



## **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.9-2. 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.

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.

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| <p><b>Course:</b> Literature in the Classroom</p> <p><b>Unit: 3 –</b></p> <p><b>Grade Level:</b> 9-12</p>  | <p><b>Unit Overview:</b> Students will examine various parts of children’s literature.</p> |
| <p><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</p> |  |
| <p><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</p>   |  |
| <p><b>Common Core State Standards (CCSS): Reading Literature:</b> RL. 9.1, 9.2, 9.4,9.5, 9.6 <b>Writing:</b> W. 9.2, W 9.3</p>   |  |

| Student Learning Objectives (SLOs)  | Essential Questions   | Skills & Indicators   | Sample Activities   | Resources   |
|---|---|---|---|---|
| <p>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.</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,</p> | <p>How can I defend my position using key and supporting details?</p> <p>How can I make an inference based on details to identify the underlying meaning?</p> <p>How can I seek additional information to justify inferences?</p> <p>How can I provide strong textual evidence?</p> | <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><br/>Students will cite several examples of textual evidence to support their analysis.</p> <p><b>T-Chart</b><br/>Using a T-chart, students create several inferences based on textual evidence</p> <p><b>Rate your Textual Evidence</b><br/>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>Literature Web</b><br/>           Student will develop a poster board presentation that creates a literature web around an author or illustrator, a selected trade book, or a type of literature. This web may be designed exclusively around</p> | <p>Background material:</p> <ul style="list-style-type: none"> <li>• <i>Essentials of Children's Literature</i> by Carol Lynch-Brown and Carl M. Tomlinson, 6<sup>th</sup> Edition, Pearson, 2008, 251-252 and the Pearson</li> </ul> |

| Student Learning Objectives (SLOs)  | Essential Questions   | Skills & Indicators   | Sample Activities   | Resources   |
|---|---|---|---|---|
| <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>reading, language arts, or literature, or it may extend across the entire curriculum. It must:</p> <ul style="list-style-type: none"> <li>Contain six meaningful strands</li> <li>Help connect a child's understanding to the subject</li> <li>Align to NJ Common Core standards</li> </ul> <p><b>New Title</b><br/>           Students will work cooperatively to select a new title for several realistic fiction stories.</p> | <p>companion – <a href="http://wps.ablongman.com/ab_lynchbrown_essentials_6/75/19427/4973331.cw/index.html">http://wps.ablongman.com/ab_lynchbrown_essentials_6/75/19427/4973331.cw/index.html</a></p> <ul style="list-style-type: none"> <li><i>Book Webs as a Curricular Strategy for Teachers K-12</i> by Alexa L. Sandmann- <a href="http://w3.iac.net/~pfilio/san95.htm">http://w3.iac.net/~pfilio/san95.htm</a></li> <li>How to use literature webs- <a href="http://education.wm.edu/centers/cfge/curriculum/teachingmodels/#literature">http://education.wm.edu/centers/cfge/curriculum/teachingmodels/#literature</a></li> <li>Literature Web sample- <a href="http://education.wm.edu/centers/cfge/documents/curriculum/teachingmodels/literatureweb.pdf">http://education.wm.edu/centers/cfge/documents/curriculum/teachingmodels/literatureweb.pdf</a></li> </ul> |

| Student Learning Objectives (SLOs)   | Essential Questions  | Skills & Indicators  | Sample Activities  | Resources  |
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| <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, 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-</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 use of formal or informal diction affects the tone of the text?</p> <p>Without changing the meaning of the sentence,</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>Poetry-Book</b><br/>           After studying various types of children's poetry, students will work in groups of four to write at a book of original children's poems that:</p> <ul style="list-style-type: none"> <li>• Follow the content and format of one of each of six of the following children's poetry forms:<br/> <i>Picture poem</i><br/> <i>Alliteration</i><br/> <i>Shape poem</i><br/> <i>Haiku</i><br/> <i>Cinquain</i><br/> <i>Diamante</i><br/> <i>Artifact poem</i><br/> <i>Observation Poem</i><br/> <i>Rainbow Poem</i><br/> <i>Color Poem</i><br/> <i>Found Poem</i><br/> <i>One and Two-word</i></li> </ul> | <p>PowerPoint explaining types of children's poetry - <a href="http://www.slideshare.net/flaubent/poetry-and-technology-book-08-presentation">http://www.slideshare.net/flaubent/poetry-and-technology-book-08-presentation</a></p> <p>Website explaining how to write all type of children's poems – <a href="http://www.poetry4kids.com/blog/lessons/poetry-writing-lessons/">http://www.poetry4kids.com/blog/lessons/poetry-writing-lessons/</a></p> <p>Collection of children's poems - <a href="http://storyit.com/Classics/JustPoems/">http://storyit.com/Classics/JustPoems/</a></p> <p>Poems and audio renditions- <a href="http://www.poets.org/page.php/prmiD/361">http://www.poets.org/page.php/prmiD/361</a></p> <p>Third &amp; fourth grade</p> |

