

Unit 1: Identity Development Through Narrative and Informational Text (Weeks 1-6)

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

Unit 1: Identity Development Through Narrative and Informational Text

This unit is designed to help students interact with both narrative and informational texts by reviewing procedures for reading and annotating as well as focusing on central idea and citing evidence to support both implicit and explicit statements, which will continue to be spiraled into all units throughout the rest of the year. Throughout the unit, students will read a range of narrative and informational texts. When implementing this unit, teachers should consider that students have extensive prior experience with narrative texts; therefore focusing on informational and expository texts will provide students the opportunity to apply previously learned skills to these types of texts.

Essential Questions

How is identity developed?

Who influences our identity? Who determines how our identity is perceived?

How do our experiences impact how we see ourselves and how we are seen?

In what ways does an author's purpose, point of view, and personal experience impact his/her/their work?

How do authors' decisions regarding word choices, structure, and point of view impact the objective and thematic meanings of their works?

Pre-Assessments

Students will read multiple nonfiction texts on a particular topic relevant to a previously read whole-class text (via CommonLit) to assess their current progress with the Reading Informational Text standards. The results of this assessment will inform teachers' instructional plan for the rest of the unit, e.g., which standards to focus on more deeply.

Instructional Plan

Narrative Short Stories: "Miss America" Julia Alvarez

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

WALT there can be uncertainty in texts

Student Success Criteria ... "I can statements"

I can find places of uncertainty in texts and use context clues to analyze.

Instructional Strategies and Activities

"Miss America" Julia Alvarez Activity

Higher order thinking/questioning strategies

Annotations

CommonLit assessments

Formative Assessments

-Entry & Exit Slips

-Quizlet

-Quizzes (Short Answer & MC)

-CommonLit Assessment

-Reading checks/quizzes

Instructional Materials and Resources

Commonlit

Reflections and Suggested Modifications

"Recitatif" by Toni Morrison

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

WALT cited evidence must be accurate, specific and relevant

Student Success Criteria ... “I can statements”

I can accurately cite relevant evidence from the text.

Instructional Strategies and Activities

"Recitatif" Toni Morrison Activity

Higher order thinking/questioning strategies

Annotations

CommonLit assessments

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-Quizlet

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Instructional Materials and Resources

Commonlit

Reflections and Suggested Modifications

“Sweat” by Zora Neale Hurston

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

WALT provide an objective summary of the text

WALT texts differ in complexity

Student Success Criteria ... “I can statements”

I can write a summary of a complex text.

Instructional Strategies and Activities

"Sweat" Zora Neale Hurston Activity

Higher order thinking/questioning strategies

Annotations

CommonLit assessments

Formative Assessments

-Entry & Exit Slips

-Quizlet

-Quizzes (Short Answer & MC)

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-Reading checks/quizzes

Instructional Materials and Resources

Commonlit

Reflections and Suggested Modifications

Excerpts from "The Absolutely True Diary of a Part Time Indian" by Sherman Alexie

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

WALT read and comprehend literature including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed

Student Success Criteria ... "I can statements"

I can use close reading strategies to analyze complex texts of a variety of genres.

Instructional Strategies and Activities

Close Reading: The Absolutely True Diary of a Part Time Indian"

Higher order thinking/questioning strategies

Annotations

CommonLit assessments

Formative Assessments

-Entry & Exit Slips

-Quizlet

-Quizzes (Short Answer & MC)

-CommonLit Assessment

-Reading checks/quizzes

Instructional Materials and Resources

Commonlit

Reflections and Suggested Modifications

"More Latinos stop speaking only Spanish at home study finds"

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

WALT determine a central idea of a text

WALT provide an objective summary of the text

Student Success Criteria ... "I can statements"

I can explain and unpack the central idea of a text.

Instructional Strategies and Activities

Article Analysis

Higher order thinking/questioning strategies

Annotations

CommonLit assessments

Formative Assessments

- Entry & Exit Slips
- Quizlet
- Quizzes (Short Answer & MC)
- CommonLit Assessment

- Reading checks/quizzes

Instructional Materials and Resources

Commonlit

Reflections and Suggested Modifications

"Report: Canada's forced schooling for indigenous "culture genocide"

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

WALT authors make decisions regarding the organization, presentation, and connections of ideas and events

WALT words and phrases can have figurative, connotative, and technical meanings

Student Success Criteria ... "I can statements"

I can analyze an author's choices in overall structure and sentence structure

Instructional Strategies and Activities

Nonfiction Analysis

Higher order thinking/questioning strategies

Annotations

CommonLit assessments

Formative Assessments

- Entry & Exit Slips
- Quizlet
- Quizzes (Short Answer & MC)
- CommonLit Assessment

- Reading checks/quizzes

Instructional Materials and Resources

Commonlit

Reflections and Suggested Modifications

“How You See Yourself”

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

WALT informative and explanatory texts examine and convey complex ideas, concepts, and information through the effective selection, organization and analysis of content

Student Success Criteria ... “I can statements”

I can use close reading strategies to analyze informational texts.

