Unit 1: Foundations of Literary Analysis Prose Fiction (Weeks 1-6)

Content Area: **English Language Arts**
Course(s):
Time Period: **Full Year**
Length: **9 Weeks**
Status: **Published**

Unit 1: Foundations of Literary Analysis Prose Fiction

Unit Rationale

Given the recursive nature of instruction pertaining to literary analysis skills, this unit serves to augment the students' prior knowledge of how to deconstruct a work of fiction in order to conduct a thorough examination of a text. Students will develop a deeper understanding of discrete skills such as: supporting analyses with textual evidence, utilizing information that is either implicitly stated or implied to reinforce analyses, determining a theme/central idea of a work of literature, providing an objective summary of a text, using plot elements to enhance analyses, gaining a more sophisticated and nuanced understanding of a text through an examination of word selection, analyzing the correlation between structure and meaning, comparing and contrasting varying points of view (narration), comparing a work of literature to its multimedia counterpart, and, when applicable, considering the impact of the historical context on a work of literature. Gaining ownership of these skills and understanding how to apply them will enhance their ability to read and comprehend literature at a level of text complexity that exceeds where they were at the beginning of the year. In addition, the selected materials and instructional methodologies are designed to differentiate instruction as a means to maximize student growth in areas that align with the New Jersey Student Learning Standards for English Language Arts.

Essential Questions

- How can textual evidence enhance a reader's insights?

- How can drawing inferences unlock the subtle nuances of a text?

- How can plot elements assist with gaining a thorough understanding of a text and inform a summary?

- How does narration shape what a reader knows and understands?

Pre-Assessments

Students will complete the Scholastic Reading Inventory as a pre-assessment. This will give teachers reading levels for grouping and story selections. Teachers can also use the summer reading assignment as a pre-assessment to gauge student's ability to write about reading. The summer reading is a RACE response.

Instructional Plan

See lessons below.

Possible Texts and Resources:

The Skin I'm In

Flipped

The Watsons Go to Birmingham, 1963

Roll of Thunder, Hear My Cry

Treasure Island

Eleven by Tom Rogers

Freak the Mighty by Rodman Philbrick

The Westing Game by Ellen Raskin

CommonLit short stories and informational texts

Windows and Mirrors textbook

ALL LESSONS CAN TAKE SEVERAL DAYS

Skill Set 1: Connections & Inferences

Student Learning Intentions or We are learning to … (WALT)

WALT relevant connections and text evidence are used to make inferences.

WALT there are explicit and implicit meanings that can be drawn from a text.

WALT analysis is based on inferences made from text evidence and relevant connections.

WALT multiple pieces of text evidence should be used to support analysis.

WALT make relevant connections to support analysis of what the text says explicitly.

Student Success Criteria … "I can statements"

I can...make personal connections to a text.

I can...make connections to other texts and real-world situations.

I can...infer implicit messages in a text.

Instructional Strategies and Activities

- Visible Learning Techniques
- Direct Instruction
- Differentiated Instruction
- Small Group Work
- Whole Group Work
- Guided Reading
- Independent Reading
- Journaling (Bell Ringers)
- Annotating
- RACE Responses
- Field Trips (Virtual and/or Actual)
- Guest Speakers
- Projects
- Et Al.

Formative Assessments

- RACE Writing Prompts
- CommonLit Assessments
- Scholastic Reading Inventory
- Study Guide Materials
- Graphic Organizers
- Instructional Dialogue
- Student Explanation Videos (Loom/Zoom)
- Quizzes/Tests
- Projects
- Closure Activities
- Et Al.

Instructional Materials and Resources

- CommonLit
- Vocabulary .com
- Scholastic Reading Inventory
- Scholastic Scope
- Bell Ringers
- Projects

- Videos/Audio Clips
- ZOOM/LOOM Video

Reflections and Suggested Modifications

Will need to supplement as CommonLit to address the specific standard in isolation.

ELA.RL.CR.7.1	Cite several pieces of textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.
ELA.RI.CR.7.1	Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.

