PATERSON PUBLIC SCHOOLS

Preparing All Children for College and Career

Department of College and Career Readiness

Literature in the Classroom Curriculum

5.0 Credits

Unit One

Literature in the Classroom

Course Description

Imaginative stories, books, and poems with vivid illustrations have captivated generations of children who developed their literacy skills by hearing nursery rhymes as toddlers and acquiring a love for reading as youngsters. Research has proven that children who are read to frequently are nearly twice as likely as other children to show three or more skills associated with emerging literacy. Yet, according to a recent report by the Annie E., Casey Foundation , one out of three students scored "below basic" on the 2009 National Assessment of Education Progress (NAEP) Reading Test. Among these low performing students, 49 percent come from low-income families. Sadly, more than 67 percent of all US fourth graders scored "below proficient," meaning they are not reading at grade level. According to the 2009 NAEP Reading Test, about 26% of eighth graders and 27% of 12th graders scored below the "basic" level, and only 32 percent of eighth graders and 38 percent of twelfth graders are at or above grade level. An elective geared for students interested in a teaching career, Literature in the Classroom, therefore, is a course of study which focuses on helping students understand the various genres of children's literature and how they are used to develop literacy from infancy through adolescence. Students will read, analyze and explore the historical, cultural, and artistic development of children's literature in order to broaden their own understanding of the value of reading. By collaborating with students from other countries to share folktales and create their own children's stories, students will recognize the variety of contributions from other cultures to children's literature. At the end of the course, they will create a book from their favorite children's genre and create a lesson plan to present it to Paterson children.

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Literature in the Classroom

Pacing Guide		
Unit	**Topic**	**Suggested Timing**
Unit 1	Children's Literature and Child Development	approx. 9 weeks
Unit 2	Fables, Folktales, Fiction and Fantasy	approx. 9 weeks
Unit 3	Taking A Closer Look at Literature	approx. 9 weeks
Unit 4	Literature and Collaborative Learning	approx. 8 weeks

Educational Technology Standards

8.1.12.A.3, 8.1.12.C.1, 8.1.12.D.1, 8.1.12.E.1, 8.1.12.E.2

➢ **Technology Operations and Concepts**
   • Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.

➢ **Communication and Collaboration**
   • Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.

➢ **Digital Citizenship**
   • Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.

➢ **Research and Information Literacy**
   • Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.
   • Research and evaluate the impact on society of the unethical use of digital tools and present your research to peers.

Career Ready Practices

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

CRP1. **Act as a responsible and contributing citizen and employee**
Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP2. Apply appropriate academic and technical skills.
Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

CRP4. Communicate clearly and effectively and with reason.
Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP6. Demonstrate creativity and innovation.
Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and

understand how to bring innovation to an organization.

CRP7. Employ valid and reliable research strategies.
Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP9. Model integrity, ethical leadership and effective management.
Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

CRP10. Plan education and career paths aligned to personal goals.
Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRP11. Use technology to enhance productivity.
Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and

solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

CRP12. Work productively in teams while using cultural global competence.
Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Differentiated Instruction

Strategies to Accommodate Students Based on Individual Needs

Time/General	Processing	Comprehension	Recall
• Extra time for assigned tasks • Adjust length of assignment • Timeline with due dates for reports and projects • Communication system between home and school • Provide lecture notes/outline	• Extra Response time • Have students verbalize steps • Repeat, clarify or reword directions • Mini-breaks between tasks • Provide a warning for transitions • Reading partners	• Precise step-by-step directions • Short manageable tasks • Brief and concrete directions • Provide immediate feedback • Small group instruction • Emphasize multi-sensory learning	• Teacher-made checklist • Use visual graphic organizers • Reference resources to promote independence • Visual and verbal reminders • Graphic organizers
Assistive Technology	**Tests/Quizzes/Grading**	**Behavior/Attention**	**Organization**
• Computer/whiteboard • Tape recorder • Spell-checker • Audio-taped books	• Extended time • Study guides • Shortened tests • Read directions aloud	• Consistent daily structured routine • Simple and clear classroom rules • Frequent feedback	• Individual daily planner • Display a written agenda • Note-taking assistance • Color code materials

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Enrichment
Strategies Used to Accommodate Based on Students Individual Needs:

