific accommodations and modifications as well as Career Ready Practices are listed here for all students, including: Special Education, English Language Learners, At Risk of School Failure, Gifted and Talented, Students with 504.

The structure of reading workshop is designed to differentiate and address specific goals and learning for each reader:

- The unit includes presentation of material through multiple modalities such as visual, auditory, and kinesthetic to address the unique learning styles of all students.
- The teacher will assign, assess and modify if necessary to address the specific needs of the learner.
- Students will select from authentic literature at their independent and instructional reading levels.
- Individual conferences with each student will address specific needs of the reader.

Possible accommodations during reading workshop include, but are not limited to:

- Use visual presentations of all materials to include organizers, charts, word walls.
- Have a designated reader for difficult content
- Work in partnerships
- Give responses in a form (verbal or written) that is easier for the student
- Create packet of suggested ways to "Talk and Share About Books" to allow for independence.
- Take additional time to compete a task or project
- Take frequent breaks
- Use an alarm to help with time management
- Questioning techniques – QAR (Question-Answer Relationships) Right There, Think and Search, Author and You, On My Own – (50 Instruction Routines to Develop Content Literacy – Pearson

Publishing 2011) Inclusion Strategy Book
- Mark text with a highlighter
- Receive help coordinating assignments
- Answering fewer questions or completing shorter tasks
- Create alternate assignments or homework
- Provide a distinct steps in a process; elminate unnecessary steps, as needed.
- Manage executive function by scaffolding process and amending deadlines
- Use digital ebooks, technology, audio and video version of printed text
- Differentiate roles in discussion groups
- Access speech to text function on computer

Possible modifications to content during reading workshop include, but are not limited to:

- The teacher will refer to the Fountas and Pinnell Literacy Continuum: A Tool for Assessment, Planning and Teaching to target speciifc strategies to teach students below benchmark levels.
- Adhere to all modifications and accomodations as prescribed in IEP and 504 plans.

Individual conferences with each student will address specific needs of the reader.