

Department of College and Career Readiness

Literature in the Classroom Curriculum

5.0 Credits



Unit Four

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.

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

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.9.5 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

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.

Speaking and Listening:

SL.9.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

<p>Course: Literature in the Classroom</p> <p>Unit: 4 –</p> <p>Grade Level: 9-12</p>	<p>Unit Overview: Students will demonstrate the ability to use a work of children’s literature to develop oral fluency, writing skills and collaborative learning.</p>
<p>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</p>	
<p>Common Career Technical Core (CCTC): ED 01.1,ED 01.2, ED 01.3, ED 02.1, ED 05.1, ED 11.1</p>	
<p>Common Core State Standards (CCSS): Reading Literature: RL. 9.1, 9.2,9.5, 9.6 Writing: W.9.2, W 9.3 Speaking and Listening: SL.9.1</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>NJSLS: 9.3.12.ED.1, 9.3.12.ED.2, 9.3.12.ED.3, 9.3.12.ED.5,</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</p>	<ul style="list-style-type: none"> 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 	<p>Defend your Analysis Students will cite several examples of textual evidence to support their analysis.</p> <p>T-Chart Using a T-chart, students create several inferences based on textual evidence</p> <p>Rate your Textual Evidence Based on textual evidence</p>	<ul style="list-style-type: none"> Close Reading Informational Text. "Up From Slavery" (Chapter 1) 9th and 10th Grade Close Reading Units Developing Core Proficiencies from Engage New York

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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>CCTC: ED 01.1,ED 01.2, ED 01.3, ED 05.1, ED 11.1</p> <p>CCSS: RL.9.1, W9.3</p>	<p>textual evidence?</p>	<p>difference between strong and insufficient (unreliable) details</p> <ul style="list-style-type: none"> • 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 	<p>gathered, students will explain 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</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,</p>	<ul style="list-style-type: none"> • Determine a theme and central idea • Analyze how details develop the theme/central idea. • Formulate an objective (free of 	<p>Character Education Students will read and analyze children’s literature that presents character values. Collaborating with a college education student, they will develop a lesson that:</p>	<p>Resources for lesson plans students could use on character education:</p> <ul style="list-style-type: none"> • http://www.childrens-educationalbooks.com/lesson-plans-for-character-education.html • http://www.childrens-

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<p>objective summary of the text.</p> <p>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</p> <p>CCTC: ED 01.1,ED 01.2, ED 01.3, ED 05.1, ED 11.1</p> <p>CCSS: RL.9.2, W 9.3</p>	<p>and implied 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>personal bias) summary of the text</p> <ul style="list-style-type: none"> Determine how the theme/central idea emerges and is refined or strengthened by key details 	<ul style="list-style-type: none"> Focuses on a children’s book on one of the following topics: trustworthiness, respect, responsibility, fairness, caring or citizenship. Follows up with an age appropriate activity Aligns to the NJCCS Is presented with visuals and activity <p>New Title Students will work cooperatively to select a new title for several realistic fiction stories.</p>	<p>educationalbooks.com/character-education-and-lesson-plans.html</p> <ul style="list-style-type: none"> http://www.atozteacherstuff.com/Themes/Character_Education/ <p>lesson plan template – http://lessonplanspage.com/LessonTemplate.html/</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"> Determine how individual elements of a 	<p>Visual Text After studying the ways visual texts help students</p>	<p>Helpful resources to understand value of visuals –</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>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</p> <p>CCTC: ED 01.1,ED 01.2, ED 01.3, ED 05.1, ED 11.1</p> <p>CCSS: 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"> • 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 	<p>learn, students will work in groups to each devise a visual for a specific book.</p> <ul style="list-style-type: none"> • Each group will choose one: time line, map, diagram, or chart. They will present visual to class as part of a discussion on how the visual helps a reader understand the material. • Each project will be assessed according to the rubric (See at right) • Each group will explain their visual text to the class as they discuss their book <p>Reflection Journal Students will participate</p>	<ul style="list-style-type: none"> • http://k-8visual.info/using_Text.html • <i>Essentials of Children’s Literature</i> by Carol Lynch-Brown and Carl M. Tomlinson, 6th Edition, Pearson, 2008, P.303-304 <p>Sample story map- http://www.eduplace.com/graphicorganizer/pdf/storymap2_eng.pdf</p> <p>Timeline rubric – http://www.readwritethink.org/files/resources/lesson_images/lesson398/rubric-timeline2.pdf</p> <p>Story map rubric- http://www.educationworld.com/a_tsl/TM/WS_storymaprubric.shtml</p> <p>Science diagram rubric –</p>