- Adaption of Material and Requirements

- Evaluate Vocabulary

- Elevated Text Complexity

- Additional Projects

- Independent Student Options

- Projects completed individual or with Partners

- Self-Selection of Research

- Tiered/Multilevel Activities

- Learning Centers

- Individual Response Board

- Independent Book Studies

- Open-ended activities

- Community/Subject expert mentorships

Assessments

Suggested Formative/Summative Classroom Assessments

- Timelines, Maps, Charts, Graphic Organizers

- Teacher-created Unit Assessments, Chapter Assessments, Quizzes

- Teacher-created DBQs, Essays, Short Answer

- Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share

- Projects, Portfolio, Presentations, Prezi, Gallery Walks

- Homework

- Concept Mapping

- Primary and Secondary Source analysis

- Photo, Video, Political Cartoon, Radio, Song Analysis

- Create an Original Song, Film, or Poem

- Glogster to make Electronic Posters

- Tumblr to create a Blog

Interdisciplinary Connections

English Language Arts
- Journal writing
- Close reading of industry-related content
- Create a brochure for a specific industry
- Keep a running word wall of industry vocabulary

Social Studies
- Research the history of a given industry/profession
- Research prominent historical individuals in a given industry/profession
- Use historical references to solve problems

World Language
- Translate industry-content
- Create a translated index of industry vocabulary
- Generate a translated list of words and phrases related to workplace safety

Math
- Research industry salaries for a geographic area and juxtapose against local cost of living
- Track various data, such as industry's impact on the GDP, career opportunities or among of individuals currently occupying careers

Fine & Performing Arts
- Create a poster recruiting young people to focus their studies on a specific career or industry
- Design a flag or logo to represent a given career field

Science
- Research the environmental impact of a given career or industry
- Research latest developments in industry technology
- Investigate applicable-careers in STEM fields

New Jersey Student Learning Standards

9.3– Career and Technical Education

Career Cluster: Education & Training (ED)

- 9.3.12. ED.1: Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.
- 9.3.12. ED.2: Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.
- 9.3.12. ED.3: Use critical thinking to process educational communications, perspectives, policies and/or procedures.
- 9.3.12. ED.5: Demonstrate group collaboration skills to enhance professional education and training practice.
- 9.3.12. ED.10: Apply organizational skills and logic to enhance professional education and training practice.
- 9.3.12. ED.11 Demonstrate group management skills that enhance professional education and training practice.

Pathway: Teacher/Training (ED-TT)

- 9.3.12. ED-TT.1: Use foundational knowledge of subject matter to plan and prepare effective instruction and design courses or programs.
- 9.3.12. ED-TT.3: Use content knowledge and skills of instruction to develop standards based goals and assessments.
- 9.3.12. ED-TT.4: Identify materials and resources needed to support instructional plans.
- 9.3.12. ED-TT.5: Establish a positive climate to promote learning.
- 9.3.12. ED-TT.6: Identify motivational, social and psychological practices that guide personal conduct.
- 9.3.12. ED-TT.7: Demonstrate organizational and relationship building skills used to manage instructional activities and related procedures.
- 9.3.12. ED-TT.8: Demonstrate flexibility and adaptability in instructional planning.

Common Career Technical Core (CCTC)

Career Cluster Education & Training

ED 01 – Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.

- ED 01.1 – Provide information using motivational and engaging communication techniques.
- ED 01.2 – Enlist stakeholder commitment using persuasive communication techniques.
- ED 01.3 – Use non-verbal communication to enhance verbal communication.

ED 02 – Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.

- ED 02.1.-Write informational correspondence to stakeholders in the learning environment.

ED 05 - Demonstrate group collaboration skills to enhance professional education and training practice.

- ED 05.1 – Employ interpersonal skills to enhance professional practice.

ED 11-Demonstrate group management skills that enhance professional education and training practice.

- ED 11.1-. Explain conditions that contribute to a receptive working climate.

Common Core State Standards (CCSS)

CCSS - English-Language Arts

Key Ideas and Details:

CCSS.ELA-LITERACY.RL.9.1 Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

CCSS.ELA-LITERACY.RL.9.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details, and provide an objective summary of the text.

CCSS.ELA-LITERACY.RL.9.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

CCSS.ELA-LITERACY.RL.9.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

CCSS.ELA-LITERACY.RL.9.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. as mystery, tension, or surprise.

CCSS.ELA-LITERACY.RL.9.6Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

Range of Writing:

CCSS.ELA-LITERACY W.9-2.Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Course: Literature in the Classroom Unit: 1 – Grade Level: 9-12	Unit Overview: Students will be able to analyze the value of children's literature as it relates to a child's development.

