Module 15: Developing a Literature Unit

Module 15 leads you through the development of a literature unit. Use Appendix 15.01 to build your unit integrating art, higher-order thinking skills, related language arts skills and technology as well as adaptations for students who are gifted and talented and for English learners. By creating these lessons you will address RICA Domain 1: Planning, Organizing and Managing Reading Instruction Based on Ongoing Assessment and Domain 4: Vocabulary, Academic Language and Background Knowledge.

After completing your literature unit, you will create a study plan for the Reading Instruction Competence Assessment (RICA). Keep the RICA in mind as you work on upcoming literacy Modules. While you will complete your readings about literacy instruction and assessment in Term Three, data shows that CalStateTEACH participants who take RICA during Term Four are able to take advantage of additional time working with students in the classroom and have a higher first-time pass rate than those who take the exam earlier.

Participants design and implement a developmentally appropriate literature unit. The unit will incorporate:

- Learning about students: a description of the class and reading levels, relevant information on English learners and students who are gifted and talented, and relevant information regarding a student with identified instructional challenges. You will be creating detailed descriptions of how you go about learning about students when you complete CalTPA Tasks 3 and 4.
- Focus: a developmentally appropriate and culturally responsive theme or concept based on a literature selection that supports attainment and alignment of the California Academic Content Standards for English-language arts, ELD standards, objectives, activities and a variety of assessment measures.
- Graphic Organizer: illustrating the relationship between the lessons.
- Integration: at least one lesson that engages students in an art production project based upon the literature theme.
- Thinking Skills: activities that incorporate higher-order thinking/problem solving.
- Assessment: multiple assessment measures to demonstrate how objectives have been met, including analysis of student work.
- Faculty narrative observation

Participants complete a practice RICA test, self-assess their readiness for the exam and create a RICA study plan.

Teaching Performance Expectations
Focus: Instructional Planning (9)
Sub-Focus:
Curriculum and Resource Updates for Module 15

Activity 15.01

**URL link update** (posted 01/21/10)

Visual and Performing Arts Content Standards can now be accessed at www.cde.ca.gov/be/st/ss/documents/vpastandards.pdf

- The URL for the Visual and Performing Arts Content Standards has shifted to http://www.cde.ca.gov/be/st/ss/documents/vpastandards.pdf
TPE 9: Instructional Planning

Candidates for a Teaching Credential plan instruction that is comprehensive in relation to the subject matter to be taught and in accordance with state-adopted academic content standards for students.

TPE 9 BENCHMARKS
- Candidates establish clear long-term and short-term goals for student learning, based on state and local standards for student achievement as well as on students’ current levels of achievement.
- Candidates use explicit teaching methods such as direct instruction and inquiry to help students meet or exceed grade level expectations.
- Candidates plan how to explain content clearly and make abstract concepts concrete and meaningful.
- Candidates understand the purposes, strengths and limitations of a variety of instructional strategies, including examining student work, and Candidates improve their successive uses of the strategies based on experience and reflection.
- Candidates sequence instruction so the content to be taught connects to preceding and subsequent content.
- In planning lessons, candidates select or adapt instructional strategies, grouping strategies, and instructional material to meet student learning goals and needs.
- Candidates connect the content to be learned with students' linguistic and cultural backgrounds, experiences, interests, and developmental learning needs to ensure that instruction is comprehensible and meaningful.
- To accommodate varied student needs, candidates plan differentiated instruction.
- When support personnel, such as aides and volunteers are available, candidates plan how to use them to help students reach instructional goals.

<table>
<thead>
<tr>
<th>Level 1: Minimal</th>
<th>Level 2: Beginning</th>
<th>Level 3: Proficient</th>
<th>Level 4: Exemplary</th>
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Activity 15.01

Selecting Appropriate Goals and Literature

This activity introduces the concept of a literature unit. It will be organized around a central focus such as author study, a theme or literary element. In this activity, you will begin planning for the unit by identifying the piece(s) of literature and completing the Learning About Students and California Academic Content Standards for the literature unit.

Read through the entire Module before beginning your unit plan. Please follow the guidelines provided in Appendix 15.01 and create this unit using the Unit Builder. You will use the Appendix to assist you in building your unit, but you will submit each activity into the Unit Builder as you go. When the Unit is complete, you will submit it in your My Work Folio.

Complete the Learning About Students information utilizing the California-English language arts and visual and performing arts academic content standards.

Identify a focus for the literature unit and create a concept map.