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		<p>impact the specific section (chapter, scene, or stanza, etc.) has on you, the reader</p> <ul style="list-style-type: none"> Evaluate the effectiveness of the author's choice to include this section (chapter, scene, or stanza, etc.) 	<p>in group discussions and write a journal entry comparing and contrasting cultural expressions in fables.</p>	<p>http://imet.csus.edu/imet8/martin/pselements/image/science%20diagram%20rubric.pdf</p> <p>Book discussion rubric – http://blogs.reeths-puffer.org/schoepfk/files/2010/09/book-discussion-rubric1.pdf</p> <p>Lesson plan template – http://lessonplanspage.com/LessonTemplate.html/</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>NJSLS: 9.3.12.ED.1, 9.3.12.ED.2,</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>	<ul style="list-style-type: none"> Understand and identify point of view Identify the influence of cultural experiences on point of view Understand and 	<p><u>Tales of Everyday Life</u> After studying the various forms of storytelling, students will work in pairs to create a story that they will tell in their choice of format. Their final story must include:</p> <ul style="list-style-type: none"> Key elements of good 	<p>This unit is framed around the PBS website for lesson plans that teach that teach storytelling through cultures</p> <ul style="list-style-type: none"> http://www.storyarts.org/lessonplans/lessonideas/index.html#tour <p>Other supporting resources –</p>

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<p>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>CCTC: ED 01.1,ED 01.2, ED 01.3, ED 05.1, ED 11.1</p> <p>CCSS: RL.9.6, W.9.3</p>	<p>How are the customs and expectations revealed 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>	<p>explain the development of the</p> <ul style="list-style-type: none"> • narrator/ speaker’s point of view • Contrast the points of the character and the audience/reader • Determine the effect of differing points of view • Identify point of view 	<p>storytelling, such as characters, a problem to solve, a resolution, and a setting</p> <p>After writing the story, the student may tell it through:</p> <ul style="list-style-type: none"> • An art object • Performance – including song and dance • Video <p>Identify the Point of View After reading texts, identify and explain various points of view.</p> <p>My Point-of-View Using a hypothetical scenario from the text and/or one that is relevant to the students,</p>	<p>Storytelling websites with resources and ideas:</p> <ul style="list-style-type: none"> • <a href="http://vitalnj.pbslearnimgmedia.org/resource/echo07.lan.stories.lpeveryday/storytelling-
tales-of-everyday-life/">http://vitalnj.pbslearnimgmedia.org/resource/echo07.lan.stories.lpeveryday/storytelling- tales-of-everyday-life/ <p>Writing narratives through art-</p> <ul style="list-style-type: none"> • <a href="http://www.getty.edu/education/teachers/classroom_resources/c
urricula/stories/lesson02.html">http://www.getty.edu/education/teachers/classroom_resources/c urricula/stories/lesson02.html • <a href="http://www.museumnetworkuk.org/myths/w
ord_docs/Telling%20Stories%20Through%20Art.pdf">http://www.museumnetworkuk.org/myths/w ord_docs/Telling%20Stories%20Through%20Art.pdf <p>Examples of telling stories through art-</p> <ul style="list-style-type: none"> • <a href="http://creativeeveryday.com/creativeeveryday/2012/04/telling-
stories-in-art.html">http://creativeeveryday.com/creativeeveryday/2012/04/telling- stories-in-art.html <p>Storytelling rubrics-</p> <ul style="list-style-type: none"> • http://www.storyarts.o

