Introduction to Unit Three

In **Unit One**, students were introduced to the reading strategies of activating prior knowledge, visualizing, and summarizing as they apply to expository text. They established the steps of the reading process and what good readers should do before, during, and after reading. In addition, students were taught how to unlock the various text structures found in exposition and how to use appropriate graphic organizers as aides to understanding those structures.

**Unit Two**, Mythology, provided students with opportunities to use those same strategies with narrative text as they explored the meaning, purposes, and characteristics of myths. Students read a wide variety of Greek myths while making connections to the study of Greece in social studies, connections to vocabulary, and connections to present day life. The common tasks, readings, discussions, and instruction led students to learn effective and appropriate ways to ask the right questions and gather the right information to create an original writing piece.

In **Unit Three**, students will learn new before, during, and after reading strategies as they read and apply them to autobiographies and biographies. Students will also look closely at ways to understand unfamiliar vocabulary, and they will continue to work on responding effectively to brief constructed response (BCR) prompts.

Implementing Unit 6.3 • Rationale

As with all Lesson Sequences in this guide, those included for Unit 3 are descriptive rather than prescriptive - they tell how the common tasks and indicators might be addressed rather than how they must be addressed. Each of the sequences integrates instruction in reading, writing, discussion, and vocabulary. There is a pre-assessment for this unit that will indicate to teachers the areas that need to be taught and reinforced. As teachers make decisions about the best way to develop the unit for their students, they may add to, delete, or change sessions to meet the instructional needs of their students.

There are two pathways for instruction from which teachers may select based on the level of the students and the supporting texts selected.

**Pathway 1** — Requires the use of *Language of Literature*. Teachers would complete Lesson Sequence 1 and Lesson Sequence 2 with students.

**Pathway 2** — Requires the use of *Having Our Say*. Teachers would complete Lesson Sequence 1 and Lesson Sequence 3 with students.
Enduring Understandings
• Accomplishments of great stature inspire an entire community.
• Narration and exposition record and celebrate extraordinary achievements.

Essential Questions
• What motivates individuals to strive for their personal best?
• What insights do readers gain from the stories of personal, historical, and literary triumphs?

Assessed Indicators

Reading
Content Standard 1.0
1.6.3.2 – Read grade-level text with both high accuracy and appropriate pacing, intonation, and expression.
1.6.4.1 – Develop and apply vocabulary through exposure to a variety of texts.
1.6.4.2 – Apply a conceptual understanding of new words.
1.6.4.3 – Understand, acquire, and use new vocabulary.
1.6.5.1 – Develop and apply comprehension skills through exposure to a variety of texts, including print and electronic texts.
1.6.5.2 – Use strategies to prepare for reading (before reading).
1.6.5.3 – Use strategies to make meaning from text (during reading).
1.6.5.4 – Use strategies to demonstrate understanding of the text (after reading).

Comprehension of Informational Text
Content Standard 2.0
2.6.1.1 – Develop and apply comprehension skills by reading a variety of self-selected and assigned print and electronic informational texts.
2.6.1.4 – Determine and analyze important ideas and messages in informational text.

Comprehension of Literary Text
Content Standard 3.0
3.6.1.1 – Develop and apply comprehension skills by reading and analyzing a variety of self-selected and assigned literary texts.
3.6.1.3 – Analyze elements of narrative texts to facilitate understanding and interpretation.
3.6.1.6 – Determine important ideas and messages.

Speaking
Content Standard 7.0
7.6.1.1 – Demonstrate appropriate organizational strategies and delivery techniques for a variety of oral presentation purposes.
Common Tasks

• Read a biography or autobiography about a person who has experienced triumph. Refer to your reading strategies manual and apply strategies as you read. Keep a log of characteristics that allowed the individual to achieve. Create an oral presentation in which you explain how the person’s characteristics helped him or her triumph.

• In the course of the unit, write three brief constructed responses (BCRs):
  ~ an explanation on how setting affects events
  ~ an explanation of the important ideas
  ~ a BCR of teacher choice.

Texts

*Having Our Say: The Delany Sisters’ First 100 Years*
Dell Publishing – Random House

*The Language of Literature*
McDougall-Littell

*Reader’s Handbook*
Great Source Education Group
Unit Four

In **Unit One** students were introduced to the reading strategies of activating prior knowledge, visualizing, and summarizing as they apply to expository text. They established the steps of the reading process and what good readers should do before, during, and after reading. In addition, students were taught how to unlock the various text structures found in exposition and how to use appropriate graphic organizers as aides to understanding those structures.

**Unit Two.** Mythology, provided students with opportunities to use those same strategies with narrative text as they explored the meaning, purposes, and characteristics of myths. Students read a wide variety of Greek myths while making connections to the study of Greece in social studies, connections to vocabulary, and connections to present day life. The common tasks, readings, discussions, and instruction led students to learn effective and appropriate ways to ask the right questions and gather appropriate information to create an original writing piece.