| Student Learning Objectives (SLOs)   | Essential Questions   | Skills & Indicators  | Sample Activities  | Resources  |
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| <p>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>what word/phrase can best be used</p>                    |  | <p><i>poem</i><br/> <i>Thematic Poem</i><br/> <i>Memory Poem</i><br/> <i>Poem for two (a co-authored poem)</i><br/> <i>Poem in the Round</i></p> <ul style="list-style-type: none"> <li>• Appropriately illustrated</li> <li>• Created in MS Word or MS PowerPoint or Adobe Indesign</li> </ul> <p><b><u>Rewrite that Text</u></b></p> <p>Without changing the meaning of a selected poem, students will rewrite the poem using different words and phrases. Students will explain the purpose for changing various words and phrases.</p> | <p>poems-<br/> <a href="http://www.bcsaschools.org/pdfdocs/Third%20and%20Fourth%20Grade.pdf">http://www.bcsaschools.org/pdfdocs/Third%20and%20Fourth%20Grade.pdf</a></p> <p>Children’s poetry books for students to read</p> <p>Children’s poetry rubric – <a href="https://www.rcampus.com/rubricshowc.cfm?code=A3B557">https://www.rcampus.com/rubricshowc.cfm?code=A3B557</a></p> |
| <p>Analyze how an author’s choices concerning how to structure a text, order</p>   | <p>How does the structure of the text contribute to its</p> | <ul style="list-style-type: none"> <li>• Determine how individual elements of a</li> </ul> | <p><b><u>Book versus Film Project</u></b></p>  | <p>Resources on using films based on children’s books -</p>  |

| Student Learning Objectives (SLOs)  | Essential Questions  | Skills & Indicators  | Sample Activities   | Resources  |
|---|--|--|---|--|
| <p>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 11.1</p> <p><b>CCSS:</b> RL.9.5, W.9.3</p> | <p>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> | <p>work (section, chapter, scene, or stanza, etc.) contribute to a text’s overall scope</p> <ul style="list-style-type: none"> <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 author included a specific section (chapter, scene, or stanza, etc.) of the text</li> <li>• Analyze the</li> </ul> | <p>After students analyze a children’s book and its film adaptation, students will use technology to create a DVD cover to express their views of the adaptation. Then students will apply the knowledge learned about children by developing a lesson plan using a book with a film adaptation.</p> <p>The lesson plan will:</p> <ul style="list-style-type: none"> <li>• Be aligned to the New Jersey Common Core Standards</li> <li>• Clearly state an objective</li> <li>• Include a follow-up activity involving age-appropriate technology, if possible</li> </ul> <p>Class presentation will be in the form of a Prezi, Glogster, or PowerPoint.</p> | <p><a href="http://www.yale.edu/ynhti/curriculum/units/1995/2/95.02.05.x.html">http://www.yale.edu/ynhti/curriculum/units/1995/2/95.02.05.x.html</a>.<br/>           Science lesson plan w/film<br/> <a href="http://www.houghtonmifflinbooks.com/features/zathura/zathura_nasa68_lesson.pdf">http://www.houghtonmifflinbooks.com/features/zathura/zathura_nasa68_lesson.pdf</a><br/>           Teaching with movies-<br/> <a href="http://www.teachwithmovies.org/adaptations-index.html">http://www.teachwithmovies.org/adaptations-index.html</a><br/>           Lesson plan comparing movies to books –<br/> <a href="http://www.readwritethink.org/classroom-resources/lesson-plans/cover-cover-comparing-books-1098.html">http://www.readwritethink.org/classroom-resources/lesson-plans/cover-cover-comparing-books-1098.html</a></p> |

