

# SYRACUSE CITY SCHOOL DISTRICT

## Grade 10 Habits Unit

*Habits of Effective Readers*

*Reading Standards: RL.10.1, RL.10.10, RI.10.1, RI.10.10*

*Writing Standards: W.10.4, W.10.9, W.10.10*

*Speaking and Listening Standards: SL.10.1, SL.10.3, SL10.4, SL.10.6*

### Unit Overview

This short Habits of Literacy unit is designed to support students' development of those skills, strategies, and behaviors that promote active learning, meta-cognition, and communication of ideas. Through the use of short stories and informational texts, teachers will provide explicit instruction and guided practice opportunities for students to support learning outcomes that include: the development of routines and habits that lead to the achievement of grade-level reading goals, the use of various techniques to analyze and make meaning of text, the utilization of literary language in conversations about text, and the ability to evaluate ideas and construct knowledge from text. Additionally, students should develop particular habits and behaviors that support their learning including, but not limited to: techniques for annotation, maintenance of a reader's notebook, discussion techniques, and procedures for out of school reading. Finally, students should rehearse the writing process through the development of a narrative piece of writing. Emphasis should be on the methods writers employ to develop and strengthen their writing over time. This occurs through ongoing revision of written work that addresses the effective use of details, literary devices and appropriate attention to task, purpose, and audience.

Assessment Links	Rubrics and Scoring Guide Links
<b>Habits Assessment:</b> Used for activities throughout unit	<a href="#">Habits Rubric</a>
<b>Unit Assessment</b> <b>10th Grade:</b>	<b>Unit Assessment Rubric</b>
<ul style="list-style-type: none"> <li><a href="#">Listography Writing Assessment</a></li> </ul>	<a href="#">Rubric for Narrative Writing</a>

Recommended Texts	Short Stories:	Poems:	Informational Texts:
<b>10<sup>th</sup> Grade</b>	<ul style="list-style-type: none"> <li>"Two Kinds" by Amy Tan (Lexile 860)</li> <li>"When Mr. Pirzada Came to Dine" by Jhumpa Lahiri (Lexile 1170)</li> </ul>	<ul style="list-style-type: none"> <li>"Ode to My Socks" by Pablo Neruda</li> <li>"I am offering this poem" by Jimmy Santiago Bard</li> <li>"Dream Boogie" by Langston Hughes</li> <li>"After Apple Picking" by Robert Frost</li> <li>"Taught Me Purple" by Evelyn Tooley Hunt</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Driving Risk Gap Between Teen Girls, Boys Narrows</a> by Julie Wernau</li> </ul>

Big Ideas	Essential Questions
<ul style="list-style-type: none"> <li>We read to construct knowledge.</li> <li>We read to develop new ideas.</li> <li>We read to analyze, evaluate and synthesize information.</li> </ul>	<ul style="list-style-type: none"> <li>What are the habits of highly effective readers?</li> <li>How does an effective reader communicate their ideas through writing?</li> </ul>

Vocabulary	Anchor Charts
<ul style="list-style-type: none"> <li>Analyze</li> <li>Controlling Idea</li> <li>Summarize</li> <li>Synthesis</li> <li>Visualize</li> <li>Inference</li> </ul>	<ul style="list-style-type: none"> <li>Substantiate</li> <li>Structure</li> <li>Literary Devices – Theme, Point of View, Conflict (Internal, External), Mood, Figurative Language/Poetic Devices, Setting, Symbolism, Characterization, Tone, and Structure</li> </ul>
	<b>Ideas:</b> <ul style="list-style-type: none"> <li>Reading (Cognition) Strategies</li> <li>Sample Reader's notebook log</li> <li>Annotation Techniques</li> <li>Discussion Techniques</li> <li>Partner Reading Protocol</li> </ul>

Standard/ Outcome	Teaching Points (Lesson Objectives)	Checks for Understanding	Scaffolds and Supports	Instructional Resources & Tools
<b>Reading</b> <i>Reading Standards</i> <i>RL.10.1/RI.10.1/RL.10.10/RI.10.10</i>	<b>Individual Reading:</b> 1.1 Readers ask a variety of questions by using textual clues.	<b>Questioning Strategy Starters</b> I wonder... I don't get this.... Why.....? What do they mean....? What does _____ mean?	<b>Intervention:</b>  Chunking text strategy and a model lesson on stopping and reflecting with	7 Habits of a Good Reader <a href="#">click here</a>  <i>Instructional Strategies that Facilitate Learning Across the Content Areas</i>