In **Unit Three** students learned new before, during, and after reading strategies as they read and applied them to autobiographies and biographies. Students looked closely at ways to understand unfamiliar vocabulary, and they continued to practice responding effectively and successfully to brief constructed response (BCR) prompts.

In **Unit Four** students will learn how to find the main idea and supporting details, how to make inferences, and how to determine the author’s purpose and opinion as they read the newspaper, either online or in print. Students will also learn about the 5W’s and H in newspaper articles, and how to participate in a Shared Inquiry discussion about an issue they have selected from the newspaper.

**Implementing Unit 6.4 • Rationale**

As with all Lesson Sequences in this guide, those included for Unit 4 are descriptive rather than prescriptive - they tell how the common tasks and indicators might be addressed rather than how they must be addressed. Each of the sequences integrates instruction in reading, writing, discussion, and vocabulary. There is no pre-assessment for this unit; however, teachers should use the results from the Unit 3 End of Unit Assessment to help inform instruction for Unit 4. There is an End of Unit Assessment for Unit 4. As teachers make decisions about the best way to develop the unit for their students, they may add to, delete, or change sessions to meet the instructional needs of their students.

There is only one pathway of instruction for this unit. Therefore, students are expected to complete the common tasks in both lesson sequences and the End of Unit Assessment.
Enduring Understandings

- Newspapers communicate ideas and information on a variety of subjects for a diverse audience.
- Shared Inquiry requires readers to search for an author’s meaning.

Essential Questions

- How does interacting with information lead to understanding and communicating ideas?
- How does Shared Inquiry provide perspective about readers and writers?

Assessed Indicators

Reading
Content Standard 1.0

1.6.3.2 – Read grade-level text with both high accuracy and appropriate pacing, intonation, and expression.
1.6.4.1 – Develop and apply vocabulary through exposure to a variety of texts.
1.6.4.2 – Apply a conceptual understanding of new words.
1.6.4.3 – Understand, acquire, and use new vocabulary.
1.6.5.1 – Develop and apply comprehension skills through exposure to a variety of texts, including print and electronic texts.
1.6.5.2 – Use strategies to prepare for reading (before reading).
1.6.5.3 – Use strategies to make meaning from texts (during reading).
1.6.5.4 – Use strategies to demonstrate understanding of texts (after reading).

Comprehension of Information Text
Content Standard 2.0

2.6.1.1 – Develop and apply comprehension skills by reading a variety of self-selected and assigned print and electronic informational texts.
2.6.1.2 – Identify and use text features to facilitate understanding of informational texts.
2.6.1.3 – Develop and apply knowledge of organizational patterns of informational texts to facilitate understanding.

Writing
Content Standard 4.0

4.6.1.1 – Use the writing process to compose effective expressive, informational, and persuasive writing.
4.6.2.1 – Write to express personal ideas using a variety of forms including poetry, drama, narration, and personal essay.
4.6.2.2 – Write to inform using a variety of forms including summaries, essays, news articles, business and personal letters, and research papers.
4.6.2.3 – Write to persuade using a variety of forms including editorials, speeches, letters to the editor, advertisements, and public service announcements.

Language
Content Standard 5.0

5.6.1.1 – Use correct sentence structure and vary sentence construction according to purpose.
5.6.1.2 – Communicate clearly with correct English language usage.
5.6.1.3 – Correctly punctuate sentences that vary in structure.
5.6.1.4 – Use conventional spelling and capitalization.
Listening and Viewing
Content Standard 6.0

6.6.1.1 – Apply and demonstrate listening skills appropriately in a variety of settings and for a variety of purposes.

6.6.1.2 – Apply comprehension and literary analysis strategies and skills for a variety of listening purposes and settings.

6.6.2.1 – Apply comprehension and literary analysis strategies and skills for a variety of viewing purposes and settings.

Speaking
Content Standard 7.0

7.6.1.1 – Demonstrate appropriate organizational strategies and delivery techniques for a variety of oral presentation purposes.

Common Tasks

• **Common Task:** In the course of the unit, write two brief constructed responses (BCRs). One of the BCRs should identify text features of graphic or informational text, and the other BCR should explain the author’s purpose for writing the passage.

• **Common Task:** Investigate an issue (local, national, or international) by reading a variety of expository texts including newspapers. Analyze the pros and cons of the issue, form an opinion based on your analysis, and present your findings in a graphic format to your classmates.

• **Common Task:** Participate in a Shared Inquiry discussion based on current issues in the newspaper. Write summaries or interpretive essays after the seminar.

Texts

*The Language of Literature* (McDougall-Littell)

*Reader’s Handbook* (Great Source Education Group)