



## **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 12<sup>th</sup> 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.

## 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

<u>Time/General</u>	<u>Processing</u>	<u>Comprehension</u>	<u>Recall</u>
<ul style="list-style-type: none"> <li>• Extra time for assigned tasks</li> <li>• Adjust length of assignment</li> <li>• Timeline with due dates for reports and projects</li> <li>• Communication system between home and school</li> <li>• Provide lecture notes/outline</li> </ul>	<ul style="list-style-type: none"> <li>• Extra Response time</li> <li>• Have students verbalize steps</li> <li>• Repeat, clarify or reword directions</li> <li>• Mini-breaks between tasks</li> <li>• Provide a warning for transitions</li> <li>• Reading partners</li> </ul>	<ul style="list-style-type: none"> <li>• Precise step-by-step directions</li> <li>• Short manageable tasks</li> <li>• Brief and concrete directions</li> <li>• Provide immediate feedback</li> <li>• Small group instruction</li> <li>• Emphasize multi-sensory learning</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher-made checklist</li> <li>• Use visual graphic organizers</li> <li>• Reference resources to promote independence</li> <li>• Visual and verbal reminders</li> <li>• Graphic organizers</li> </ul>
<u>Assistive Technology</u>	<u>Tests/Quizzes/Grading</u>	<u>Behavior/Attention</u>	<u>Organization</u>
<ul style="list-style-type: none"> <li>• Computer/whiteboard</li> <li>• Tape recorder</li> <li>• Spell-checker</li> <li>• Audio-taped books</li> </ul>	<ul style="list-style-type: none"> <li>• Extended time</li> <li>• Study guides</li> <li>• Shortened tests</li> <li>• Read directions aloud</li> </ul>	<ul style="list-style-type: none"> <li>• Consistent daily structured routine</li> <li>• Simple and clear classroom rules</li> <li>• Frequent feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Individual daily planner</li> <li>• Display a written agenda</li> <li>• Note-taking assistance</li> <li>• Color code materials</li> </ul>

## 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.9.4 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.9.6 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 literature.

#### Range of Writing:

CCSS.ELA-LITERACY W.9.3-Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

<b>Course:</b> Literature in the Classroom  <b>Unit: 2 –</b>  <b>Grade Level:</b> 9-12	<b>Unit Overview:</b> Students will be able to analyze the specific elements of fables, folktales, fantasy and various types of fiction.
<b>New Jersey Student Learning Standards (NJSLS):</b> 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	
<b>Common Career Technical Core (CCTC):</b> ED 01.1,ED 01.2, ED 01.3, ED 02.1, ED 05.1, ED 11.1	
<b>Common Core State Standards (CCSS): Reading Literature:</b> RL. 9.1, 9.2, 9.4,9.5, 9.6 <b>Writing:</b> W 9.3	

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. <b>NJSLS:</b> 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?	<ul style="list-style-type: none"> <li>Conduct useful Internet research with proper citation</li> <li>Present findings logically with well-articulated speech</li> <li>Summarize facts for information sheet</li> <li>Analyze the text for inferred and literal meanings</li> <li>Determine the difference</li> </ul>	<p><b>Defend your Analysis</b> Students will cite several examples of textual evidence to support their analysis.</p> <p><b>T-Chart</b> Using a T-chart, students create several inferences based on textual evidence</p> <p><b>Rate your Textual Evidence</b> Based on textual evidence gathered, students will ex</p>	<ul style="list-style-type: none"> <li><a href="#">Close Reading Informational Text. "Up From Slavery" (Chapter 1)</a></li> <li><a href="#">9th and 10th Grade Close Reading Units</a></li> <li><a href="#">Developing Core Proficiencies from Engage New York</a></li> </ul>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p>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</p> <p><b>CCTC:</b> ED 01.1, ED 01.2, ED 01.3, ED 05.1, ED 11.1</p> <p><b>CCSS:</b> RL.9.1, W9.3</p>		<p>between strong and insufficient (unreliable) details</p> <ul style="list-style-type: none"> <li>• Use direct quotes, paraphrase, summarize objectively</li> <li>• Draw conclusions/make logical judgments about the information within the text on the basis of evidence and prior conclusions/prior experience</li> </ul>	<p>why their evidence supports their analysis.</p>	
<p>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</p>	<p>What is the central idea of the text?</p> <p>What evidence can I find to support my determined theme?</p> <p>How can I use facts, inferences, and implied</p>	<ul style="list-style-type: none"> <li>• Determine a theme and central idea</li> <li>• Analyze how details develop the theme/central idea.</li> <li>• Formulate an objective (free of personal bias)</li> </ul>	<p><b>Realistic Fiction Book Talk</b>            After studying the various types of realistic fiction, students will work in groups of three/four to read and present a book talk about a realistic fiction selection for a particular grade level.</p>	<p>Background information on realistic fiction:  <i>Essentials of Children's Literature</i> by Carol Lynch-Brown and Carl M. Tomlinson, 6<sup>th</sup> Edition, Pearson, 2008, 150-161</p>

