*English Instructional Plan –*

**Primary Strand: Reading 6.5, 6.6, 7.5, 7.6, 8.5, 8.6**

**Integrated Strand/s: Communication and Multimodal Literacies 6.2, 7.2, 8.2**

**Writing 6.7, 7.7, 8.7**

**Essential Understanding:**

* understand that the author uses images to craft a message and create characters
* understand that all texts contain messages stated or implied by an author

**Essential Knowledge, Skills, and Processes:**

* identify characterization as the way and author presents a character and character traits are revealed by
  + what a character says
  + what a character thinks
  + what a character does
  + how other characters respond to the character
* read several texts on a similar topic and synthesize what is read
* plan and deliver a multimodal presentation using the following steps:
  + determine topic and purpose
  + identify the intended audience
  + choose vocabulary appropriate to topic, purpose, and audience

**Primary SOL:**

* **6.5i** Compare/contrast details in literary and informational nonfiction texts.
* **7.5h** Compare/contrast details in literary and informational nonfiction texts.
* **8.5g** Compare/contrast details in literary and informational nonfiction texts.

**Reinforced (Related Standard) SOL:**

* **6.5c** Explain how an author uses character development to drive conflict and resolution.
* **6.5b** Describe cause-and-effect relationships and their impact on plot.
* **7.5a** Describe the elements of narrative structure including setting, character development, plot, theme, and conflict how they influence each other.
* **7.5c** Identify cause-and-effect relationships and their impact on plot.
* **8.5a** Analyze how authors' development of characters, conflict, point of view, voice, and tone convey meaning.
* **8.5b** Identify cause-and-effect relationships and their impact on plot.

**Academic Background/Language:** Students will need to be familiar with vocabulary related to characterization, making inferences, and compare/contrast. Students will also need to have experience with comparing and contrasting a variety of texts. Students should be familiar with presenting multimodal presentations.

## Materials

* Text set that supports the theme of overcoming challenges
* Student directions for the task
* Rubric for the task
* Student planner for the task

## Student/Teacher Actions: What should students be doing? What should teachers be doing?

* The teacher presents students with the learning intention for the unit: I am able to compare and contrast details in literary and informational nonfiction texts.
* The teacher should explain the success criteria necessary to complete the performance task:
  + I can identify character traits and actions
  + I can compare characters’ traits and actions
  + I can contrast characters’ traits and actions
  + I can cite textual evidence to support my thinking
* The teacher introduces the theme of the unit, overcoming challenges, by sharing a video or a read aloud of a picture book.
* The students participate in a quick write to answer the following questions: What skills or qualities would a person need to overcome a challenge? Describe a challenge you had to overcome. What challenge did the person or character in the book/video have to overcome?
* The teacher will return to the read aloud or video used to introduce the theme to model for students how narrative elements are connected and impact one another.
* Students will work in small groups, referencing their independent reading books, to share connections between narrative elements that they have noticed.
* The teacher will explain to students that they will read about characters and individuals who had a challenge to overcome. The students will be able to choose the texts in which they read.
* The teacher, if needed, will provide a review mini-lesson on cause-and-effect relationships as this skill is embedded in the task.
* The teacher will model using a think-aloud and provide guided practice for students to identify and compare characters’ traits and actions using paired text. This is an opportunity for the teacher to model the critical thinking skills needed to complete the compare/contrast portion of the performance task. This step may take 1-3 class periods.
* Students will read paired texts of their choosing and annotate for character traits and specific actions that helped the character overcome their challenge. The teacher will support students in small groups or through one-to-one conferences based on students’ needs.
* The teacher will give each student two sticky notes. Students will record one trait or action identified during their annotation to write on each sticky note. Students will place their sticky notes on the board. The teacher and students will work together to sort the notes into categories.The teacher will facilitate a discussion to extract the common traits and actions used by the characters.

