

## UNIT 3

# The Power of *Words and Action*

### Unit Overview

**Pacing:** 1 Week

**Focus Areas:** Author's Purpose, Author's Perspective, Context Clues and Critical Thinking

**Unit Learning Goal:** Students will analyze verbal and non-verbal communication in healthcare settings to determine the speaker's/author's purpose or perspective, while building critical thinking skills needed to interpret cues and respond appropriately in situations.

**Essential Question:** How can understanding verbal and non-verbal communication help healthcare professionals interpret others' perspectives and respond effectively situations?

## Unit 3

Category	Standards	How It's Addressed
<b>Reading &amp; Vocabulary</b>	RI.5, RI.6, RI.10, L.4, ELP 3	Students read healthcare-related texts about communication to analyze how authors express purpose and perspective. They use context clues and text features to determine meaning and identify tone, intent, and point of view.
<b>Writing &amp; Research</b>	RI.7, W.1, W.2, W.3, IU, CT, ELP 5	Students conduct research on storytelling in healthcare, take notes, and write explanatory texts. They synthesize information from interviews and articles to explain how stories can improve communication and build trust.
<b>Speaking &amp; Listening</b>	SL.1, SL.6, L.6, CM, TU, IU, ELP 3, ELP 7	Students participate in interviews, discussions, and presentations. They adapt tone and vocabulary for different audiences and use healthcare-specific language to express ideas clearly. They also practice active listening and collaborative speaking strategies.
<b>Language &amp; Conventions</b>	W.1, W.2, W.3, ELP 7	Students apply grammar, punctuation, and spelling rules in writing tasks, including reflections and storytelling tools. They use formal and informal styles appropriately and revise their work for clarity and correctness.
<b>Digital Media &amp; Visuals</b>	RI.7, W.6, ELP 3, ELP 5	Students integrate digital media (slides, posters, videos) into their storytelling tools and presentations to enhance clarity, engagement, and relevance.
<b>Health Science</b>	HS 2.1, CM	Students develop speaking and listening skills, identify communication styles and barriers, and recognize verbal and non-verbal cues. They apply these skills in interviews and storytelling activities to improve communication in healthcare settings.

**Key Employability Skills** ~ CM: Communication, IU: Information Use, TU: Technology Use, CT: Critical Thinking

**Academic:** College and Career Readiness Standards

**Health Science:** National Health Science Standards

# Vocabulary Preview

## Answer Key

**Reflect and Respond:** Why might a healthcare worker choose verbal communication over written? **Answers will vary.**

Support	Challenge
<ul style="list-style-type: none"> <li>◆ Students act out short healthcare scenes using verbal and non-verbal communication. Peers identify the type of communication used.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Students complete a Venn diagram comparing verbal, non-verbal, and implied communication.</li> </ul>

## Author's Purpose

What is the title or topic of the piece?

Communication in Healthcare

What was the author trying to do? (Circle one)

Persuade

Inform

Entertain

What clues helped you figure it out?

The author provides explanations and definitions. The author defines interpersonal skills. The author also uses examples: Share ideas and information, Work well with patients and coworkers, Make sure everyone feels safe, heard, and respected

Write one sentence that shows the author's purpose clearly.

The sentence, communication means sharing ideas and information, shows the author is teaching us what communication is.




## Quick Tips!

- **Activate Prior Knowledge:** Have you ever had a hard time understanding someone at the doctor's office?"
- **Model Think Aloud:** "Hmm... the author says communication helps people feel safe. That sounds like a fact. So maybe the author is trying to inform me."

# Author's Perspective

What the Text Says	What Is the Author's Purpose? (Why did they write this?)	What Is the Author's Perspective? (What do they believe?)
Helps patients feel safe and cared for... Builds trust...	<input checked="" type="checkbox"/> To inform <input type="checkbox"/> To persuade <input type="checkbox"/> To entertain	The author believes communication builds trust and prevents mistakes.
It helps you share ideas and information...	<input checked="" type="checkbox"/> To inform <input type="checkbox"/> To persuade <input type="checkbox"/> To entertain	The author believes communication helps people work together and avoid confusion.
Make sure everyone feels safe, heard, and respected.	<input checked="" type="checkbox"/> To inform <input type="checkbox"/> To persuade <input type="checkbox"/> To entertain	The author believes communication builds trust and prevents mistakes.
There are several types of communication that may be used in the health science industry.	<input checked="" type="checkbox"/> To inform <input type="checkbox"/> To persuade <input type="checkbox"/> To entertain	The author believes that various types of communication helps people work together.

Support	Challenge
<ul style="list-style-type: none"> <li>◆ Provide a color-coded version of the text. Highlight facts in one color and opinions in another. Ask: "Is this a fact or a feeling?"</li> </ul>	<ul style="list-style-type: none"> <li>◆ Ask students to compare perspective, structure, and purpose</li> </ul>



## Quick Tip!

- **Optional Extension Activity:** Students can write a short paragraph about communication in healthcare with the purpose to persuade.