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<p>text.</p> <p><b>NJSLS:</b> 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</p> <p><b>CCTC:</b> ED 01.1,ED 01.2, ED 01.3, ED 05.1, ED 11.1</p> <p><b>CCSS:</b> RL.9.2, W 9.3</p>	<p>meanings to identify a theme?</p> <p>What detail first indicated the central theme in the text?</p> <p>How does the author develop the central idea?</p>	<p>summary of the text</p> <ul style="list-style-type: none"> <li>Determine how the theme/central idea emerges and is refined or strengthened by key details</li> </ul>	<p>The project will include:</p> <ul style="list-style-type: none"> <li>Summary of book's plot and main characters</li> <li>Background information on the author</li> <li>Identification of appropriate grade level for book and why</li> <li>Explanation of the academic and developmental value the book holds for children</li> <li>An interest ballot for students of all groups to complete once all groups have presented.</li> <li>A poster created on Glogster to accompany their talk</li> </ul> <p><b><u>New Title</u></b> Students will work</p>	<p>Pearson companion website - <a href="http://wps.ablongman.com/ab_lynchbrown_essentials_6/75/19426/4973278.cw/index.html">http://wps.ablongman.com/ab_lynchbrown_essentials_6/75/19426/4973278.cw/index.html</a></p> <p>List of realistic fiction books from which students may choose (listed by age and topic):</p> <p><i>Essentials of Children's Literature</i> by Carol Lynch-Brown and Carl M. Tomlinson, 6<sup>th</sup> Edition, Pearson, 2008, p. 160-166</p> <p>Sample book ballots for students to see: <a href="https://sites.google.com/site/ncslmayabookaward/high-school/voting-ballot-high-school">https://sites.google.com/site/ncslmayabookaward/high-school/voting-ballot-high-school</a></p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
			cooperatively to select a new title for several realistic fiction stories.	<a href="http://www.granitemedia.org/gba/vote/">http://www.granitemedia.org/gba/vote/</a>  <a href="http://www.blackwaterlib.org/pages%2FFR%20Children's%20Book%20Week%20Voting%20Ballot.pdf">http://www.blackwaterlib.org/pages%2FFR%20Children's%20Book%20Week%20Voting%20Ballot.pdf</a>
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.	<p>What is revealed about the character by events or dialogue?</p> <p>What statement or action leads to a shift in advancement of plot?</p> <p>What decision is provoked by</p>	<ul style="list-style-type: none"> <li>Evaluate modern fantasy using the literary elements of plot, characterization, setting, point of view and theme</li> <li>Explain the parts of a plot; provide a</li> </ul>	<p><b>Create a Fantasy</b>            Student will create a digital presentation that includes the following:</p> <ul style="list-style-type: none"> <li>Summary of a modern fantasy book</li> <li>Evaluation of modern fantasy story's literary</li> </ul>	<p>Selections of modern fantasy for students to read</p> <p>Background information to share with students:  <i>Essentials of Children's Literature</i> by Carol Lynch-Brown and Carl M.</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p><b>NJSLS:</b> 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</p> <p><b>CCTC:</b> ED 01.1,ED 01.2, ED 01.3, ED 05.1, ED 11.1</p> <p><b>CCSS:</b> RL.9.3, W.9.3</p>	<p>_____ incident?</p> <p>How does character motivation reveal the complexity of the character?</p> <p>What are their motivations? Are they conflicting? If so, how?</p> <p>How are the character motivations developed over the course of the text?</p> <p>Which interactions between characters contribute to the development of the theme?</p>	<p>summary of each part</p> <ul style="list-style-type: none"> <li>Observe and analyze how story characters and plot interact and develop throughout a given text</li> <li>Read and evaluate texts with the goal of understanding how the story's events and setting impact and shape the characters in different ways</li> <li>Determine how particular episodes may trigger various responses in characters, revealing one or more of the characters' traits</li> </ul>	<p>elements.</p> <ul style="list-style-type: none"> <li>Author's background</li> <li>Descriptions of topics within modern fantasy</li> <li>Sample lesson for a specific age group</li> </ul> <p><b>Another Title...</b> Create a variety of possible alternative titles for a piece of writing that describes the central idea or theme.</p> <p><b>And the Theme Is...</b> Synthesize theme and story elements by noting how each develops over the course of a text.</p>	<p>Tomlinson, 6<sup>th</sup> Edition, Pearson, 2008, p.133-143</p> <p>List of modern fantasy authors and their websites</p> <p>Elements of modern fantasy chart: <a href="https://sites.google.com/site/cjoneschildrenslit/page-3">https://sites.google.com/site/cjoneschildrenslit/page-3</a></p> <p>Qualities of modern fantasy: <a href="http://dordt.libguides.com/content.php?pid=87860&amp;sid=735931">http://dordt.libguides.com/content.php?pid=87860&amp;sid=735931</a></p> <p>Modern Fantasy for children book titles: <a href="http://www.goodreads.com/list/show/19825_Recommended_Modern_Childrens_Fantasy">http://www.goodreads.com/list/show/19825_Recommended_Modern_Childrens_Fantasy</a></p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
				PowerPoint rubric- <a href="http://library.fayschool.org/Pages/powerpointrubric.pdf">http://library.fayschool.org/Pages/powerpointrubric.pdf</a>
<p>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)</p> <p><b>NJSLS:</b> 9.3.12.ED.1, 9.3.12.ED.2, 9.3.12.ED.3, 9.3.12.ED.5,</p>	<p>What does the word/phrase _____ mean in this selection?</p> <p>The word/phrase is an example of _____.</p> <p>How does the author's use of repetition of _____ impact the tone of the text?</p> <p>Identify and analyze which words or phrases specifically impact the meaning or tone?</p> <p>How does the author's</p>	<ul style="list-style-type: none"> <li>• Determine figurative meaning</li> <li>• Determine connotative meaning</li> <li>• Understand connotations</li> <li>• Understand how word choice impacts meaning</li> <li>• Understand how word choice impacts tone</li> <li>• Identify cumulative impact of word choice</li> <li>• Determine formal vs. informal tone</li> </ul>	<p><b>Legends and Tall Tales</b>            Student will collaborate with others to create a tall tale or legend that illustrates figurative language and all elements of the genre. Each group will present the story in a digital format. It must include</p> <ul style="list-style-type: none"> <li>• Title and authors of story</li> <li>• Literary elements of its genre-               <ul style="list-style-type: none"> <li>a) <b>Legends:</b> Real or supposedly real individuals and their great deeds; mix of realism &amp; fantasy; serious</li> </ul> </li> </ul>	<p>Worksheets for tall tale stories-  <a href="http://artsedge.kennedy-center.org/~media/ArtsEdge/LessonPrintables/grade-5/exploring_tall_tales_fla_tboat_annie_worksheet.aspx">http://artsedge.kennedy-center.org/~media/ArtsEdge/LessonPrintables/grade-5/exploring_tall_tales_fla_tboat_annie_worksheet.aspx</a></p> <p><a href="http://artsedge.kennedy-center.org/~media/ArtsEdge/LessonPrintables/grade-5/exploring_tall_tales_paul_bunyan_worksheet.aspx">http://artsedge.kennedy-center.org/~media/ArtsEdge/LessonPrintables/grade-5/exploring_tall_tales_paul_bunyan_worksheet.aspx</a></p> <p><a href="http://artsedge.kennedy-center.org/~media/ArtsE">http://artsedge.kennedy-center.org/~media/ArtsE</a></p>