Resources

**Current Text Edition**
- pages 180-190

- review pages 94-97
- pages 102-113

- read pages 94-98 and review pages 29-34, 79-83, 105-111 and 154-159
- review pages 213-221
- pages 242-246

- pages 286-315
- pages 330-335

**Previous Text Edition**
- pages 170-180

- pages 107-110
- pages 111-123

- review pages 27-32, 74-77, 87-90, 97-102, 144-148
- pages 203-210
- pages 230-234

- pages 250-288
- pages 354-379
Procedure

1. Since this literature unit has several required components, become familiar with Appendix 15.01 to help begin the plan. Recommended Literature: Kindergarten through Grade 12 (www.cde.ca.gov/ci/rl/ll/) will give you a variety of areas from which to determine your theme. Another idea is to create the literature unit in conjunction with the current theme in your adopted language arts text. In this case your literature unit will be an extension of the theme.

Before implementing the unit you will complete the following components identified in Appendix 15.01 using the Unit Builder:

- Conceptual Factors (Demographics of Community; School Setting and Classroom Factors; and Characteristics of Students including developmental descriptors/needs)
- Unit Assessment Plan
- Design for Instruction

During implementation you should be thinking about:

- Decisions to adjust instruction
- Analysis of student learning

After implementation you will complete the following components:

- Analysis of Student Learning
- Self-Evaluation and Reflection

Note: Refer to Appendix 15.01 as you progress through this series of activities.

2. Read Tompkins and Herrell & Jordan. Consider the following:

- What are the key elements of the Directed-Reading-Thinking Activity (DRTA)?
- How will you integrate Bloom's taxonomy into a literature discussion? How are levels of questioning affected by English language proficiency and cognitive development?
- What is reciprocal teaching and how can it be employed to develop student comprehension?
- Identify the strategies the author cites for getting students involved in literature.

Visit Visual and Performing Arts Content Standards (www.cde.ca.gov/be/st/ss/documents/vpastandards.pdf) for additional ideas.

3. Read Ellis and create a concept map for your literature unit.

Concept maps are useful for planning and are equally useful as teaching strategies and as assessment tools. One advantage of using concept mapping as a teaching strategy and assessment tool is that teachers find out how each student is organizing new knowledge. Even students who do not have well-developed language skills can draw relationships using pictures. Consider the incorporation of student-used technology in portraying some of your lesson material in the unit.
4. Using Appendix 15.01, complete the Learning About Students component. In the instructional implications aspect of Learning About Students, include a rationale for the literature you have selected. In this rationale, address what multicultural considerations you took into account.

5. Throughout the CalStateTEACH program, you are asked to reflect on your classroom teaching by videotaping yourself implementing lesson plans. Reflecting on your teaching practice by reviewing these videos will also help prepare you to successfully complete the CalTPA tasks.

Some school sites collect permission for classroom photography and videotaping at the beginning of the school year, while other placements may require you to obtain caregiver signatures for each student you are working with. Speak with your school site mentor to find out the specific requirements at your school site.

Note: If at all possible at your school site, please use the Video Permission District form.

6. Click on the TPA Center link in the left-hand menu bar and read the Video Permission Guidance document. Next download either the Video Permission District form or the Individual Permission form. Obtain the required signatures. Read the Scanning Guidelines document under the TPA Center link. Scan your signed permission form(s) to create a single electronic document and save the document as lastname_firstname_VideoPermission_3. Upload the electronic document directly to your My Work folder as an attachment.

Note: If there has been no change in your school site placement and classroom of students and you have submitted permission forms for this specific group of students in Term Two, you may upload the same electronic document submitted previously.

Appendices for Activity 15.01

* Appendix 15.01 Literature Unit Requirements

All appendices are available for download from the CalStateTEACH Course Website.
Activity 15.02

Unit Design for Instruction

When you are creating these lessons you are addressing **RICA Domain 5: Comprehension**.

Develop the activities and lesson plans that support the literature unit goals.

Resources

**Current Text Edition**
- pages 79-83
- pages 154-159

- pages 206-217

**Previous Text Edition**
- pages 74-77
- pages 144-148

- pages 173-181

**Online Resources**
Schools of California Online Resources for Educators (http://www.score.k12.ca.us)
Thinkfinity (http://www.thinkfinity.org)

Procedure

1. Based on the literature you have selected, respond to the Design for Instruction prompts at the top of Appendix 15.01 to be placed in the Unit Builder.

2. Considering the assessment, identify at least three objectives for which you will write three lesson plans. At least one lesson will include Visual and Performing Arts (Activity 15.04).

