

GRASPS

UNIT: CRITICAL LITERACY

SUBJECT: English Language Arts – Grades 4-7

Assignment: Summative Assignment

ESSENTIAL QUESTION(s):

- What does it mean to be critically literate?
- What is the relationship between critical literacy and social justice?
- How do our personal values, beliefs, and perspectives influence our understanding of texts?
- How do texts communicate social relationships?
- What does it mean to consider a different perspective?
- What strategies can readers use to critically analyze texts in a critical manner?

G R A S P S	
Goal	Goal: To independently analyze a picture book using the critical literacy skills developed through the unit in order to consider the social implications of the book.
Role	Role: Literature reviewer for a popular children’s book blog.
Audience	Audience: Parents and teachers who read the blog to find book suggestions for their students and children.

Situation:

Situation

This blog is concerned with recommending socially just books and is in need of reviews that help the audience understand the social implications of the books they suggest on the blog. In particular, the blog is interested in helping its readers identify and understand the messages about values, beliefs, stereotypes, etc. that the book communicates.

Performance or Product:Performance
or Product

A blog post using paragraph format that includes a brief summary of the text, a discussion of the perspectives included and excluded, as well as a discussion about the messages the book communicates. You should examine aspects such as gender, race, and class in order to understand the messages about these topics, and others, the book communicates. You will also need to decide if you would recommend this book to readers or not. Your ideas will need to be supported with textual evidence.

Standards:

Standards

- Paragraph format
- Brief summary of the book
- Description of the included/excluded perspectives
- Messages about social justice issues such as race, class, and gender are explicitly analyzed
- A statement and reasons for recommending or not recommending the book
- Textual evidence is used to support opinions

Differentiation:

Adaptations

- > Provide students with a text to analyze to eliminate need to choose their own
- > Choose two aspects of the text to analyze for students, e.g., Whose voice is included/excluded and what is the power relationship in the text

Differentiation

- > Provide sentence starters for students, e.g., The perspective that is included is ____, I know because ____

Extensions

- > Ask students to choose their own two books on the same topic and make a recommendation about which book a teacher should use and justify their recommendation based on their analysis and textual evidence.

Note: Bullets listed under Standards could be used as rubric headings or could be used as talking points to form class generated criteria.