Standard/ Outcome	Teaching Points (Lesson Objectives)	Checks for Understanding	Scaffolds and Supports	Instructional Resources & Tools
<p>Readers activate a variety of techniques to analyze and make meaning of a text.</p> <p>Readers employ routines and positive habits to help them achieve their reading goals.</p>	<p>1.2 Readers identify and evaluate the primary focus, style (use of literary devices), and structure of a text, as well as the genre (fiction/non-fiction) and its features (audience, purpose, time period, and subject matter).</p> <p>1.3 Readers demonstrate their cognition by annotating a text while reading.</p>	<p>Refer to Habits Unit Rubric</p> <p>In their own words, readers can define:</p> <ul style="list-style-type: none"> <li>• questioning</li> <li>• synthesize</li> <li>• inference</li> <li>• drawing conclusions</li> <li>• visualization</li> </ul>	<p>sections of text.</p> <p>Think Aloud by teacher</p> <p>Annotating text strategy noting structure, literary devices and meta-cognition.</p> <p>Color Marking</p>	<p><a href="#">click here</a></p> <p><i>Comprehension Strategies</i> <a href="#">click here</a></p> <p><i>Reader's Handbook: A Student Guide for Reading and Learning</i> by Burke, Klemm and Schwartz</p> <p><i>Teach Like a Champion</i> by Doug Lemov</p>
<p><b>Discussing Texts/ Speaking &amp; Listening Standards</b> <i>SL.10.1a, SL.10.3, SL.10.4, SL.10.6</i></p> <p>Readers use literary language when discussing text.</p> <p>Readers evaluate ideas and construct knowledge from text.</p> <p>Readers construct and substantiate</p>	<p>1.4 Readers are able to participate in group discussions by listening, formulating their own opinions, making oral claims, and substantiating their claims with supporting evidence (textual when applicable).</p>	<p><b>Stems for Discussion</b> <b>Go to the Text</b> What evidence do you have from the book that leads you to believe that _____? How do you know that _____? Can you show me where it says _____? Remember the part when _____? The author creates conflict when _____.</p> <p><b>Ask a Question:</b> 1. What do you mean when you say _____? 2. Why do you think that _____? 3. Can you give an example? 4. Why does _____ do _____? 5. I think _____ is confusing because _____. 6. Why does the author _____?</p>	<p><b>Interventions:</b> Story Map Word Bank Discussion Stems</p>	<p>Discussion Strategies <a href="#">click here</a></p> <p>Socratic Seminar <a href="#">click here</a></p> <p>Pinwheel Discussions <a href="#">click here</a></p> <p>Story Map Templates <a href="#">click here</a></p> <p><i>Building Literacy Through Classroom Discussion</i> by Mary Adler and Eija Rougle</p>

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claims about the text.		<b>Express an Opinion:</b> 1. I agree that ____ because ____. 2. I think that ____ because ____. 3. I disagree with _____'s actions because_____ 4. I like the way the author uses _____ because_____ 5.If _____ had not done _____, I think_____ 6. I would be embarrassed to introduce ____ to my family because_____ 7. I just hate that _____ because _____.		
	1.5 Readers make inferences by using prior knowledge, and making connections between prior knowledge and textual clues in order to make meaning of a text.	<b>Speculate:</b> 1. If I could change anything in the story I would change _____ because_____ 2. I wonder if _____. 3. I wish that _____. 4. I would like to give the following advice to_____ 5. If only _____ had _____ I think he/she would have _____.		
<b>Response to Text</b> <i>Writing Standards</i> <i>W.10.4,W.10.9,</i> <i>W.10.10</i>  Readers demonstrate insight and analysis of text, orally and written.	1.6 Readers learn to synthesize information by summarizing, concluding, inferring, and generalizing.	Using reader's notebook, have students make inferences, summarize and generalize information that they've read.	<b>Intervention:</b> <ul style="list-style-type: none"> <li>• Practice identifying and citing textual evidence</li> <li>• Use writing structures to support short responses.</li> <li>• Clustered Paragraphs</li> <li>• Critical Analysis Essay Structure</li> </ul>	Into the Book: Strategies for Learning <a href="#">click here</a>  <u>Response &amp; Analysis: Teaching Literature in Secondary School</u> by Robert E. Probst <a href="#">click here</a>  <u>Write Source: A Book for Writing, Thinking, and Learning</u> by Kemper, Sebranek, and Meyer  Son of Citation <a href="#">click here</a>
1.7 Readers are able to format information from a text for internal citations by using MLA documentation.	Use Son of Citation resource, conduct an "I do," "we do," "you do" for internal citations.			
1.8 Readers evaluate a work by providing a written analysis that contains original thinking,	Encourage students to refer back to their reader's notebook to help generate an original claim about a text.			

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	stipulates a claim supported by textual evidence and contains some literary language (theme, imagery, characterization).			
<b>Out of School Reading</b> Readers accurately employ reading routines and habits while reading outside of school.	<b>Reading at Home:</b> 1.9 Readers identify essential requirements for completing a reader's log and evaluate their own reading goals/achievements by accurately and consistently maintaining their reading log.	Refer to Habits Unit Rubric  Daily Reading Log (accuracy part of rubric)	Intervention: Monitoring Comprehension Bookmark <a href="#">Monitoring Comprehension Bookmark</a>	Reading Log Template Ideas <a href="#">click here</a>

\* 1.9 Should be used throughout the unit at the teacher's discretion for homework reading and assignments.

\* Teaching points should be scaffolded - Introducing new teaching points while using others previously introduced.