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<p>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</p> <p><b>CCTC:</b> ED 01.1,ED 01.2, ED 01.3, ED 05.1, ED 11.1</p> <p><b>CCSS:</b> RL.9.4, W. 9.3</p>	<p>use of formal or informal diction affects the tone of the text?</p> <p>Without changing the meaning of the sentence, what word/phrase can best be used</p>		<p>tone</p> <p>b) <b>Tall tales:</b> Exaggerated accounts of the exploits of persons, both real and imagined; humorous in tone</p> <ul style="list-style-type: none"> <li>• Written in coherent, standard English</li> <li>• Appropriate illustrations</li> </ul> <p><b>Rewrite that Text</b></p> <p>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.</p>	<p><a href="http://dge/LessonPrintables/grade-5/exploring_tall_tales_pecos_bill_worksheet.ashx">dge/LessonPrintables/grade-5/exploring_tall_tales_pecos_bill_worksheet.ashx</a></p> <p>Website used to create book – <a href="http://www.storybird.com">www.storybird.com</a></p> <p>Story Map- <a href="http://www.readwritethink.org/files/resources/interactives/storymap/index.html">http://www.readwritethink.org/files/resources/interactives/storymap/index.html</a></p> <p>Plot diagram- <a href="http://www.readwritethink.org/files/resources/interactives/plot-diagram/">http://www.readwritethink.org/files/resources/interactives/plot-diagram/</a></p> <p>Storyboard templates – <a href="http://karenjlloyd.com/blog/wp-content/uploads/2009/02/kjl_thumbnail_template">http://karenjlloyd.com/blog/wp-content/uploads/2009/02/kjl_thumbnail_template</a></p> <p>Storybook rubric –</p>