Be sure that your unit and lesson plans include the following:

- Leveled questions (Herrell & Jordan’s pages 79-83)
- Reciprocal teaching/literature circles (Herrell & Jordan’s pages 154-159)
- Poetry (addressing Visual and Performing Arts Content Standards) using technology (see Thinkfinity for ideas)
- Considerations for an English learner

**Be sure you have read all of Module 15 before completing your lesson plans.**
- Design for Instruction component of the literature unit plan
- A minimum of three lesson plans for the unit
Activity 15.03

Developing Your Literature Unit Assessment

Systematic assessment paints an accurate and detailed portrait of students' progress over time. Consequently, multiple assessments must be utilized. That is, to accurately measure progress, we need to use more than one instrument (e.g., tests, interviews, concept maps, observations). We also need to collect information over time rather than relying upon snapshot data. This activity leads you through two components of assessment planning: formative assessment and post-assessment. You will design a different assessment plan for each of the three lessons.

When you are developing these assessments you are addressing RICA Domain 1: Planning, Organizing and Managing Reading Instruction Based on Ongoing Assessment. (http://www.rica.nesinc.com/RC_preparation_materials.asp)

Complete the Assessment Plan component for the literature unit.

Resources

<table>
<thead>
<tr>
<th>Current Text Edition</th>
<th>Previous Text Edition</th>
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<tbody>
<tr>
<td>• pages 199-213</td>
<td>• pages 189-203</td>
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<tr>
<td>• review pages 126-128</td>
<td>• review pages 87-89</td>
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<tr>
<td>• reference pages 178-210</td>
<td>• reference pages 130-155</td>
</tr>
<tr>
<td>• review pages 99-104 and 231-235</td>
<td>• review pages 91-96 and 219-229</td>
</tr>
<tr>
<td>• pages 441-443 (K-W-L)</td>
<td>• pages 482-484 (K-W-L)</td>
</tr>
<tr>
<td>• pages 70-102 and 113 (Assessment)</td>
<td>• pages 292-328 (Assessment)</td>
</tr>
<tr>
<td>• review pages 277-281</td>
<td>• review pages 234-238</td>
</tr>
<tr>
<td>• pages 1-23, 95-103, and 104-113</td>
<td>• pages 1-12, 38-40, 48-50 and 65-68</td>
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California Department of Education (http://www.cde.ca.gov)
  • Reading/Language Arts Framework for California Public Schools: Kindergarten through Grade Twelve
    (http://www.cde.ca.gov/ci/cr/cf/documents/rlafw.pdf)

Procedure

1. **Formative assessment**: Focusing on your student's grade level, read Reading/Language Arts Framework for California Public Schools: Kindergarten through Grade Twelve (www.cde.ca.gov/ci/cr/cf/documents/rlafw.pdf) and Tompkins' section on assessment before reviewing Herrell & Jordan, Guillaume and the final reading for Tompkins. As you read and review this material, identify specific strategies for inclusion in your assessment plan.

   Since the literature unit spans three lessons, utilize formative assessment to ensure that students are achieving the expected outcomes. Identify formative assessment measures for the unit and include them in your lesson plans.

2. **Post-assessment**: Read Goldberg and Zarrillo. Identify the measures you will use to determine what the students have accomplished in both reading/language arts and the visual arts. Add this assessment data to your Unit Builder.

☐ Completed literature unit assessment plan component
Integrating Art

The visual arts are used to stimulate imagination and creativity as well as improve comprehension. In this activity you will plan at least one lesson in the visual arts that supports the reading/language arts component of the literature unit.

Plan one lesson using visual media or movement to respond to poetry that supports both a reading/language arts objective and a visual and performing arts objective identified for the literature unit. This is an excellent opportunity to include technology.

Resources

**Current Text Edition**
- pages 51-98
- pages 107-112
- pages 115-119
- pages 123-124
- pages 156-158
- pages 162-167
- page 224

**Previous Text Edition**
- pages 45-91
- pages 100-105
- pages 108-111
- pages 115-116
- pages 146-148
- pages 152-157
- page 214

California Department of Education (http://www.cde.ca.gov)

ArtsEdge (http://artsedge.kennedy-center.org)
- Lessons (http://artsedge.kennedy-center.org/teach/les.cfm)

Thinkfinity (http://www.thinkfinity.org)
- (http://www.thinkfinity.org/)

Procedure

1. Go online to ArtsEdge and Thinkfinity. Here you will find technology resources for use in your literature unit plan and in the inclusion of poetry.

2. Read Goldberg, thinking about how you would like to stimulate imagination and creativity through the visual arts in your classroom and specifically through this literature unit.