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			<p>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>rg/classroom/usestories/storyrubric.html</p> <ul style="list-style-type: none"> (Also see the one attached) <p>Listener's rubric- http://www.storyarts.org/classroom/usestories/listenerubric.html</p>
<p>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.</p> <p>9.3.12.ED.5,</p>	<p>What categories of supporting details do you provide? Include relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>How did you transition from various ideas and concepts?</p>	<ul style="list-style-type: none"> Use relevant and sufficient facts, definitions, details, and quotes Use sources that are appropriate to task, audience, and purpose Select precise words and domain-specific vocabulary Introduce a topic arranging ideas, 	<p><u>Character Education Research</u></p> <p>Students will research, analyze and identify the six core character values expressed in children's literature. Students will present their analysis in a one-page summary.</p> <p><u>Literature Circle Research</u></p> <p>Students will research the various literature</p>	<p>Purdue Online Writing Lab</p> <p>ELA Grade 9 Language Conventions</p> <p>The Passion of Punctuation</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>CCTC: ED 01.1,ED 01.2, ED 01.3, ED 05.1, ED 11.1</p> <p>CCSS: W.9.2</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>concepts, and information to show interrelationships</p> <ul style="list-style-type: none"> • Format effectively • Develop a topic • Organize graphics • Provide multimedia when useful • Use transitions to link together the major sections of the text • Write a concluding statement that supports the information presented • Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) 	<p>circles models. Students will explain in their analysis how literature circles enhance students' reflection and critical thinking skills. Students will present their findings using a PowerPoint presentation.</p> <p>Reader's Theater Students will conduct an analysis of reader's theater. The analysis will include the following:</p> <ul style="list-style-type: none"> • Explain how reader's theatre develops oral fluency • Identify qualities of children's scripting, staging and performing • Identify children's literature that is 	

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		<ul style="list-style-type: none"> • Decide what organization is most effective for purpose, audience, and task • Determine how many facts, definitions, details, quotations and other information are needed 	<p style="text-align: center;">adaptable for reader's theatre</p> <p>Students will present their findings in a two-page written summary.</p>	
<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>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.</p>	<p>What preparation or research have you done in order to fully participate in the discussion?</p> <p>What progress has been made as a result of the discussion?</p> <p>My thought(s) before discussion are _____.</p> <p>How will you make sure that you are all working together collaboratively?</p>	<ul style="list-style-type: none"> • Prepare for discussion by reading and researching the topic • Make reference to the evidence discovered during reading and researching • During group discussions, come to consensus, make 	<p>Creative Drama</p> <p>Students research how creative drama is used in the classroom. They will collaborate in groups to plan and execute a lesson for a children's book using creative drama. The plan will:</p> <ul style="list-style-type: none"> • Develop improved skills in reading, listening, speaking, and writing • Promote written and oral skills as well as 	<p>Background resources that explain the value of creative drama in the classroom –</p> <ul style="list-style-type: none"> • http://education.jhu.edu/PD/newhorizons/strategies/topics/Arts%20in%20Education/dickinson_drama.htm • http://www.readwritethink.org/files/resources/lesson-docs/238-PV0094Creative.pdf • http://www.ncte.org/positions/statements/informalclassdrama

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<p>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>CCTC: ED 01.1, ED 01.2, ED 01.3, ED 05.1, ED 11.1</p> <p>CCSS: SL. 9.1</p>	<p>What role do you play in the discussion? Does it require any specific actions?</p> <p>How does the information presented connect with other information?</p> <p>How has the new information affected your own views?</p> <p>Has the information or evidence you heard caused a change in your thinking?</p>	<ul style="list-style-type: none"> • decisions, set goals and define individual roles • Pose questions designed to move the discussion forward • Include everyone in the discussion and build on their ideas as well as challenging them • Consider & respond to diverse perspectives • Justify your views and make new connections, if necessary, when presented with new evidence 	<p>aid vocabulary growth.</p> <ul style="list-style-type: none"> • Increase comprehension skills • Develop skill in thinking analytically, in acting decisively and responsibly • Increase and sustain the ability to concentrate and follow directions. • Align with NJCCS <p>Reader's Theater After studying the various adaptations of children's books into reader's theater, students will collaborate to perform a reader's theater and record it to for a podcast. Students will:</p> <ul style="list-style-type: none"> • Choose age-appropriate story for adaptation 	<ul style="list-style-type: none"> • http://www.artsusa.org/public_awareness/artsed_facts/highlights/drama.asp • http://www.aps.edu/aps/TLS/RsrcsLinksPg/docs/PILOT%20K-5%20Guide%20for%20Drama%20and%20Theatre.pdf • <i>Essentials of Children's Literature</i> by Carol Lynch-Brown and Carl M. Tomlinson, 6th Edition, Pearson, 2008, P.291-292 and the Pearson companion – http://wps.ablongman.com/ab_lynchbrown_essentials_6/75/19427/4973331.cw/index.html <p>Website for students to choose a children's drama based on a book-</p> <ul style="list-style-type: none"> • http://www.childdram