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<p>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.</p> <p><b>NJSLS:</b> 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</p> <p><b>CCTC:</b> ED 01.1,ED 01.2, ED 01.3, ED 05.1, ED</p>	<p>How does the structure of the text contribute to its meaning?</p> <p>How does the order of events impact the text?</p> <p>Identify and analyze the devices the author uses to manipulate time.</p> <p>How does the author manipulate (structural element) to create the effect of _____?</p>	<ul style="list-style-type: none"> <li>• Determine how individual elements of a work (section, chapter, scene, or stanza, etc.) contribute to a text’s overall scope</li> <li>• Recognize how form relates to function and how a part relates to a whole</li> <li>• Distinguish between different text structures</li> <li>• Observe how the individual components of the text add to the development of the theme, setting, and plot</li> <li>• Analyze why the</li> </ul>	<p><b>Create a Fable</b>            Students will produce a dramatic presentation of their original fable. It will:</p> <ul style="list-style-type: none"> <li>• Named characters</li> <li>• A setting</li> <li>• A problem or conflict</li> <li>• Resolution of conflict</li> <li>• A moral</li> </ul> <p>The presentation must show:</p> <ul style="list-style-type: none"> <li>• Preparedness</li> <li>• Use of props</li> <li>• Clear, loud delivery</li> <li>• Enthusiastic approach</li> <li>• Listens to others during presentations</li> </ul> <p><b>Reflection Journal</b>            Students will participate in group discussions and write a journal entry comparing and contrasting cultural</p>	<p><a href="http://www.beaconlearningcenter.com/documents/204_01.pdf">http://www.beaconlearningcenter.com/documents/204_01.pdf</a></p> <p>These are websites where students can read Aesop’s fables:  <a href="http://www.aesopsfables.net/">http://www.aesopsfables.net/</a>            Interactive site–  <a href="http://www.read.gov/aesop/001.html">http://www.read.gov/aesop/001.html</a></p> <p><i>The Hare and the Tortoise</i>, hard copy or online at  <a href="http://www.read.gov/aesop/025.html">http://www.read.gov/aesop/025.html</a></p> <p><i>Worksheets for the lesson:</i></p> <p>Sample graphic organizer -  <a href="http://www.learnnc.org/lp/media/lessons/kateboyce1142004123/Hare_and_tortoise_organizer.html">http://www.learnnc.org/lp/media/lessons/kateboyce1142004123/Hare_and_tortoise_organizer.html</a></p>

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<p>11.1</p> <p><b>CCSS:</b> RL.9.5, W.9.3</p>		<p>author included a specific section (chapter, scene, or stanza, etc.) of the text</p> <ul style="list-style-type: none"> <li>• Analyze the impact the specific section (chapter, scene, or stanza, etc.) has on you, the reader</li> <li>• Evaluate the effectiveness of the author's choice to include this section (chapter, scene, or stanza, etc.)</li> </ul>	<p>expressions in fables.</p>	<p>Fable graphic organizer-  <a href="http://www.learnnc.org/lp/media/lessons/katebboyc/e1142004123/1_graphic_organizer.html">http://www.learnnc.org/lp/media/lessons/katebboyc/e1142004123/1_graphic_organizer.html</a></p> <p>Vocabulary words-  <a href="http://www.learnnc.org/lp/media/lessons/katebboyc/e1142004123/Critical_Vocabulary.htm">http://www.learnnc.org/lp/media/lessons/katebboyc/e1142004123/Critical_Vocabulary.htm</a></p> <p>Vocabulary cube directions-  <a href="http://www.learnnc.org/lp/media/lessons/katebboyc/e1142004123/Vocabulary_Cube_Directions.htm">http://www.learnnc.org/lp/media/lessons/katebboyc/e1142004123/Vocabulary_Cube_Directions.htm</a></p> <p>cube template-  <a href="http://www.learnnc.org/lp/media/lessons/katebboyc/e1142004123/Cube_Template.htm">http://www.learnnc.org/lp/media/lessons/katebboyc/e1142004123/Cube_Template.htm</a></p> <p>Fable rubric –  <a href="http://www.learnnc.org/lp/media/lessons/katebboyc">http://www.learnnc.org/lp/media/lessons/katebboyc</a></p>