| Student Learning Objectives (SLOs)   | Essential Questions  | Skills & Indicators   | Sample Activities   | Resources   |
|--|--|---|---|---|
|  |  | <p>impact the specific section (chapter, scene, or stanza, etc.) has on you, the reader</p> <ul style="list-style-type: none"> <li>Evaluate the effectiveness of the author's choice to include this section (chapter, scene, or stanza, etc.)</li> </ul> | <p>(see appropriate rubric)</p> <p><b>Reflection Journal</b><br/>           Students will participate in group discussions and write a journal entry comparing and contrasting cultural expressions in fables.</p>  |   |
| <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,</p> | <p>How does the author/narrator's point of view reveal cultural values and norms in the text?</p> <p>What cultural values and beliefs motivate the main character(s) of the text?</p> <p>How are the customs and expectations revealed</p> | <ul style="list-style-type: none"> <li>Understand and identify point of view</li> <li>Identify the influence of cultural experiences on point of view</li> <li>Understand and explain the development of the</li> </ul>                                   | <p><b>Multimedia Presentation</b><br/>           Student will research an author/illustrator from outside the United States. Students will create a multi-media presentation about his/her books, career and life. Students will explain how the author or illustrator's culture impacted the books or poems created.</p> | <p>Meet the author video clips - <a href="http://www.readingrockets.org/podcasts/author/">http://www.readingrockets.org/podcasts/author/</a></p> <p>Children authors and illustrators- <a href="http://www.childrenslit.com/childrenslit/main.html">http://www.childrenslit.com/childrenslit/main.html</a></p> <p>List of children's authors web pages-</p> |

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|---|---|---|--|---|
| <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.9.6, W.9.3</p> | <p>in the text may differ from those of the reader?</p> <p>Identify the point of view of the author/narrator and how it is revealed in the work.</p> <p>How does cultural experience influence or shape the point of view?</p> <p>How might a differing cultural point of view alter the meaning of the text?</p> | <ul style="list-style-type: none"> <li>• narrator/ speaker’s point of view</li> <li>• Contrast the points of the character and the audience/reader</li> <li>• Determine the effect of differing points of view</li> <li>• Identify point of view</li> </ul> | <p>The presentation may be in PowerPoint, Prezi or Glogster and contain the following:</p> <ul style="list-style-type: none"> <li>• Name of the author</li> <li>• Titles by the author</li> <li>• Favorite title and why they liked it</li> <li>• What they noticed about the author's works (comparisons of books)</li> <li>• A description of the author's life and how he/she became a writer</li> <li>• At least two sources of author information</li> <li>• Copy of letter sent to author/illustrator</li> </ul> <p><b>Identify the Point of View</b><br/>           After reading texts, identify and explain</p> | <p><a href="http://www.nhusd.k12.ca.us/Pioneer/ppc/pages/authors.html">http://www.nhusd.k12.ca.us/Pioneer/ppc/pages/authors.html</a></p> <p>Another list for authors &amp; illustrators-<br/> <a href="http://www.harpercollinschildrens.com/Kids/AuthorAndIllustrators/">http://www.harpercollinschildrens.com/Kids/AuthorAndIllustrators/</a></p> <p>Info on Children’s Authors &amp; Illustrator’s Week –<br/> <a href="http://canetwork.weebly.com/childrens-authors-and-illustrators-week.html">http://canetwork.weebly.com/childrens-authors-and-illustrators-week.html</a></p> |

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|--|--|--|---|---|
|  |  |  | <p>various points of view.</p> <p><b><u>My Point-of-View</u></b><br/>           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>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the</p> | <p>What categories of supporting details do you provide?<br/>           Include relevant, well-chosen facts, definitions, concrete details, quotations, or other</p> | <ul style="list-style-type: none"> <li>• Use relevant and sufficient facts, definitions, details, and quotes</li> <li>• Use sources that are appropriate to task, audience,</li> </ul> | <p><b><u>Annotated Bibliography</u></b><br/>           Students will create an annotated bibliography of children’s books that can be used in specific content areas. The</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.281-285<br/>           and the Pearson</p> |

