

Unit 4: Independent Reading (27-36)

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

Unit 4: Independent Reading

In this unit, students will engage with a variety of texts and genres to respond to the question of how art reflects and challenges society and social movements. Students will practice analyzing literature, media, and informational/historical texts to examine how they interact and build off of one another. Students will also learn about their own reading habits, to challenge and grow as readers. Students will practice creating arguments in multiple genres, and analyzing their own decisions.

Essential Questions

What makes writing worth reading, and why should we do it?

What are the benefits of reading?

How can I support my growth as an independent reader, thinker, and writer?

Pre-Assessments

Reading Habits Survey

Instructional Plan

Book Tasting

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

WALT two or more themes interact and build on one another to produce a complex text

Student Success Criteria ... “I can statements”

I can evaluate texts and make predictions

Instructional Strategies and Activities

Book Tasting: Students will read/review the front/back cover, blurb, and first few pages of an assortment of books. They will take notes and fill out an interest form. Students will choose and independent reading novel that is appropriate for lexile level

Formative Assessments

Interest Form

Journal Entries

Creative Writing Prompts

Informal Presentations

Group Check-ins

Instructional Materials and Resources

Direct Instructions/Mini Lessons:

Theme, Connotation/Denotation, Allusions, Figurative Language, Tone, Mood, Irony, Cultural or Social Function of Text

Reflections and Suggested Modifications

Independent Reading Log

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

WALT analyze the structure of a text and how it impacts meaning.

Student Success Criteria ... "I can statements"

I can summarize important moments in the text and analyze how they connect to theme

Instructional Strategies and Activities

Independent reading log and reflection at end of each cycle

Formative Assessments

Reflection

Journal Entries

Creative Writing Prompts

Informal Presentations

Group Check-ins

Instructional Materials and Resources

Direct Instructions/Mini Lessons:

Theme, Connotation/Denotation, Allusions, Figurative Language, Tone, Mood, Irony, Cultural or Social Function of Text

Reflections and Suggested Modifications

Reader's Workshop

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

WALT determine an author's purpose and point of view.

Student Success Criteria ... "I can statements"

I can summarize important moments in the text and analyze how they connect to theme

Instructional Strategies and Activities

Guided Reader's Workshop: One per cycle

Formative Assessments

Workshop reflection

Journal Entries

Creative Writing Prompts

Informal Presentations

Group Check-ins

Instructional Materials and Resources

Direct Instructions/Mini Lessons:

Theme, Connotation/Denotation, Allusions, Figurative Language, Tone, Mood, Irony, Cultural or Social Function of Text

Reflections and Suggested Modifications

Nonfiction Analysis

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

WALT evaluate multiple sources of information presented in different mediums or formats (e.g. visually or quantitatively) (multigenre)

Student Success Criteria ... "I can statements"

I can make text to self connections

Instructional Strategies and Activities

Analyze articles to make text to self connections:

"How to Tap Your Inner Reader"

"Does reading fiction make us better people?"

Formative Assessments

Journal Entries

Creative Writing Prompts

Informal Presentations

Group Check-ins

Instructional Materials and Resources

Direct Instructions/Mini Lessons:

Theme, Connotation/Denotation, Allusions, Figurative Language, Tone, Mood, Irony, Cultural or Social Function of Text

Reflections and Suggested Modifications

Writing Activities

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

WALT clear and coherent writing is appropriate to task, purpose, and audience

Student Success Criteria ... “I can statements”

I can synthesis information from texts across multiple platforms

Instructional Strategies and Activities

- Found Poem
- Diary Entry as a character
- Create your own epilogue
- Poetry Connection
- Make a prediction
- Storyboard a section
- Writing a review

Formative Assessments

Journal Entries
Creative Writing Prompts
Informal Presentations
Group Check-ins

Instructional Materials and Resources

Direct Instructions/Mini Lessons:
Theme, Connotation/Denotation, Allusions, Figurative Language, Tone, Mood, Irony, Cultural or Social Function of Text

Reflections and Suggested Modifications

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.

New Jersey Student Learning Standards: Content Area

ELA.L.VI.11–12.4	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.
ELA.RL.CR.11–12.1	Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.
ELA.RI.CR.11–12.1	Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
ELA.RL.CI.11–12.2	Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.
ELA.RI.CI.11–12.2	Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.
ELA.RL.IT.11–12.3	Analyze the impact of the author's choices as they develop ideas throughout the text 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).
ELA.RI.IT.11–12.3	Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.
ELA.W.NW.11–12.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
ELA.W.NW.11–12.3.B	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
ELA.W.NW.11–12.3.D	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
ELA.W.WP.11–12.4	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

Integration of Career Readiness, Life Literacies and Key Skills

TECH.9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6,
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7.1.AL.IPRET.6).

TECH.9.4.12.IML.9

Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).

Integration of Computer Science and Design Thinking

CS.K-12.2.a	Cultivate working relationships with individuals possessing diverse perspectives, skills, and personalities.
CS.K-12.2.b	Create team norms, expectations, and equitable workloads to increase efficiency and effectiveness.
CS.K-12.2.c	Solicit and incorporate feedback from, and provide constructive feedback to, team members and other stakeholders.

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

SOC.K-12.5	Presenting Arguments and Explanations Using a variety of formats designed for a purpose and an authentic audience forms the basis for clear communication. Strong arguments contain claims with organized evidence and valid reasoning that respects the diversity of the world and the dignity of each person. Writing findings and engaging in civil discussion with an audience provides a key step in the process of thinking critically about conclusions and continued inquiry.
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21st Century Life and Career

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP11	Use technology to enhance productivity.

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

See Crosswalks

SEL Competencies

SEL.PK-12.3.3

Demonstrate an understanding of the need for mutual respect when viewpoints differ

SEL.PK-12.4.1

Develop, implement and model effective problem-solving, and critical thinking skills

SEL.PK-12.5.2

Utilize positive communication and social skills to interact effectively with others