3. Using the online version of Visual and Performing Arts Framework for California Public Schools (www.cde.ca.gov/ci/cr/cf/documents/vpaframewrk.pdf), identify one goal for the visual arts for your students' grade level. Include the visual arts in your concept map.
4. Accessing the LPA, plan one lesson using visual media or movement to respond to the poetry you have selected. The lesson should support both a reading/language arts objective as well as an identified visual and performing arts objective. Add the lesson plan to the Unit Builder.

☐ One lesson plan using visual media or movement to respond to poetry posted in the Unit Builder
Planning Adaptations for Students with Special Needs

In this activity, identify some strategies for differentiating the lessons you are planning for students who are gifted and talented.

Using differentiation, plan appropriate adaptations for the literature unit for students who are gifted and talented.

Resources

**Current Text Edition**
- pages 316-335

**Previous Text Edition**
- pages 356-377

Procedure

1. Read Lewis & Doorlag. Consider the following:
   - What are the characteristics of students who are gifted and talented?
   - What special services are available for them at your school site?
   - In thinking about students who are gifted and talented, how will you adapt the literature unit to meet their needs?
   - How can you assist students who are gifted and talented if they are underachieving?

2. As you consider the development of your literature unit, think about what differentiation will meet the needs of the students who are gifted and talented. Do you agree or disagree with differentiation for students who are gifted? Summarize your ideas and share them in your cohort's online discussion. Read the postings your colleagues have written. Respond to at least two of your colleagues' postings and tell how they relate to the ideas you have included for adaptations in the unit.

   Use your findings in preparation for your Professional Reflection for Module 15.

☐ Online discussion posting and responses to peers regarding ideas for differentiating the unit for students who are gifted and talented
Facilitating Responses to Literature and Discussion

The majority of questions that teachers ask require only factual recall of information. The following activity asks you to determine questions that require students to respond to literature and engage in inferential, higher-order thinking. You will become familiar with the Question-Answer-Relationship (QAR) technique, which is used to help students evaluate comprehension questions.

Use the levels of Bloom's Taxonomy to analyze questions to determine which require higher-order thinking and comprehension.

**Resources**

**Current Text Edition**
- page 105

- reference pages 80-110

- pages 236-237

- review pages 252-285
- pages 451-453

**Previous Text Edition**

- pages 52-73

- pages 217-219

- review pages 216-248
- pages 490-491

**Procedure**

1. Begin by reviewing Ellis' page 105 concerning the revised version of Bloom's Taxonomy. (For a list of related observable verbs in the cognitive domain look at Appendix 2.03b in Term One.) Guillaume and Wong & Wong have information, which is based on the original version of Bloom's Taxonomy.

2. Read and review Tompkins.
3. Write a list of reading comprehension discussion questions to be used in the literature unit.

4. Now analyze the list by identifying each question as either a literal question, where the response is in the text and requires only factual recall, or a question that requires the student to analyze text and integrate different parts of the text to reach conclusions. What percentage of questions require factual recall only? Which require higher-level-thinking skills? Label each question with the appropriate level from Bloom’s Taxonomy. What are the language cues that help you decide which types of questions are which? Teaching students to dissect questions to determine how to find the answer (think and search, etc.) is a key component of teaching reading comprehension as well as test preparation. How could you use an activity like this with students?

5. Implement your literature unit.

☐ Annotated list of comprehension questions submitted to the Unit Builder
Activity 15.07

Analysis of Student Learning, Self-Evaluation and Reflection

Now that the unit has been implemented and varied forms of assessment have been utilized, including gathered samples of student work, it is time to look back on the process to see how well the students met the academic objectives. This process is helpful in making future instructional decisions. This activity illustrates TPEs 3 and 9 with a sub-focus on TPE 8.

Complete the Analysis of Student Learning and Self-Evaluation and Reflection components of the literature unit plan based on evidence gathered from student work and the implementation of the unit.

Procedure

1. Gather post-assessment (summative) data for your whole class. Also gather samples of work and assessments (both formative and summative) of a student who is gifted or talented, an English learner and an average reader completed during the literature unit.

2. Using these data as references, complete the Analysis of Student Learning component of the literature unit plan.

3. After completing the Analysis of Student Learning, complete the Self-Evaluation and Reflection component of the literature unit plan.

Completed Analysis of Student Learning and Self-Evaluation and Reflection components of the literature unit plan submitted to the Unit Builder
Reading Instruction Competence Assessment (RICA) Study Plan

Your students are not the only ones who must take a battery of standardized tests. You also must take and pass the Reading Instruction Competence Assessment (RICA) in order to earn your California Preliminary Credential. In this activity, you will access resources to study for the RICA, self-assess by taking the RICA practice test and create a plan for further preparation.

