

Unit 1: Multiple Perspectives and Informational Text (Weeks 1-8)

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

Unit 1: Multiple Perspectives and Informational Text

This unit will introduce students to various informational texts that will provide an entry point for them to begin contemplating the value of multiple perspectives. They will incorporate multiple perspectives into their writing. This unit is predicated on the fact that students have had a lot of experience with narrative reading and places an emphasis on informational text.

Pre-Assessments

Students will respond to a prompt where they will determine if a story is real and from a reliable source.

Essential Questions

How do texts from various perspectives help us connect to the outside world?
How can reading various perspectives help to strengthen our own point of view?
How can we incorporate multiple perspectives into our writing?

Instructional Plan

Video Analysis

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

WALT analyze how a central idea is developed and refined by specific details

Student Success Criteria ... "I can statements"

I can identify the central idea of a story

I can analyze how details in the story contribute to the central idea

Instructional Strategies and Activities

George Watsky- How To Ruin Everything BOOK EXCERPT

Formative Assessments

Student surveys

Class discussions

Quizzes

Writing conferences

Check for understanding

Instructional Materials and Resources

Bulleted reviews of each chapter

Daily Journal

Reflections and Suggested Modifications

Text: An Infinite Number of Parallel Universes

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

WALT relevant connections must be made between text support and inferences

WALT text support and inferences need to be thoroughly explained to strengthen the inference

Student Success Criteria ... “I can statements”

I can make connections between texts

I can analyze details to make inferences

Instructional Strategies and Activities

Text: An Infinite Number of Parallel Universes by Randy Ribay

Formative Assessments

Student surveys

Class discussions

Quizzes

Writing conferences

Check for understanding

Instructional Materials and Resources

Bulleted reviews of each chapter

Daily Journal

Reflections and Suggested Modifications

Student-directed read aloud

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

WALT determine where the text leaves matters uncertain

WALT analyze how theme develops using specific details from the text

Student Success Criteria ... “I can statements”

I can determine the theme or themes of a work of fiction

Instructional Strategies and Activities

Small Group Discussion

Class Discussion

Formative Assessments

Student surveys

Class discussions

Quizzes

Writing conferences

Check for understanding

Instructional Materials and Resources

Bulleted reviews of each chapter

Daily Journal

Reflections and Suggested Modifications

Character analysis

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

WALT analyze how complex characters develop over the text

WALT analyze how complex characters interact with other characters

WALT analyze how complex characters advance the plot or develop the theme

Student Success Criteria ... “I can statements”

I can analyze how a character develops through a text

I can analyze character interactions and describe how they contribute to tone and meaning

Instructional Strategies and Activities

Discussion questions

Reflection questions

Character map

Formative Assessments

Student surveys

Class discussions

Quizzes

Writing conferences

Check for understanding

Instructional Materials and Resources

Bulleted reviews of each chapter

Daily Journal

Reflections and Suggested Modifications

Excerpt from The Road

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

WALT authors make specific choices when structuring and ordering a text, as well as manipulating time
WALT those specific author choices create effects, such as mystery, tension, or surprise

Student Success Criteria ... “I can statements”

I can analyze narrative elements in a text

I can track the plot of a story

I can analyze tone

Instructional Strategies and Activities

Bulleted reviews of each chapter that get shared with the class

Freewriting to reflect on the book

Formative Assessments

Student surveys

Class discussions

Quizzes

Writing conferences

Check for understanding

Instructional Materials and Resources

Bulleted reviews of each chapter

Daily Journal

Reflections and Suggested Modifications

Author interview

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

WALT analyze how a central idea is developed and refined by specific details

WALT analyze the order in which the points are made

WALT analyze how the points are introduced and developed

Student Success Criteria ... “I can statements”

I can identify the central idea of a nontext medium

Instructional Strategies and Activities

Author Interview

Student review presentations

Chapter video project

Formative Assessments

Student surveys

Class discussions

Quizzes

Writing conferences

Check for understanding

Instructional Materials and Resources

Bulleted reviews of each chapter

Daily Journal

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

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| 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). |

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| ELA.L.VI.9–10.4.A | Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. |
| ELA.RL.CI.9–10.2 | Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text. |
| ELA.RL.IT.9–10.3 | Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme. |
| ELA.RL.TS.9–10.4 | Analyze how an author’s choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise). |
| ELA.RL.MF.9–10.6 | Analyze, integrate, and evaluate multiple interpretations (e.g., recorded or live production of a play or recorded novel or poetry) of a single text or text/s presented in different formats (visually, quantitatively). |
| ELA.W.SE.9–10.6 | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals). |
| ELA.W.RW.9–10.7 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| ELA.SL.II.9–10.2 | Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source. |
| ELA.SL.ES.9–10.3 | Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence. |
| ELA.SL.AS.9–10.6 | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English. |

Integration of Career Readiness, Life Literacies and Key Skills

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| TECH.9.4.12.CI.3 | Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1). |
| TECH.9.4.12.CT.1 | Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3). |
| TECH.9.4.12.CT.2 | Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a). |
| TECH.9.4.12.IML.8 | Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 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

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| CS.K-12.2.a | Cultivate working relationships with individuals possessing diverse perspectives, skills, and personalities. |
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| 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

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| SOC.6.1.12.GeoPP.2.a | Analyze how the United States has attempted to account for regional differences while also striving to create an American identity. |
| SOC.6.1.12.HistoryCA.2.a | Research multiple perspectives to explain the struggle to create an American identity. |
| SOC.6.1.12.GeoHE.16.a | Explain why natural resources (i.e., fossil fuels, food, and water) continue to be a source of conflict and analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources and climate change. |

21st Century Life and Career

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| CAEP.9.2.8.B.6 | Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce. |
| CAEP.9.2.8.B.7 | Evaluate the impact of online activities and social media on employer decisions. |
| CAEP.9.2.12.C.3 | Identify transferable career skills and design alternate career plans. |
| CAEP.9.2.12.C.4 | Analyze how economic conditions and societal changes influence employment trends and future education. |
| 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.1 | Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources. |
| 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.CS2 | Select and use applications effectively and productively. |

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

See Crosswalks

SEL Competencies

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| SEL.PK-12.2.2 | Recognize the skills needed to establish and achieve personal and educational goals |
| SEL.PK-12.2.3 | Identify and apply ways to persevere or overcome barriers through alternative methods to |

achieve one's goals

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