Instructional Strategies and Activities

Text to self connections

Higher order thinking/questioning strategies

Annotations

CommonLit assessments

Formative Assessments

- Entry & Exit Slips
- Quizlet
- Quizzes (Short Answer & MC)

-CommonLit Assessment

-Reading checks/quizzes

Instructional Materials and Resources

Commonlit

Reflections and Suggested Modifications

“Native Americans and freedom of religion”

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

WALT provide an objective summary of the text

WALT authors make decisions regarding the organization, presentation, and connections of ideas and events

Student Success Criteria ... “I can statements”

I can provide a summary of text.

Instructional Strategies and Activities

Nonfiction Analysis

Higher order thinking/questioning strategies

Annotations

CommonLit assessments

Formative Assessments

-Entry & Exit Slips

-Quizlet

-Quizzes (Short Answer & MC)

-CommonLit Assessment

-Reading checks/quizzes

Instructional Materials and Resources

Commonlit

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.

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

See Crosswalks

New Jersey Student Learning Standards: Content Area

ELA.L.SS.9–10.1	Demonstrate command of the system and structure of the English language when writing or speaking.
ELA.L.SS.9–10.1.D	Use a colon to introduce a list or quotation.
ELA.L.KL.9–10.2.A	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
ELA.L.KL.9–10.2.C	Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
ELA.L.VL.9–10.3.A	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

ELA.L.VL.9–10.3.C	Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
ELA.L.VL.9–10.3.E	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
ELA.RI.CR.9–10.1	Cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
ELA.RI.CI.9–10.2	Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.
ELA.RI.IT.9–10.3	Analyze how an author unfolds ideas throughout the text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
ELA.RI.TS.9–10.4	Analyze in detail the author’s choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
ELA.RI.AA.9–10.7	Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.
ELA.RI.CT.9–10.8	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts.
ELA.W.IW.9–10.2	Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
ELA.W.IW.9–10.2.C	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
ELA.W.IW.9–10.2.D	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
ELA.W.IW.9–10.2.E	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

Integration of Career Readiness, Life Literacies and Key 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.
TECH.K-12.P.5	Utilize critical thinking to make sense of problems and persevere in solving them.
TECH.K-12.P.8	Use technology to enhance productivity increase collaboration and communicate effectively.
TECH.K-12.P.9	Work productively in teams while using cultural/global competence.

Integration of Computer Science and Design Thinking

CS.K-12.2.a	Cultivate working relationships with individuals possessing diverse perspectives, skills, and personalities.
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CS.K-12.2.c	Solicit and incorporate feedback from, and provide constructive feedback to, team members and other stakeholders.
CS.K-12.2.d	Evaluate and select technological tools that can be used to collaborate on a project.

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

SOC.9-12.1	What are effective strategies for accessing various sources of information and historical evidence, determining their validity, and using them to solve a problem or find a solution to a public policy question?
SOC.9-12.1.3.1	Distinguish valid arguments from false arguments when interpreting current and historical events.
SOC.9-12.1.4.2	Demonstrate effective presentation skills by presenting information in a clear, concise, and well-organized manner taking into consider appropriate use of language for task and audience.

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.7	Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.
CAEP.9.2.12.C.8	Assess the impact of litigation and court decisions on employment laws and practices.
CAEP.9.2.12.C.9	Analyze the correlation between personal and financial behavior and employability.
TECH.8.1.12.A.2	Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.
TECH.8.1.12.A.3	Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.
TECH.8.1.12.A.4	Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.
TECH.8.1.12.A.CS1	Understand and use technology systems.
TECH.8.1.12.A.CS2	Select and use applications effectively and productively.
TECH.8.1.12.B.2	Apply previous content knowledge by creating and piloting a digital learning game or tutorial.
TECH.8.1.12.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.12.D.CS3	Exhibit leadership for digital citizenship.

SEL Competencies

SEL.PK-12.1.3	Recognize one's personal traits, strengths, and limitations
SEL.PK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals
SEL.PK-12.3.2	Demonstrate and awareness of the differences among individuals, groups, and others' cultural backgrounds