Skill Set 2: Theme & Summarization

Student Learning Intentions or We are learning to … (WALT)

WALT determine a theme/central idea of a text.

WALT analyze the development of a theme or central idea over the course of a text.

WALT authors develop a theme or central idea over the course of a text.

WALT provide an objective summary of the text.

WALT summaries are objective and free from opinion or analysis.

Student Success Criteria … "I can statements"

I can...determine the theme of a text.

I can...determine the central idea of a text.

I can...analyze how theme/central idea develops throughout a text.

I can...write an objective summary.

Instructional Strategies and Activities

- Visible Learning Techniques
- Direct Instruction
- Differentiated Instruction
- Small Group Work
- Whole Group Work
- Guided Reading
- Independent Reading
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- RACE Responses

- Field Trips (Virtual and/or Actual)
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Reflections and Suggested Modifications

Integrated Common Lit reading — Langston Hughes One Friday Morning (RL. 2)

ELA.RL.CI.7.2	Determine a theme in a literary text (e.g., stories, plays or poetry) and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
ELA.RI.CI.7.2	Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

Skill Set 3: Story Element Analysis

Student Learning Intentions or We are learning to … (WALT)

WALT analyze how story elements interact (For example, how setting shapes the characters or plot).

WALT elements of a story or drama interact with and impact one another.

WALT analyze how the structure or form of a poem or drama contributes to its meaning.

WALT authors make deliberate decisions about the form or structure of a drama or poem and that contributes to its overall meaning.

Student Success Criteria … "I can statements"

I can...analyze story elements.

I can...compare how elements of a story interact.

I can...analyze the effect of structure and form.

Instructional Strategies and Activities

- Visible Learning Techniques
- Direct Instruction
- Differentiated Instruction
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Reflections and Suggested Modifications

Integrated Common Lit reading — Langston Hughes One Friday Morning (RL. 3)

TSII Close Read Skills

-Conflict

-Flashback

ELA.RL.IT.7.3	Analyze how particular elements of a text interact including how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
ELA.RI.IT.7.3	Analyze how particular elements of a text interact including how a text makes connections and distinctions among individuals, events, and ideas (e.g., through comparisons, analogies, or categories).
ELA.RL.TS.7.4	Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
ELA.RI.TS.7.4	Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including using knowledge of text structures (e.g., cause-effect, proposition-support) and genre features (e.g., graphics, captions, indexes) to organize and analyze important information.

Skill Set 4: Point of View

Student Learning Intentions or We are learning to … (WALT)

WALT analyze how the author contrasts different points of view in characters or narrators.

WALT authors develop characters with contrasting points of view.

WALT a text, audio video, or multimedia version of a text portrays subjects in similar and different ways.

Student Success Criteria … "I can statements"

I can...analyze different points of view.

I can...analyze character development through point of view.

I can...compare different mediums through a point of view lens.

Instructional Strategies and Activities

- Visible Learning Techniques
- Direct Instruction
- Differentiated Instruction
- Small Group Work
- Whole Group Work
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- Independent Reading
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Reflections and Suggested Modifications

ELA.RL.TS.7.4   Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including how a drama's or poem's form or structure (e.g., soliloquy, sonnet)

	contributes to its meaning.
ELA.RI.TS.7.4	Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including using knowledge of text structures (e.g., cause-effect, proposition-support) and genre features (e.g., graphics, captions, indexes) to organize and analyze important information.
ELA.RL.PP.7.5	Determine how an author conveys or develops perspective or purpose in a text through contrasting the points of view of different characters or narrators in a text.
ELA.RI.PP.7.5	Determine how an author conveys or develops perspective or purpose in a text through distinguishing their position from that of others using evidence.

Skill Set 5: Writing About Reading

Student Learning Intentions or We are learning to … (WALT)

WALT response to literature through written response.

WALT respond to informational text through RACE responses.

Student Success Criteria … "I can statements"

I can...write about what I have read.

I can...write a RACE response.