New Jersey Student Learning Standards (NJSLS): 9.3.12.ED.1, 9.3.12.ED.2, 9.3.12.ED.3, 9.3.12.ED.5, 9.3.12.ED.10, 9.3.12.ED.11, 9.3.12. ED-TT.1, 9.3.12. ED-TT.3, 9.3.12. ED-TT.4, 9.3.12. ED-TT.5, 9.3.12. ED-TT.6, 9.3.12. ED-TT.7, 9.3.12. ED-TT.8

Common Career Technical Core (CCTC): ED 01.1, ED 01.2, ED 01.3, ED 02.1, ED 05.1, ED 11.1

Common Core State Standards (CCSS): Reading Literature: RL. 9.1, 9.2, 9.3, 9.4, 9.5, 9.6 **Writing:** W 9.2

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain. **NJSLS:** 9.3.12.ED.1, 9.3.12.ED.2, 9.3.12.ED.3, 9.3.12.ED.5, 9.3.12.ED.10,	How can I defend my position using key and supporting details? How can I make an inference based on details to identify the underlying meaning? How can I seek additional information to justify inferences? How can I provide strong textual evidence?	• Conduct useful Internet research with proper citation • Present findings logically with well-articulated speech • Summarize facts for information sheet • Analyze the text for inferred and literal meanings • Determine the difference	**Two-Column Graphic Organizer** Utilize a two-column graph Organizer students will w cooperatively to distingui between details and evide that support inferences **Double-Entry Journal** Use a double entry journa chart inferences, and evid from the text to support students responses to tex dependent questions	• Close Reading Informational Text. "Up From Slavery" (Chapter 1) • 9th and 10th Grade Close Reading Units • Developing Core Proficiencies from Engage New York

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
9.3.12.ED.11, 9.3.12. ED-TT.1, 9.3.12. ED-TT.3, 9.3.12. ED-TT.4, 9.3.12. ED-TT.5, 9.3.12. ED-TT.6, 9.3.12. ED-TT.7, 9.3.12. ED-TT.8 **CCTC:** ED 01.1,ED 01.2, ED 01.3, ED 05.1, ED 11.1 **CCSS:** RL.9.1, W9.2		between strong and insufficient (unreliable) details • Use direct quotes, paraphrase, summarize objectively • Draw conclusions/make logical judgments about the information within the text on the basis of evidence and prior conclusions/prior experience	**Mark that Text** Underline and mark provided text for defense of opinions	
Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details, and provide an objective summary of the	What is the central idea of the text? What evidence can I find to support my determined theme? How can I use facts, inferences, and implied	• Determine a theme and central idea • Analyze how details develop the theme/central idea. • Formulate an objective (free of personal bias)	**Analyze that Text** Students will collaboratively select two picture books from the same author. Students will analyze the text by determining the theme of each book and providing an analysis of how the	Story Map- http://www.readwritethink.org/files/resources/interactives/storymap/index.html Plot diagram- http://www.readwritethink.org/files/resources/interactives/plot-diagram/

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text. **NJSLS:** 9.3.12.ED.1, 9.3.12.ED.2, 9.3.12.ED.3, 9.3.12.ED.5, 9.3.12.ED.10, 9.3.12.ED.11, 9.3.12. ED-TT.1, 9.3.12. ED-TT.3, 9.3.12. ED-TT.4, 9.3.12. ED-TT.5, 9.3.12. ED-TT.6, 9.3.12. ED-TT.7, 9.3.12. ED-TT.8 **CCTC:** ED 01.1,ED 01.2, ED 01.3, ED 05.1, ED 11.1 **CCSS:** RL.9.2, W 9.2	meanings to identify a theme? What detail first indicated the central theme in the text? How does the author develop the central idea?	summary of the text • Determine how the theme/central idea emerges and is refined or strengthened by key details •	author develops the theme. **Close Reading Technique** Underline and mark provided text to support the identified theme. **Summarize that Text** In pairs, chart details to summarize the text.	
Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	What is revealed about the character by events or dialogue? What statement or action leads to a shift in advancement of plot? What decision is	• Demonstrate understanding of the elements of fiction in children's literature • Explain the parts of a plot; provide a summary of each	**Staple-less Book** Students will create a staple-less book as part of a lesson to explain the elements of fiction using a rewritten fairy tale. Student lesson must include:	Using a fairy tale to teach the elements of fiction - http://alex.state.al.us/lesson_view.php?id=7102 Copies of any classic fairy tale