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<p>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 literature.</p> <p><b>NJSLS:</b> 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</p> <p><b>CCTC:</b> ED 01.1,ED 01.2, ED 01.3, ED 05.1, ED 11.1</p> <p><b>CCSS:</b> RL.9.6, W.9.3</p>	<p>What is the characters' point of view?</p> <p>What is the author's text effect?</p> <p>What is the narrator's intended response from the reader?</p> <p>How does the narrator feel about the topic?</p> <p>What is the narrator's motivation for creating this narrative voice here?</p>	<ul style="list-style-type: none"> <li>Identify various points of view</li> <li>Determine how the author develops the point-of-view of the narrator or speaker in the text</li> <li>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</li> <li>Determine how the author's word choice helps</li> </ul>	<p><b>Identify the Point of View</b>            After reading texts, identify and explain various points of view.</p> <p><b>My Point-of-View</b>            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 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.</p> <p><b>Create a Folktale</b>            Student will follow the directions in an online</p>	<p><a href="http://e1142004123/Rubric_-_Fable.htm">e1142004123/Rubric_-_Fable.htm</a></p> <p><i>Essentials of Children's Literature</i> by Carol Lynch-Brown and Carl M. Tomlinson, 6<sup>th</sup> Edition, Pearson, 2008, P.122-125</p> <p>A collection of American folktales for students to read or online-  <a href="http://www.americanfolklore.net/">http://www.americanfolklore.net/</a></p> <p>International folk tales –  <a href="http://www.phillipmartin.info/liberia/homepage.htm">http://www.phillipmartin.info/liberia/homepage.htm</a></p> <p>Website for students to read other original folktales -  <a href="http://teacher.scholastic.com/writewit/index.htm">http://teacher.scholastic.com/writewit/index.htm</a></p> <p>Online folktale workshop –</p>

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		<p>develop the narrator or speaker's point of view</p> <ul style="list-style-type: none"> <li>Evaluate the effectiveness of the author's choice in point of view</li> </ul>	<p>workshop to create a folktale to share with foreign students. The project will include:</p> <ul style="list-style-type: none"> <li>Brainstorming with peers</li> <li>Summarizing tips from professional writers</li> <li>Read and review four folktales (2 American, 2 other cultures)</li> <li>A draft of an original folktale written collaboratively</li> <li>Final revision of folktale</li> <li>Online submission and sharing with foreign students</li> <li>Reflection on project</li> </ul> <p>Folktale will contain:</p>	<p><a href="http://teacher.scholastic.com/writewit/mff/folktaleworkshop_index.htm">http://teacher.scholastic.com/writewit/mff/folktaleworkshop_index.htm</a></p> <p>Folktale review sheet <a href="http://lhhs-lebouthillier.wikispaces.com/file/view/Folktale.Elements.Analysis.Sheet.pdf">http://lhhs-lebouthillier.wikispaces.com/file/view/Folktale.Elements.Analysis.Sheet.pdf</a></p>

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			<ul style="list-style-type: none"> <li>• The elements of a folktale- magic, problem, solution, cultural element, moral</li> </ul>	

## Unit 2 Vocabulary

Analyze

Central idea

Cite

Complex character

Conclude

Connotative meaning

Cultural

Evoke

Explicit

Figurative meaning

Folktale

Fable

Inference

Summarize

Textual evidence

Theme

Tone

Legend

Fantasy

Realistic Fiction

## Suggested Unit Projects

*Choose At Least One*

Students will work in pairs to read a historical fiction selection about an epidemic or disease and create an online brochure which compares and contrasts the book to fact. The brochure must include:

- A summary of the selection, identifying its historical period, grade level and theme
- A comparison and contrast between the story and the facts about the disease
- A bibliography of historical fiction titles about this topic for a specific age group.
- Appropriate graphics will illustrate the topic, author, age group
- A timeline displaying the historical facts and story events created online

After students read selections of international literature, they will select a country or region outside the United States. They will compile an annotated bibliography of 10 children's books, both fiction and non-fiction, that could promote interest in and help young people learn more about that country or region. Selections will be made according to a chosen grade level. Assessment will be based on:

- Appropriate selection of books based to topic and grade level.
- Correct MLA format for bibliography
- Summary of each book
- PowerPoint presentation of information

## 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