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			<ul style="list-style-type: none"> • Read the script with confidence and expression • Made gestures and good eye contact • Use props to add to the performance • Work cooperatively in a group with 100% participation <p><u>All About Literature Circles</u></p> <p>Students will research various models of literature circles. Students will select one model to follow with a selected book. When finished, students will create a PowerPoint which explains:</p> <ul style="list-style-type: none"> • the literature circle 	<ul style="list-style-type: none"> • a.com/lessons.html http://artsedge.kenedy-center.org/educators/how-to/tipsheets/five-easy-drama-games.aspx • http://www.readingrockets.org/blog/56499/ <p><i>Essentials of Children's Literature</i> by Carol Lynch-Brown and Carl M. Tomlinson, 6th Edition, Pearson, 2008, P.292-295 and the Pearson companion http://wps.ablongman.com/ab_lynchbrown_essentials_6/75/19427/4973331.cw/index.html</p> <p>Helpful websites in developing lessons using reader's theatre –</p> <ul style="list-style-type: none"> • http://www.aaronshp.com/rt/

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			<p>model</p> <ul style="list-style-type: none"> • roles of each participant • book description • the advantages and disadvantages of this model • reflection of what each participant learned as a future teacher 	<ul style="list-style-type: none"> • http://www.aaronshep.com/rt/Tips.html • http://www.teachingheart.net/readerstheater.htm • http://pbskids.org/zoom/activities/playhouse/index.html <p>Scripting sheets –</p> <ul style="list-style-type: none"> • http://www.aaronshep.com/rt/sheets.html <p>Reader’s theatre rubric –</p> <p>http://www.readwritethink.org/files/resources/printouts/30698_rubric.pdf</p> <p>Podcast rubric –</p> <p>http://lakelandschools.us/do/lbrandon/podcast-rubric.doc.pdf</p> <p>Lesson plan using literature circle</p> <p>http://www.readwritethink.org/classroom-resources/lesson-plans/literature-circles-</p>

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				<p>getting-started-19.html Interactive reflection for literature circle – http://interactives.mped.org/view_interactive.aspx?id=721&title=literature circle roles – http://www.readwritethink.org/files/resources/lesson_images/lesson19/lit-circle-roles.pdf Vocabulary worksheet- http://www.readwritethink.org/files/resources/lesson_images/lesson19/RWta11-4.pdf Literary Luminary – http://www.readwritethink.org/files/resources/lesson_images/lesson19/RWta11-3.pdf Checker- http://www.readwritethink.org/files/resources/lesson_images/lesson19/RWta11-1.pdf Literature Circle Process- http://www.readwritethink.org/files/resources/lesson_images/lesson19/RWta11-2.pdf</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
				<p>.org/files/resources/lesson_images/lesson19/LiteratureCircleProcess.pdf Self reflection review sheet- http://www.readwritethink.org/files/resources/lesson_images/lesson19/groupwork.pdf</p> <p>Helpful resources on literature circle models: http://www.litcircles.org/ http://www.lauracandler.com/strategies/litcirclemodels.php</p> <p>PowerPoint rubric Reflection sheet – http://rwtverio.ncte.org/lesson_images/lesson47/NewLearningReflection.pdf</p>

Unit 4 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

After students research a career in education, they will create a digital career project in PowerPoint with the following components:

- A personal statement about their college/career goals, interested grade level to teach
- Resume
- Two letters of recommendation
- Overview of the education profession as explained on federal website
- Written interview and photo of Teacher of the Year
- Focus on a college offering education as a major
- Student projects created in this class which demonstrate teaching skill

After studying three main shared reading strategies, students will develop a lesson plan to use a specific book and strategy to increase literacy.

Their lesson will enable the child to:

- Track print from left to right and word by word
- Predict and infer
- Enjoy and participate in reading with a high level of support
- Build a sense of story
- Expand their vocabulary
- Find letters and sounds in context
- Attend to concepts of print (*spacing, capitalization, punctuation*)
- Sequence the events of a story
- Focus on story elements (*characters, setting, beginning, middle, end*).

Lesson plan must be aligned to NJCCS for specific age group

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