Unit 6 Reading: Reading Analytically Across Modes/Texts/Genres

Content Area: **English Language Arts**
Course(s):
Time Period: **Trimester 3**
Length: **5-6 Weeks**
Status: **Published**

Students Will Know/ Students Will Be Skilled At

- Students will know the interrelationship between a topic, a main idea, and a theme
- How understanding poets' techniques and goals help analyze a poem?
- Students will be skilled at annotating text
- Students will be skilled at comparing and contrasting texts
- Students will be skilled at discussing literature with teachers and peers
- Students will be skilled at expressing theme as both a general idea and a specific statement
- Students will be skilled at identifying allusions, symbols, and figurative language found in texts and analyzing their impact on the overall meaning
- Students will be skilled at identifying themes in literary works
- Students will be skilled at reading text independently with fluency and comprehension
- Students will be skilled at selecting appropriate pieces of text as support and including it when writing about theme
- Students will be skilled at using a variety of reading strategies when encountering challenging texts
- Students will know common or universal themes found in literature
- Students will know definitions of poetic terms and devices.
- Students will know different types of figurative language: simile, metaphor, personification, hyperbole
- Students will know features of different types of texts (example: how a script looks and functions compared with a short story; how a poem differs from a story, etc.)
- Students will know methods for identifying themes in text
- Students will know the "signposts" for reading fiction
- Students will know the different ways signposts can be "strung together" in a textin order to develop a theme
- Students will know the meaning of symbolism and how a symbol may contribute to meaning
- Students will know the points of view that exist in literature and how they differ from one another
- Students will know what a theme is
- Students will know what an allusion is and how allusions work in a text

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.)

This class establishes a "staircase" of increasing complexity in what students must be able to read so that all students are ready for the demands of high school-level reading. Additionally this unit requires the progressive development of reading comprehension so that students advancing are able to gain more from whatever they read. Students will read a diverse array of classic and contemporary literature and gain a greater appreciation of the various literary genres through a careful study of plot, character, setting, point of view, and theme. Genres may include but not limited to the following; novels, short stories, print and electronic articles, picture books, songs/lyrics, media clips, drama, poetry, folk tales, and fables.

Throughout this class, students will read challenging informational texts in a range of subjects. Informational text can be seen as a type of nonfiction. Informational text conveys facts about the natural or social world; crafted by an expert in the field to an audience of lay people; includes specialized features such as headings and technical jargon. Students are expected to build knowledge, gain insights, explore possibilities, and broaden their perspective while acquiring needed skills and strategies.

Please refer to the Middle School ELA, Grade 8 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.

This particular unit focuses on students reading texts in a variety of formats (novel excerpts, short stories, poems, essays, scripts, etc.) in order to recognize the similarities within and across genres and themes. Students will also analyze various ways in which authors might explore similar ideas but express their themes in unique and nuanced ways. Finally, students will analyze ways in which the work's format contributes to meaning and impacts the reader.

For this particular unit, teacher should...

- Build a text set for comparison, discussion, writing, and synthesis
- Select multi-media texts
- Prepare materials for teaching thematic analysis of text
- Prepare for conferences with Students
- Create formative and summative assessments

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 8 folder under "reading."

Instructional Materials

- "Lamb to the Slaughter (Roald Dahl): http://lewebpedagogique.com/anglais/wp-content/blogs.dir/16/files/lamb-to-the-slaughter.pdf (link to short story)
- "Marigolds" (Eugenia Collier): http://www.middletownhs.org/ourpages/auto/2014/9/22/50352103/Marigolds.pdf (link to story)
- "On Turning Ten" (Billy Collins): http://crismoreclassroom.weebly.com/uploads/8/7/0/2/87026758/u2_life_frighten_se.pdf (link to poem)

- "The Lottery" (excerpts) (Shirley Jackson): http://ew.com/article/2016/10/11/the-lottery-graphic-novel-shirley-jackson-excerpt/ (link to excerpts from graphic novel)
- "The Lottery" (Shirley Jackson): http://fullreads.com/literature/the-lottery/5/ (link to short story)
- "The Tell-Tale Heart" (Edgar Allan Poe): http://cvms.canfield.k12.oh.us/web/canf_mxc/PDF/Tell_Tale_Heart.pdf (link to short story)
- "The Wilderness of Childhood" (Michael Chabon): http://www.nybooks.com/articles/2009/07/16/manhood-for-amateurs-the-wilderness-of-childhood/ (link to essay)
- Classroom library (with varied genres and levels) for independent reading
- Link to video on point of view: https://www.flocabulary.com/unit/point-of-view/
- Links to videos on irony: -http://ed.ted.com/lessons/situational-irony-the-opposite-of-what-you-think- christopher-warner -http://ed.ted.com/lessons/in-on-a-secret-that-s-dramatic-irony-christopher-warner

Teacher Resources

- Link to a list of universal themes: https://www.thoughtco.com/common-book-themes-1857647
- Notice and Note, Beers and Probst

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 format (verbal or written) that is easier for the student
- Take additional time to compete a task or project
- Take frequent breaks
- Modify the length and quantity of assignments to fit individual student's abilities and needs.
- Supply study guide questions, graphic organizers, and access to class notes.

- Individualize reading choices based on ability (reading level), readiness, and choice through extensive classroom library
- Use an alarm to help with time management
- Receive help coordinating assignments
- Answering fewer questions or completing shorter tasks
- Create alternate assignments or homework
- Provide discreet 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

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.