Feb. Literature Circle Unit Literary Analysis

Content Area: **English**
Course(s):
Time Period: **February**
Length: **6-8 Weeks**
Status: **Published**

Unit Overview

Students will learn about a common theme through books of their choice in literature circles.

Enduring Understandings

Many books deal with important themes like social justice and reading them can help us understand about human nature.

Our reading skills improve when we talk to one another about our books.

Essential Questions

How do our confrontations with justice and injustice help to shape our identity? How do those confrontations influence the things we say and do?

Instructional Strategies & Learning Activities

Day 1

Aim: To complete a book tasting activity and take notes on book choices to decide which to choose for Lit Circle Unit

Procedure:

1. Introduction to the book choices with all classes together using station activity. Students bring notes page to each station to view book trailer and book tasting of novels at each station.

2. Go back to classrooms. Choose 1,2,3 choice books using Google Form.

3. Introduction to Dialectical Journals: What is it?

Assess: book station notes; Google Form

HW: Notice and Note practice due tomorrow

Day 2

Aim: To identify Notice & Note signposts; to understand the purpose and format of a dialectical journal

Procedure:

1. Review Notice & Note HW

2. Finish Lit Circle Book Stations and vote using Google Forms.

3. Go over the guidelines to Dialectical Journals

4. Start sample journal as a class using “Thank you, Ma’am” silently read and annotate. and guidelines printout

5. Students find out their book.

Assess: HW; DJ sample

HW: none

Day 3

Aim: To finish sample dialectical journal entry through guided practice; to identify N&N using animated short videos

Procedure:

1. Review "Snack Attack" Notice and Note HW.

2. Finish visiting Lit Circle Book/Trailer Stations. Take notes on findings. Vote on 1,2,3 choice book in Google Forms.

3. Explain what a Dialectical Journal is. Review guidelines sheet.

Assess: discussion; HW; DJ sample

HW: Read "Thank You, Ma'am" in GC

Day 4

Aim: To independently write a dialectical journal entry citing evidence from the text, thorough explanations, and using MLA format

Procedure:

1. Show sample Dialectical Journal entries.

2. Listen to "Thank You, Ma'am" by Langston Hughes https://www.youtube.com/watch?v=Gksv0MzRKBg. Students can use post-its to signal places where they reacted while reading.

3. View teacher sample of dialectical journal entry from the story. Discuss findings. Identify which strategies used from guidelines sheet.

4. As a class, complete another sample together. Ask for student volunteers to assist.

5. Students complete another entry independently.

Assess: HW; journals

HW: finish dialectical journal entry for "Thank You, Ma'am"

Day 5

Aim: To independently read literature circle novels and complete dialectical journal entries

Procedure:

1. Return their Dialectical Journal responses for "Thank You, Ma'am".

2. Distribute and review Dialectical Journal Rubric. Show student samples of dialectical journals and students grade using rubric. Discuss.

3. Establish a safe space by developing a class contract (see Facing History and Ourselves for contracting) & address dehumanizing and antiquated language

4. Distribute novels & teacher made schedule in groups

5. Break into Lit Circle Groups and do intro activity (optional)

6. Start independent reading

7. Complete dialectical journal entry

8. November Check In in GC

Assess: safe space contract; journals; check in

HW: finish journals for Session 1

Day 6

Aim: To meet with literature circle groups to discuss the novel, share journal entries, make connections, and discuss essential questions; To independently read literature circle novels and complete dialectical journal entries

1. Review Lit Circle Discussion Guidelines and expectations (not reading off of journals, active listening, participation grade)

2. Meet in Lit Circles

3. Self-Evaluation

Assess: lit circle meetings; self-evaluation; dialectical journals (DJs)

Days 7-30

Aim: To meet with literature circle groups to discuss the novel, share journal entries, make connections, and discuss essential questions; To independently read literature circle novels and complete dialectical journal entries

1. Meet with Group 1

2. Group 2 finish reading/journaling if not already done; complete alternative assignment for that book

1. Meet with Group 2

2. Group 1 continues reading and journaling Section 2 & activity (optional due Mon.)

(Section 5 - HW grade post-its only (no DJs)

Section 6 is teacher passage chosen in GC (GT) and flipgrid for second passage of their choice (HW)

Assess: discussion; dialectical journals; enrichment activities; alternative assignments for novels