Participants will take the RICA practice test and devise a study plan to effectively prepare for the RICA.

Resources

**Current Text Edition**
- Chapter 18 and suggested readings

**Previous Text Edition**

- Reading Instruction Competence Assessment (RICA) (http://www.rica.nesinc.com)  
- RICA Content Specifications and Practice Test (http://www.rica.nesinc.com/RC_preparation_materials.asp)  
- RICA Test Dates (http://www.rica.nesinc.com/RC14_testdates.asp)  
- Reading Rockets (http://www.readingrockets.org)  
  - Targeting Intervention (http://www.readingrockets.org/helping/target)  
  - Phonemic Awareness and Phonics Podcasts (http://www.readingrockets.org/podcasts/phonics)

Procedure

1. Be sure you have accessed your *Ready for Revised RICA* eText by James Zarrillo.


3. Now take the practice test and then score yourself using the key included after the test. Be sure to time yourself, allowing 90 minutes for the multiple choice section, to better replicate test conditions. Use Appendix 15.08 to note your score and in which domains and competencies most of your errors fell.

4. If you are unsure of why your answers were incorrect, refer to Zarrillo's Chapter 18 and suggested readings and complete the readings.
5. Use Appendix 15.08 and the list below to create a study plan and timeline that you will follow to prepare yourself for the RICA. Include your score on the multiple-choice section of the practice test, the date you plan to take the RICA (dates can be found on RICA Test Dates (www.rica.nesinc.com/RC14_testdates.asp) and a list of steps you will take to prepare. Examples of things you can do to prepare are found below.

Please note that it is recommended that you complete all of the literacy activities in Term Three before planning to take the RICA. Statistical analysis indicates that CalStateTEACH participants who take RICA during Term Four have a higher first-time pass rate than those who take the exam in Term Three. The additional time working with children in the classroom may help reinforce the literacy strategies and assessments learned earlier in the Program. Your faculty may wish to give you feedback on this issue.

6. Please note that beginning August 6, 2011, the RICA Written Examination will be available for computer-based testing year-round by appointment, Monday through Saturday (excluding holidays), on a first-come, first-served basis. Computer-based testing will be offered at over 30 test centers in California and over 250 test centers nationwide. More information will be forthcoming on the RICA website.

Possible next steps to prepare:

a) Continue your study using the Zarrillo text. Start by reading the introduction. Continue by reading the chapters from the competencies in which you are less strong.

b) Use the videos and resources from your literacy texts or online sites, such as Reading Rockets to further your study. Specifically, if you are not in a first grade or Kindergarten placement, you may want to watch the Phonemic Awareness and Phonics Podcasts (www.readingrockets.org/podcasts/phonics). Also on the website is an excellent section on targeting intervention found at Targeting Intervention (www.readingrockets.org/helping/target).

c) Participate in the Online RICA Seminar. If you are interested in participating in the seminar, the process is as follows:

• Visit the RICA Center (button on the left-hand side of the course website.
• Open the “Getting Started” document, which lists all the activities.
• Complete all activities.
• Once you have completed the activities, email Amanda Steiman at amst0922@calstateteach.net. In the email, please include: a statement attesting to the fact that you have completed the activities and your score from the multiple choice portion of the practice test; a list of RICA practice test questions you would like addressed on the debrief; any questions about content or procedures you still have; and your contact information (name, Faculty name, Term, email, phone and Skype name).
• Once Amanda has received your confirmation that you have completed the seminar activities, she will send you a link to a website to sign up for your Skype call.

***Please note that this seminar is optional and does not replace the in-person Reading Seminar that you take at your Regional Center.

&nbs;
Appendices for Activity 15.08

- Appendix 15.08 RICA Study Plan

All appendices are available for download from the CalStateTEACH Course Website.
Professional Reflection

Professional Reflection 15

This Professional Reflection will ask for your perspective on yourself in relation to TPE 9: Instructional Planning.

Procedure

1. Instead of the usual format for the Professional Reflection, take a half-page to summarize the experience of creating a mini-unit and including relevant assessment opportunities using Appendix 15.09. Talk about yourself as a learner and a practitioner of TPE 9, a credential candidate able to create and implement your own curriculum unit.

☐ A half-page summary of your experience creating and implementing the unit as it relates to TPE 9

Appendices for Activity 15.09

- Appendix 15.09 Professional Reflection 15: Developing a Literature Unit

All appendices are available for download from the CalStateTEACH Course Website.