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Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
			how each develops over the course of a text.	
Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone) **NJSLS:** 9.3.12.ED.1, 9.3.12.ED.2, 9.3.12.ED.3, 9.3.12.ED.5, 9.3.12.ED.10, 9.3.12.ED.11, 9.3.12. ED-TT.1, 9.3.12. ED-TT.3, 9.3.12. ED-TT.4,	What does the word/phrase _____ mean in this selection? The word/phrase is an example of_____. How does the author's use of repetition of _____ impact the tone of the text? Identify and analyze which words or phrases specifically impact the meaning or tone? How does the author's use of formal or informal diction affects the tone of the text?	• Determine figurative meaning • Determine connotative meaning • Understand connotations • Understand how word choice impacts meaning • Understand how word choice impacts tone • Identify cumulative impact of word choice • Determine formal vs. informal tone	**Modern-Day Nursey Rhyme** Student will work in small-groups to create an original modern-day nursery rhyme that uses poetic devices. Students will write and illustrate the nursery rhyme using an online children's book website. The nursery rhyme will: • Use at least three poetic devices • Give a modern-day theme to a classic nursery rhyme • Have six pages including a front and back cover	Why teach nursery rhymes – http://www.pre-kpages.com/nurseryrhymes/ Nursery rhymes & lesson plans http://www.pre-kpages.com/nurseryrhymes/ http://www.brighthubeducation.com/pre-k-and-k-lesson-plans/6215-week-long-teaching-unit-using-nursery-rhymes/ Meanings of nursery rhymes-& nursery rhymes- http://www.powerfulwords.info/nursery_rhymes/nursery_rhymes_index.htm

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9.3.12. ED-TT.5, 9.3.12. ED-TT.6, 9.3.12. ED-TT.7, 9.3.12. ED-TT.8 **CCTC:** ED 01.1,ED 01.2, ED 01.3, ED 05.1, ED 11.1 **CCSS:** RL.9.4, W. 9.2	Without changing the meaning of the sentence, what word/phrase can best be used		• Attractive, appropriate illustrations • Read aloud well • Presented to class with explanation of poetic devices used **Rewrite that Text** Without changing the meaning of an excerpt, students will rewrite the text using different words and phrases. Students will explain the purpose for changing various words and phrases.	Nursery rhymes set to music- http://www.bbc.co.uk/learning/schoolradio/subjects/earlylearning/nurserysongs Digital book making site – www.littlebirdtales.com Project rubric – http://www.readwritethink.org/files/resources/lesson_images/lesson1022/GradingRubric.pdf
Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and	How does the structure of the text contribute to its meaning?	• Determine how individual elements of a work (section, chapter, scene, or	**Movie and Text Review** Students will compare and contrast the film to the real myth in order to analyze how an author	List of modern movies using Greek mythology: http://www.imdb.com/list/zk0TfwLUC_Q/

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manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. as mystery, tension, or surprise. **NJSLS:** 9.3.12.ED.1, 9.3.12.ED.2, 9.3.12.ED.3, 9.3.12.ED.5, 9.3.12.ED.10, 9.3.12.ED.11, 9.3.12. ED-TT.1, 9.3.12. ED-TT.3, 9.3.12. ED-TT.4, 9.3.12. ED-TT.5, 9.3.12. ED-TT.6, 9.3.12. ED-TT.7, 9.3.12. ED-TT.8 **CCTC:** ED 01.1,ED 01.2, ED 01.3, ED 05.1, ED 11.1 **CCSS:** RL.9.5, W.9.2	How does the order of events impact the text? Identify and analyze the devices the author uses to manipulate time. How does the author manipulate (structural element) to create the effect of _____?	stanza, etc.) contribute to a text's overall scope • Recognize how form relates to function and how a part relates to a whole • Distinguish between different text structures • Observe how the individual components of the text add to the development of the theme, setting, and plot • Analyze why the author included a specific section (chapter, scene, or stanza, etc.) of the text • Analyze the impact the specific section (chapter,	and film director's specific choice impact the text and film. • Analyze themes in myths to determine relevancy to children • Design a storyboard based on a myth • Develop illustrations that best describe the myth • Use technology to create a myth book **Reflection Journal** Students will participate in group discussions and write a journal entry describing how pop culture uses Greek myths • Analyze common themes, symbols and plots in ancient	Movie review comparing film to the real myth, *"When Hollywood gets in the way of a perfectly good myth"* by Aaron Sagers- http://geekout.blogs.cnn. com/2012/04/13/when-hollywood-gets-in-the-way-of-a-perfectly-good-myth/ Myths of different civilizations - *Parallel Myth*s by J.F. Bierlein, Ballantine Books, 1994. A collection of international myths- http://teacher.scholastic.c om/writewit/mff/myths.ht m Website used to create book – www.storybird.com