| Student Learning Objectives (SLOs)  | Essential Questions  | Skills & Indicators  | Sample Activities   | Resources  |
|---|--|--|---|--|
| <p>effective selection, organization, and analysis of content.</p> <p>9.3.12.ED.5,<br/>9.3.12.ED.10,<br/>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> W.9.2</p> | <p>information and examples.</p> <p>How did you transition from various ideas and concepts?</p> <p>Are the transitions cohesive?</p> <p>Employ the use of formatting with headings, graphics, and/or multimedia to aid comprehension of the topic.</p> <p>What makes the piece formal?</p> <p>How does the conclusion support the information presented?</p> | <p>and purpose</p> <ul style="list-style-type: none"> <li>• Select precise words and domain-specific vocabulary</li> <li>• Introduce a topic arranging ideas, concepts, and information to show interrelationships</li> <li>• Format effectively</li> <li>• Develop a topic</li> <li>• Organize graphics</li> <li>• Provide multimedia when useful</li> <li>• Use transitions to link together the major sections of the text</li> <li>• Write a concluding statement that supports the information presented</li> <li>• Establish and maintain a style</li> </ul> | <p>annotated bibliography must:</p> <ul style="list-style-type: none"> <li>• Clearly relate book to content area</li> <li>• Select books that are appropriate grade level</li> <li>• Annotation follows the format in rubric</li> <li>• Cites at least six sources in APA style</li> <li>• Be placed in PowerPoint</li> <li>• Be presented to class</li> </ul> <p><b>Newsletter</b><br/>Students will use information gathered from their annotated bibliographies to create a parent-friendly newsletter</p> | <p>companion – <a href="http://wps.ablongman.com/ab_lynchbrown_essentials_6/75/19427/4973331.cw/index.html">http://wps.ablongman.com/ab_lynchbrown_essentials_6/75/19427/4973331.cw/index.html</a></p> <p>Resources to use picture books across the curriculum - <a href="http://teachingreadingandla.pbworks.com/f/Picture%20Books%20Across%20the%20Curriculum%202011%20revised.pdf">http://teachingreadingandla.pbworks.com/f/Picture%20Books%20Across%20the%20Curriculum%202011%20revised.pdf</a></p> <p>Sample annotated bibliography – <a href="http://library.csusm.edu/subject_guides/research_guides/annotations.pdf">http://library.csusm.edu/subject_guides/research_guides/annotations.pdf</a></p> <p>Annotated bibliography rubric – <a href="http://library.csusm.edu/course_guides/gel/GELsonntag/rubric.html">http://library.csusm.edu/course_guides/gel/GELsonntag/rubric.html</a></p> |

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|                                    |                     | <p>and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing)</p> <ul style="list-style-type: none"> <li>• Decide what organization is most effective for purpose, audience, and task</li> <li>• Determine how many facts, definitions, details, quotations and other information</li> </ul> | <p>of children’s books that can be used in specific content areas.</p> <p><b>All About Audiobooks</b><br/>           After researching how audiobooks are used in the classroom, students will work in pairs to create a lesson plan that uses an audio book for a specific age group. The lesson plan will be presented to the class in a digital format. The lesson will:</p> <ul style="list-style-type: none"> <li>• Be aligned to the New Jersey Common Core Standards</li> <li>• Clearly state an objective</li> <li>• Include a follow-up activity</li> </ul> <p>Class presentation will be in the form of a Prezi, Glogster, or PowerPoint. (see appropriate rubric)</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.285-286 and the Pearson companion –</p> <p><a href="http://wps.ablongman.com/ab_lynchbrown_essentials_6/75/19427/4973331.cw/index.html">http://wps.ablongman.com/ab_lynchbrown_essentials_6/75/19427/4973331.cw/index.html</a></p> <p>Resources on using audiobooks in the classroom:</p> <p><a href="http://www.readingrocket.org/article/65/">http://www.readingrocket.org/article/65/</a></p> <p><a href="http://www.readingrocket.org/article/64/">http://www.readingrocket.org/article/64/</a></p> <p><a href="http://www.readingrocket.org/strategies/tape_ass">http://www.readingrocket.org/strategies/tape_ass</a></p> |

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|------------------------------------|---------------------|---------------------|-------------------|--|
|                                    |                     |                     |                   | <p><a href="#">isted_reading/</a></p> <p>lesson plan template – <a href="http://lessonplanspage.com/LessonTemplate.html/">http://lessonplanspage.com/LessonTemplate.html/</a></p> <p><a href="#">Purdue Online Writing Lab</a></p> <p><a href="#">ELA Grade 9 Language Conventions</a></p> <p><a href="#">The Passion of Punctuation</a></p> |

## Unit 3 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*

Student will analyze characters and chart the plot in a graphic novel by creating Fakebook profiles for the main characters and posting plot developments. Students information must follow rubric which requires:

- Neat, accurate profile explaining character's role in the book
- Has at least three friends, two of which make comments on the character's wall
- Has four individual posts that describe a major event in the book
- Two comments from friends that contribute to story
- Fakebook page is creative and organized
- Grammar and spelling are correct

After studying censorship and the First Amendment, students will engage in a discussion that debates and argues points that a children's book should or should not be censored. They will write a persuasive essay which defends their point of view. Essay must follow rubric.

## 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