**Students will begin to complete their Performance Task Student Planner using the following steps:**

* Students will then be released to review their texts and annotations to determine a shared trait or action of the fictional character and individual from the nonfiction text. The teacher will support students in small groups or through one-to-one conferences based on students’ needs.
* Students will reread their paired texts and cite textual evidence of their identified traits and/or actions. The teacher will support students in small groups or through one-to-one conferences based on students’ needs.
* Students will review their paired texts and textual evidence and contrast *how* the character and the real person demonstrated the trait or action differently. The teacher will support students in small groups or though one-to-one conferences based on students’ needs.
* The students will participate in a turn-and-talk to discuss how their character and real person used the trait or action to overcome their challenge.
* The students will participate in a quick write to answer the following questions: How did your character and real person overcome their challenge? How did the shared trait help each of them?
* Students will plan and draft a multimodal presentation to demonstrate their ability to compare and contrast details in literary and nonfiction texts. The teacher will support students in small groups or through one-to-one conferences based on students’ needs.

## Teacher Assessment (Diagnostic, Formative, Summative):

* Teachers should confer with students as they read and annotate their paired texts.
* Quick writes are built into the unit to provide formative assessments.
* Students’ work on the student planner can be monitored by the teacher in order to formatively assess their progress towards completing the task.
* The final product of the performance task will serve as the summative assessment.

## Writing Connections:

* Students will participate in quick writes throughout the unit.
* Students will write to compare and contrast the character and real person from their texts.
* Students will engage in prewriting strategies, considering purpose, format, and audience, when planning their multimodal presentation.
* Students will utilize the writing process of drafting, revising, and editing their final products.

## Extensions and Connections (for all students)

* As students choose their presentation purpose, format, and audience, they will need to learn more about the elements of their selected presentation format and the necessary tools to complete their final product/presentation. Teachers should collaborate with their library/media specialist and/or technology resource teacher to support students’ as they choose and complete their multimodal presentations.

## Strategies for Differentiation

* Students have choice in the paired text that they read.
* Students have choice in presentation format.
* Teachers should use small group instruction and one-to-one conferencing with students to support them as they read and create their presentations.
* Teachers may add sentence stems to the student planner to give students the language needed to compare and contrast characters.
* Teachers may provide a presentation planning template to scaffold students’ needing organizational support.

*Note: The following pages are intended for classroom use for students as a visual aid to learning.*

# **Performance/Application Task: Comparing/Contrasting Text**

# **Student Instructions**

# **Task Context**: Throughout our lives we all face problems, conflicts, and challenges - big and small. Certain personal qualities, character traits, or actions can help a person manage a challenging situation. What are those qualities, traits, or actions that make us resilient? What allows us to work through challenges?

For this task, you will read fiction and nonfiction texts in order to compare/contrast a fictional character and a real person. You will use text evidence to identify a quality, trait, or action shared by the character and real person that was used to overcome a challenge. You will explore this quality, trait, or action and use it to create your presentation.

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# As you compare/contrast the character and the real person, think about how they exhibit the quality, trait, or action in similar ways. Also think about how they may exhibit the quality, trait, or action in different ways. Maybe your character and real person are both courageous. Is one outwardly courageous and bold in his or her actions? Does the other character/person show courage as they face everyday tasks? Does the background or culture of the character/person influence how he or she exhibits the quality, trait, or action?

# **Final Product**:

# You will create a multimodal presentation that compares and contrasts the quality, trait, or action of the fictional character and the real person from the two texts you have read. Be sure to include evidence from each text to support your thinking about how these characters faced and overcame challenges.

* Multimodal presentation options include: TED Talk, podcast, slideshow, infographic, video. See your teacher if you have another idea for the format of your presentation.

*\*Remember that when you compare two characters or people, you think about how they are the same or similar. When you contrast two characters or people, you think about how they are different.*

# **Time Requirements:** This should take multiple class periods for students to read, prewrite, confer with the teacher, revise, edit, and publish final presentations.