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		scene, or stanza, etc.) has on you, the reader • Evaluate the effectiveness of the author's choice to include this section (chapter, scene, or stanza, etc.) •	myths of five different civilizations • Compare and contrast mythical figures and their characteristics • Define vocabulary found in myths • Brainstorm list of elements to explore: themes, symbols, plots, characters and descriptions **Create-A-Myth** Students will collaboratively develop children's book to re-tell group's myth	Story Map- http://www.readwritethink.org/files/resources/interactives/storymap/index.html Plot diagram- http://www.readwritethink.org/files/resources/interactives/plot-diagram/ Storyboard templates – http://karenjlloyd.com/blog/wp-content/uploads/2009/02/kjl_thumbnail_template Storybook rubric – http://www.beaconlearningcenter.com/documents/204_01.pdf
Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world	What is the characters' point of view? What is the author's text effect? What is the narrator's	• Identify various points of view • Determine how the author develops the point-of-view of the narrator or	**Identify the Point of View** After reading texts, identify and explain various points of view. **Fairy-Tales from**	**Fractured Fairytales** http://www.marilynkinsella.org/Workshop%20papers/Fractured_Fairy_Tales.htm Using a fairy tale to

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
literature. **NJSLS:** 9.3.12.ED.1, 9.3.12.ED.2, 9.3.12.ED.3, 9.3.12.ED.5, 9.3.12.ED.10, 9.3.12.ED.11, 9.3.12. ED-TT.1, 9.3.12. ED-TT.3, 9.3.12. ED-TT.4, 9.3.12. ED-TT.5, 9.3.12. ED-TT.6, 9.3.12. ED-TT.7, 9.3.12. ED-TT.8 **CCTC:** ED 01.1,ED 01.2, ED 01.3, ED 05.1, ED 11.1 **CCSS:** RL.9.6, W.9.2	intended response from the reader? How does the narrator feel about the topic? What is the narrator's motivation for creating this narrative voice here?	speaker in the text • Reflect upon certain scenes or portions within a text and imagine how their content/style would change if the narrator's or speaker's point-of-view shifted to an alternate point-of-view, including the effect of these changes on the reader • Determine how the author's word choice helps develop the narrator or speaker's point of view • Evaluate the effectiveness of the author's choice in point of view	**Around the World** Students will read various fairytales from around the world. Students will create a reflection essay, which examines the following: How does the author/narrator's point of view reveal cultural values and norms in the text? What cultural values and beliefs motivate the main character(s) of the text? How are the customs and expectations revealed? **My Point-of-View** Using a hypothetical scenario from the text and/or one that is relevant to the students, students are given an option to retell the story	teach the elements of fiction - http://alex.state.al.us/lesson_view.php?id=7102 Copies of any classic fairy tale www.wegivebooks.org – for students to choose their own fairy tale to analyze

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			from a different perspective. Students re-write the scenario from the point of view, using their work as examples of how narrative voice can change depending upon the narrator's intention for the audience or reader.	

Unit 1 Vocabulary

Analyze	Inference
Central idea	Summarize
Cite	Textual evidence
Complex character	Theme
Conclude	Tone
Connotative meaning	
Cultural	
Evoke	
Explicit	
Figurative meaning	
Folktale	

Suggested Unit Projects
Choose At Least One

Students will give a talk to inform class about an award-winning children's book and its award.

Book talk must include:

- Summary of book/information
- Opinion
- Description of the book's award
- Connection to real life
- A clear presentation of information using standard English

Digital poster promoting the book must include:

- Book title, author
- Picture of book cover
- Interesting quote from book
- Appropriate graphics representing the book
- Logo indicating award

Students will collaboratively develop a picture storybook for 7-8 year olds using a website

Student's book must include:

- Text that is appropriately matched to the illustrations
- A coherent narrative written with proper usage, punctuation and grammar
- Attractive front and rear covers with title, author and publication date
- All elements of fiction: theme, setting, point of view, characters and plot (exposition statement, rising action, conflict, climax, falling action and resolution)
- It must be created on www.storybird.com

Suggested Structured Learning Experiences	
At the end of this course, students will research, read and analyze folktales from America and their own culture. They will create a digital multimedia presentation about their favorite folktale and author to share with students in another country. Through Skype or other means (to be determined) students in that country will share their favorite folktales from their country.	Students may visit the Paterson Public Library and Barnes and Noble throughout this unit. **Paterson Public Library** 250 Broadway Paterson, NJ **Clifton-Barnes & Noble** 395 Route 3 East Clifton, NJ 07014