# Author's *Perspective*

**Reflect and Respond:** Why do you think the author calls communication a “skill”? How could poor communication affect a patient’s experience? **Answers will vary.**

Support	Challenge
<ul style="list-style-type: none"> <li>◆ <b>Think, Pair, Share:</b> Let students first think quietly, then discuss with a partner before sharing out.</li> <li>◆ <b>Use a Paragraph Scaffold:</b> <i>I think communication is a skill because _____. One time I didn't communicate well was _____. It made me feel _____. Next time, I will _____.</i></li> </ul>	<ul style="list-style-type: none"> <li>◆ Encourage students to use transition words: first, then, as a result, next time.</li> </ul>



## Quick Tips!

- **Connections Corner:** Think about a time you didn't communicate well. What happened? How did it make you or someone else feel? What could you do differently next time?
  - **Instructor:** Share a brief, appropriate personal example of a time you miscommunicated and what you learned.
- **Optional Extension:** Have students create a communication tip sheet for healthcare workers.

# Reading Between *the Lines*

Support	Challenge
<ul style="list-style-type: none"> <li>◆ Students read each question with a partner and talk through their thinking before circling an answer.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Have students justify their answer. Why is this the best choice? Why are the others not good communication?</li> <li>◆ Ask students to rewrite the incorrect options to make them better communication examples.</li> </ul>

# Knowledge Check

- 1) What is the author’s main purpose in this passage?
  - **Correct Answer: C.** To inform readers about the importance of communication in healthcare
  - **Explanation:** The passage is written to educate readers on how communication—both verbal and nonverbal—plays a vital role in patient care.
  
- 2) What is the author’s perspective about communication in healthcare?
  - **Correct Answer: D.** It’s a key skill that helps patients feel safe and understood
  - **Explanation:** The author emphasizes that communication is essential for building trust and ensuring patients feel heard and respected.
  
- 3) Which sentence from the passage best shows the author’s perspective?
  - **Correct Answer: C.** “Good communication is a key part of healthcare.”
  - **Explanation:** This sentence clearly expresses the author’s belief in the importance of communication.
  
- 4) What critical thinking skill is most important when a patient looks nervous but doesn’t speak?
  - **Correct Answer: C.** Asking respectful questions and observing nonverbal cues
  - **Explanation:** This shows awareness and empathy—key components of critical thinking in patient care.
  
- 5) Why does the author include examples like “smiling” and “making eye contact”?
  - **Correct Answer: B.** To explain nonverbal communication in healthcare
  - **Explanation:** These examples illustrate how nonverbal cues can help healthcare professionals connect with patients and convey empathy.

Support	Challenge
<ul style="list-style-type: none"> <li>◆ Use a purpose anchor chart (inform, persuade, explain, entertain).</li> <li>◆ Use guided questions: What does the author believe? What words show their opinion?</li> </ul>	<ul style="list-style-type: none"> <li>◆ Ask students to compare two texts with different perspectives on the same topic.</li> <li>◆ Ask students to identify multiple purposes in a single text (e.g., inform and persuade).</li> </ul>

# Project Based Learning *Rubric*

Criteria	4 – Exceeds Expectations	3 – Meets Expectations	2 – Approaching Expectations	1 – Needs Support
<b>Research</b>	Thorough notes with multiple examples; clearly identifies purpose and perspective	Notes include examples and basic understanding of purpose/perspective	Notes are incomplete or vague; limited understanding of purpose/perspective	Minimal notes; unclear or missing purpose/perspective
<b>Interview</b>	Insightful questions; detailed notes with emotional and nonverbal cues	Relevant questions; notes show understanding of purpose and perspective	Basic questions; notes lack depth or miss key ideas	Interview incomplete or missing; notes unclear
<b>Analysis</b>	Deep comparison of stories; clearly explains how storytelling solves communication problems	Identifies common themes and explains purpose/perspective	Some comparison; limited explanation of communication impact	Little or no analysis; unclear connections
<b>Storytelling</b>	Creative, well-designed tool; clearly teaches storytelling and solves a real problem	Tool shows understanding of storytelling and communication	Tool is basic or unclear; limited connection to healthcare communication	Tool is incomplete or off-topic
<b>Presentation</b>	Clear, confident delivery; explains learning and tool's impact effectively	Presentation covers key points and shows understanding	Presentation is brief or unclear; misses key ideas	Presentation incomplete or missing
<b>Reflection</b>	Thoughtful, personal reflection; connects learning to future goals	Reflects on learning and purpose/perspective	Basic reflection; limited personal connection	Reflection missing or unclear

# Intervention *Strategies*

## Lesson 3.1

- Students keep a personal journal with definitions, visuals, and examples of key terms (e.g., verbal, non-verbal, implied, interpersonal).
- Create graphic organizers showing relationships between types of communication and their impact in healthcare

## Lesson 3.2, 3.3, & 3.4

- Provide simplified versions of the article with bolded clues for purpose and perspective.
- Use guided questions with visual supports.
- Allow oral or video responses instead of written summaries.
- Provide sentence starters: “The author wrote this to...” and “The author believes...”

# Instructional Support *Strategies*

Focus Area	Suggestions
<b>Differentiation</b>	Create a PSA or Infographic: Students design a public service announcement showing how storytelling improves healthcare communication. Real-World Connection: Invite a guest speaker (e.g., nurse, interpreter) to share how communication affects their work.
<b>Assessment Ideas</b>	Use exit tickets, vocabulary quizzes, oral summaries, and project rubrics to assess understanding.
<b>Technology Integration</b>	Digital Storytelling: Use tools like Flipgrid or Canva to present stories with visuals and voice.