# **Scoring:** Scoring will be based on the included rubric.

# **6-2 Performance/Application Task: Student Planner**

***“You should never view your challenges as a disadvantage. Instead, it's important for you to understand that your experience facing and overcoming adversity is actually one of your biggest advantages.”*  - Michelle Obama**

| **This task was assigned on:** | **This task is DUE on**: | I have \_\_\_\_\_ school days and \_\_\_\_\_\_ total days to do my very best on this task. |
| --- | --- | --- |
| **Student Reflection**: (What parts of the planner demonstrate my best thinking? What parts of the planner reveal to me that I need further development in my thinking? What are my next steps?) | | |

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I am learning to compare and contrast details in literary and informational nonfiction texts.

| **1** | **Choosing a text set:** Your teacher will provide you with text to choose from. |  |
| --- | --- | --- |
| **2** | **My Fiction text is \_\_\_.** |  |
| **3** | **My Nonfiction text is \_\_\_\_.** |  |
| **4** | **Identifying a quality, trait, or action:** What quality, trait, or action is shared by both the fictional character and real person that you read about. |  |
| **5** | **Fictional Character:** Consider the quality, trait, or action that you identified in the box above. How did the character illustrate the quality, trait, or action? Use textual evidence to support your thinking. |  |
| **6** | **Real Person:** Consider the quality, trait, or action that you identified in the box above. How did the real person illustrate the quality, trait, or action? Use textual evidence to support your thinking. |  |
| **7** | **Compare:** In which similar ways do the character and real person show the quality, trait or action. |  |
| **8** | **Contrast:** How do the character and real person show the quality, trait, or action differently? |  |
| **9** | **Bring the big ideas together:** Explain how both the character and real person use this quality, trait, or action to overcome a challenge. |  |

I will demonstrate my ability to compare and contrast details in literary and informational nonfiction texts using a multimodal presentation.

| **10** | What is the purpose of your presentation? Based on your purpose, choose a format. Which presentation format will you use?   * TEDTalk * Podcast * Slideshow * Infographic * Video * Other (see teacher for approval) |  |
| --- | --- | --- |
| **11** | Who will be your audience? |  |
| **12** | What materials or resources will you need for your presentation? |  |

| **Task: Compare and contrast fiction and nonfiction texts in which people overcome challenges.** |
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| **CONCERNS**  **Areas that Need Additional Work**  **1-3** | **CRITERIA**  **Standards for this Performance**  **4** | **ADVANCED**  **Evidence of Exceeding Standards**  **5** | **SCORE** |
| --- | --- | --- | --- |
|  | I have used a prewriting strategy to generate and organize the ideas reflected and represented in my final product. (6.7c, 7.7c, 8.7c) |  |  |
|  | I have identified a quality, trait, or action that is shared by the fictional character and real person from my texts. (6.5c, 7.5a, 8.5a) |  |  |
|  | I have explained how both the character and real person use this quality, trait, or action to overcome a challenge. (6.5c, 7.5a, 8.5a) |  |  |
|  | I have included details/evidence from both texts to show how the fictional character and the real person demonstrate the trait in similar ways. (6.5i, 7.5h, 8.5g) |  |  |
|  | I have included details/evidence from both texts to show how the fictional character and the real person demonstrate the trait in different ways. (6.5i, 7.5h, 8.5g) |  |  |
|  | I have drafted the content of my final presentation. This writing is focused on my central idea, organized, and includes text evidence to support my thinking.  (6.7f, 7.7e, 8.7e) |  |  |
|  | I have created a multimodal presentation that compares and contrasts the fictional character and the real person.. (6.2a, 7.2a, 8.2) |  |  |

**Suggested paired text**

Fiction Texts

* “Sometimes a Dream Needs a Push” by Walter Dean Myers
* “Laura’s Key” by Anne-Marie Reidy
* “Tuesday of the Other June” by Norma Fox Mazer
* Student choice from independent reading

Nonfiction Texts

* “A Kenyan Teen’s Discovery: Let There Be Light To Save Lions” by Nina Gregory
* Malala Yousafzai’s Address to the United Nations, 2013, by Malala Yousafzai
* “She Was Paralyzed by Gun Fire as a Child in Dorchester. Now She’s Graduating High School” by Laura Crimaldi
* “Inside Out” by Francisco Jimenez
* “Sweet, Difficult Sounds” by I.M. Desta
* “Who is Katherine Johnson?” by NASA
* “Michael Jordan: A Profile in Failure” by Jeff Stibel