Instructional Strategies and Activities

- Visible Learning Techniques
- Direct Instruction
- Differentiated Instruction
- Small Group Work
- Whole Group Work
- Guided Reading
- Independent Reading
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Reflections and Suggested Modifications

ELA.W.IW.7.2.A	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
ELA.W.IW.7.2.B	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

Modifications and/or Accommodations
Suggested Modifications (ELL, Sp. Ed, GIfted, At-risk of Failure)

English Language Learners

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

Special Education Students

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans

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Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project

work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

Integration of Diversity, Equity and Inclusion, Climate Change, Informational and Media Literacy

See Crosswalks

This unit allows for great discussion on a variety of informational texts. This can include DEI, climate change, and informational and media literacy.

https://docs.google.com/spreadsheets/d/1uf0fWDvpqWFOAb51rOq7mN5xq-xu-M5Yp2FbEVZ9Kt8/edit?gid=0#gid=0

New Jersey Student Learning Standards: Content Area

ELA.L.SS.7.1.A	Explain the function of phrases and clauses in general and their function in specific sentences.
ELA.RL.CR.7.1	Cite several pieces of textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.
ELA.RI.CR.7.1	Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.
ELA.RL.CI.7.2	Determine a theme in a literary text (e.g., stories, plays or poetry) and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
ELA.RI.CI.7.2	Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
ELA.RL.IT.7.3	Analyze how particular elements of a text interact including how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
ELA.RI.IT.7.3	Analyze how particular elements of a text interact including how a text makes connections and distinctions among individuals, events, and ideas (e.g., through comparisons, analogies, or categories).
ELA.RL.TS.7.4	Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
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ELA.RI.PP.7.5	Determine how an author conveys or develops perspective or purpose in a text through distinguishing their position from that of others using evidence.
ELA.W.IW.7.2.A	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
ELA.W.IW.7.2.B	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

Integration of Career Readiness, Life Literacies and Key Skills

WRK.9.2.8.CAP.16	Research different ways workers/employees improve their earning power through education and the acquisition of new knowledge and skills.
TECH.K-12.P.1	Act as a responsible and contributing community members and employee.
TECH.K-12.P.4	Demonstrate creativity and innovation.

Integration of Computer Science and Design Thinking

| CS.6-8.8.2.8.ITH.2 | Compare how technologies have influenced society over time. |

Interdisciplinary Connections: NJSLS for ELA, Social Studies, Science and/or Math

Interdisciplinary connections are generally organic, and, as such, occur mostly spontaneously at the time of instruction in the form of teachable moments. As they transpire, they will first be added to the reflection section corresponding to the skill/material under discussion at that point. In the event that additional materials/lessons are generated to facilitate deeper understanding on the part of the students, they will be added here.

The reading and writing skills taught throughout this unit will provide knowledge, practice, and support in all content areas where reading and writing are required.

https://docs.google.com/spreadsheets/d/1bNUBwwW9BLgTLqfjfVAJiet6rbmQ3THg-sXDz2rEnXk/edit?gid=0#gid=0

MATH.K-12.3	Construct viable arguments and critique the reasoning of others
SOC.6.1.8.CivicsPI.3.d	Use data and other evidence to determine the extent to which demographics influenced the debate on representation in Congress and federalism by examining the New Jersey and Virginia plans.
SOC.6.1.8.CivicsPD.3.a	Cite evidence to determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.
SOC.6.1.12.CivicsPI.2.a	Prepare and articulate a point of view about the importance of individual rights, separation of powers, and governmental structure in New Jersey's 1776 constitution and the United States Constitution.
SOC.6.1.12.CivicsPI.2.b	Examine the emergence of early political parties and their views on centralized government and foreign affairs and compare these positions with those of today's political parties.
	Economic decision-making involves setting goals, weighing costs and benefits, and identifying the resources available to achieve those goals.
	Cause and effect relationships may be used to predict phenomena in natural or designed systems.

21st Century Life and Career

| CAEP.9.2.12.C.3 | Identify transferable career skills and design alternate career plans. |
| CAEP.9.2.12.C.9 | Analyze the correlation between personal and financial behavior and employability. |

SEL Competencies and Standards

| SEL.PK-12.1.1 | Recognize one's feelings and thoughts |