

# Unit 2: Analytical Reading, Writing, & Speaking (Weeks 7-14)

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

## **Unit 2: Analytical Reading, Writing, & Speaking**

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Being able to break down a text and interpret its subtextual intent will help students not just in college but in many areas of life. This unit will try to cultivate those interpretive skills via the following tools: analytical reading, analytical writing, and oral expression.

## **Essential Questions**

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How can the examination of a writer's subtextual intent lead to an analytical mind?

Why are a main argument and textual evidence the keys to good writing, even in short-form writing?

How can Presentational literacy lead to being an effective communicator?

## **Pre-Assessments**

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4-paragraph college essay

## **Instructional Plan**

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## **Reading Analysis**

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

WALT Identify the author's subtextual intent so that the students can become better analyzers.

**Student Success Criteria ... "I can statements"**

I can identify the purpose of the text

I can analyze how supporting details contribute to the purpose of the text

### **Instructional Strategies and Activities**

Reading aloud and analyzing text.

Class-wide discussions

### **Formative Assessments**

Class participation

### **Instructional Materials and Resources**

Sample Essays

### **Reflections and Suggested Modifications**

## **R. A. C. E. Response**

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

WALT To support an argument with textual evidence.

### **Student Success Criteria ... “I can statements”**

I can find textual evidence to support my claims

I can accurately cite textual evidence

### **Instructional Strategies and Activities**

Reading aloud and analyzing text.

In-Class R.A.C.E. Assignment: write a one-paragraph response to a question about the pages read

### **Formative Assessments**

In-class writing assignment

## **Instructional Materials and Resources**

Graphic Organizer

## **Reflections and Suggested Modifications**

## **Creative Connection**

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

Use creativity to show understanding of text while also further sharpening Public Speaking skills (in preparation for the Capstone/Research project)

### **Student Success Criteria ... “I can statements”**

I can make text to self connections

I can make connections across genres

## **Instructional Strategies and Activities**

Writing-based creative interpretation of text.

## **Formative Assessments**

Oral Presentation

## **Instructional Materials and Resources**

Capstone Resources

## **Reflections and Suggested Modifications**

## **Song Connection**

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

WALT sharpen Public Speaking skills (vocal projection, posture, eye contact, etc), in preparation for the Capstone project.

### **Student Success Criteria ... “I can statements”**

I can connect theme across genres

### **Instructional Strategies and Activities**

Song-based creative interpretation of text.

### **Formative Assessments**

Oral Presentations

### **Instructional Materials and Resources**

Capstone Resources

### **Reflections and Suggested Modifications**

## **4-paragraph essay**

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

WALT Compose a strong college essay so that we can further develop writing skills that will be needed not only in college but beyond (i.e.- writing a cover letter for a job)

### **Student Success Criteria ... “I can statements”**

I can write a successful 4 paragraph essay

I can address a prompt

I can structure my story into a narrative

### **Instructional Strategies and Activities**

Teacher will review the components of a strong college essay.

In-class writing: students will write a 4-paragraph essay in response to an actual college-application prompt

### **Formative Assessments**

4-paragraph essay

### **Instructional Materials and Resources**

Resource(s): Google Classroom

### **Reflections and Suggested Modifications**

### **Film Connection**

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

WALT Compare movie to literature so that we can apply our analytical skills to other forms of media (in this case, film).

#### **Student Success Criteria ... “I can statements”**

I can analyze rhetorical appeals

I can connect text to film

### **Instructional Strategies and Activities**

Students will watch the movie version of the scene read today, then discuss the differences & similarities between the film & text

Using skits, music, and videos, the teacher will go over vocabulary from class text

## **Formative Assessments**

Participation in class-wide discussion

## **Instructional Materials and Resources**

Resource(s): class text; classroom projector

## **Reflections and Suggested Modifications**

## **Vocabulary**

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

WALT To become more effective communicators via vocabulary and presentational literacy in connection with vocab.

### **Student Success Criteria ... “I can statements”**

I can identify vocabulary words

I can define vocabulary words using context clues

## **Instructional Strategies and Activities**

Using skits, music, and videos, the teacher will go over vocabulary from class text

## **Formative Assessments**

Presentation

## **Instructional Materials and Resources**

## **Reflections and Suggested Modifications**

## **Unit Review**

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

WALT To become more effective communicators via team work and presentational literacy..

### **Student Success Criteria ... “I can statements”**

I can work collaboratively to review the unit

### **Instructional Strategies and Activities**

Unit review, using game-play and team-work.

### **Formative Assessments**

Review Participation

### **Instructional Materials and Resources**

Review Game

### **Reflections and Suggested Modifications**

## **Modifications and/or Accommodations**

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### **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.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.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.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.RL.TS.11–12.4	Evaluate the author’s choices concerning the structure and the effectiveness of specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) and how they contribute to its overall structure and meaning, as well as its aesthetic impact.
ELA.RL.PP.11–12.5	Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).
ELA.RL.MF.11–12.6	Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the author’s message).
ELA.RL.CT.11–12.8	Demonstrate knowledge of, analyze, and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes, and rhetorical features, including how two or more texts from the same period treat similar themes or topics.
ELA.W.AW.11–12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
ELA.W.AW.11–12.1.A	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
ELA.W.AW.11–12.1.D	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.
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.C	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
ELA.W.RW.11–12.7	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.
ELA.SL.PE.11–12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
ELA.SL.II.11–12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

## **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.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.
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.

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

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See Crosswalks

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

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MA.K-2.1.2.2.Cn10a	Use personal experiences, interests, information and models in creating media artworks.
MA.K-2.1.2.2.Cn11a	Discuss and demonstrate how media artworks, messages environments and ideas relate to everyday and cultural life, such as daily activities, popular media, connections with family and friends.

## **21st Century Life and Career**

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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.CRP3	Attend to personal health and financial well-being.
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.CRP10	Plan education and career paths aligned to personal goals.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.

## **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-12.3.1	Recognize and identify the thoughts, feelings, and perspectives of others