HW: continue reading schedule and dialectical journal entries

Day 31

Aim: To work on final Literature Circle projects

Procedure:

1. Review menu of project options.
2. Students finish owed work and enrichment activities.
3. Work independently on final project

Assess: final lit circle project

HW: January Check- In

Lit Circle Project due 1/22

Day 32-34

Aim: To continue working on final Literature Circle projects

Procedure:

1.Review rubric

2. work on final project

Assess: projects

HW: continue working on lit circle projects

Day 35

Aim: To present final Literature Circle projects

Procedure:

1. Present projects to class.

2. Peers give written compliments to each person

3. Self-assessment using rubric

4. Self-reflection in GC

5. Collect novels

Assess: projects; self-assessment; self-reflection

HW: finish self-reflection in GC

Day 36-37

Aim: To compare/contrast the film version of the novel

Procedure:

1. View films of the novels read. Complete Venn Diagram

2. Pair/share and discuss as a class.

Assess: venn diagram

HW: none

Integration of Career Readiness, Life Literacies and Key Skills

9.2.8.CAP	Career Awareness and Planning
	An individual's strengths, lifestyle goals, choices, and interests affect employment and income.
9.2.8.CAP.2	Develop a plan that includes information about career areas of interest.
9.2.8.CAP.3	Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
9.2.8.CAP.4	Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.
9.4.8.CT	Critical Thinking and Problem-solving
9.4.8.CT.1	Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).
9.4.8.CT.2	Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).
	An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.
9.4.8.CT.3	Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
9.4.8.DC.1	Analyze the resource citations in online materials for proper use.
9.4.8.DC.2	Provide appropriate citation and attribution elements when creating media products (e.g.,

	W.6.8).
9.4.8.DC.3	Describe tradeoffs between allowing information to be public (e.g., within online games) versus keeping information private and secure.
9.4.8.DC.4	Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.
9.4.8.DC.5	Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.
9.4.8.DC.6	Analyze online information to distinguish whether it is helpful or harmful to reputation.
9.4.8.GCA	Global and Cultural Awareness
	Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
9.4.8.IML	Information and Media Literacy
9.4.8.IML.1	Critically curate multiple resources to assess the credibility of sources when searching for information.
9.4.8.IML.2	Identify specific examples of distortion, exaggeration, or misrepresentation of information.
9.4.8.IML.7	Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).
9.4.8.IML.8	Apply deliberate and thoughtful search strategies to access high-quality information on climate change (e.g., 1.1.8.C1b).
9.4.8.IML.12	Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.

Interdisciplinary Connections

Students learn about human psychology during this unit.

Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.
- **Definitions of Differentiation Components**:
    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.

- Process – how the student will acquire the content information.
- Product – how the student will demonstrate understanding of the content.
- Learning Environment – the environment where learning is taking place including physical location and/or student grouping

Differentiation occurring in this unit:

IEPS/504:

-distribute modified/guided dialectical journal guides

- audiobook version available

-project organizers

-modified novel assignments

ADVANCED LEARNERS:

-enrichment activities

-dialectical journal extension

Modifications & Accommodations

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.

Modifications and Accommodations used in this unit:

See above

Benchmark Assessments

Benchmark Assessments are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.

Schoolwide Benchmark assessments:

Aimsweb benchmarks 3X a year

Linkit Benchmarks 3X a year

Additional Benchmarks used in this unit:

See assessments listed above.

Linkit testing 3 times a year.

Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

Formative Assessments used in this unit:

See above

Summative Assessments

Summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of

ways to combine these approaches.

Summative assessments for this unit:

See assessments listed above.

Instructional Materials

Books of choice

Computers

Standards

LA.RL.7.1	Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
LA.RL.7.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
LA.RL.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
LA.RL.7.5	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
LA.RL.7.6	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
LA.RL.7.9	Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
LA.RL.7.10	By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.
LA.W.7.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
LA.W.7.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
LA.W.7.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.W.7.10	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a

	day or two) for a range of discipline-specific tasks, purposes, and audiences.
LA.SL.7.1.A	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
LA.SL.7.1.B	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
LA.SL.7.1.C	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
LA.SL.7.1.D	Acknowledge new information expressed by others and, when warranted, modify their own views.
LA.SL.7.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
LA.SL.7.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
LA.L.7.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.7.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.7.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.L.7.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
LA.L.7.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.