Yearlong: StoryWorks

Content Area: **English**
Course(s):
Time Period: **September**
Length: **Yearlong**
Status: **Published**

Unit Overview

This unit is a study of non-fiction reading. Students will practice close reading skills, making inferences, learn new vocabulary and use textual evidence to read through a Storyworks unit.

Enduring Understandings

Students will understand that being able to identify and use various elements in a story will give clues to understanding the autor's intent.

Essential Questions

How does a reader use nonfiction to:

- Develop vocabulary skills
- Determine main ideas with close reading
- Learn to use textual evidence
- Develop inference skills

Instructional Strategies & Learning Activities

These two Storyworks Units are representative of the units that occure yearlong with Storyworks. Reading materials and videos will differ throughout the year.

Day 1

Activities:

- Look at p. 4 and 5. Ask the students what do these lines make you ask yourself
- Read the up close box- either you or a student should read out loud
- Have students pair with a partner and look at the pictures and read all boxes and under each picture.
- Students should read the article as a whole class – either students take turns reading out loud or use the recording.
- Distribute the vocabulary activity and read the vocabulary words to the students. With a partner, students should go to the article. The vocabulary words are written in bold. They should use context clues to figure out what the words mean. Write the meaning on the handout. Check the meaning in the

dictionary or use dictionary.com and write the correct definition on the sheet.

Assessment: Evaluate Vocabulary sheet

Homework: finish vocab sheet

Day 2

Activities:

- Review the vocabulary homework so that everyone has the correct definitions.
- Students should individually reread the article so that they are close reading it.
- Students will individually fill out the close reading questions and critical thinking question.

Assessment: Evaluate Close reading and critical thinking questions

Homework: Finish close reading questions and critical thinking question.

Day 3

Activities:

- Review the close reading questions and critical thinking question so that everyone has the correct answer.
- Show the video on Dolphins
- Students will summarize the article using the graphic organizer and inference sheet

Assessment: Evaluate the students' summaries

Homework: Finish the summary and do making inferences sheet

Day 4

Activities:

- Review homework on summaries and inferences
- Students will do problems and solutions sheet with partners
- Students will start Write to Win on page 9 individually

Assessment: Evaluate handout on inferences and handout on problems and solutions

Homework: Write to Win on page 9

Day 5

Activities:

- Review homework Write to Win
- Students take quiz and vocab quiz
- Do pre-reading for "Malala the Powerful" (you or a students read the up close box on p. 23 out loud, ask based on the photo and headlines what do you think Malala is like? Have studnets look at the title of the poem on page 25 and the photo that goes with it, Ask: How is that photo similar to the one of Malala?

Assessment: Grade quizzes

Homework: none

"**Mahala the Powerful" requires the students to compare two different texts – an informational article with a poem. There are important social studies and current events connections.**

Objectives:

- Make connections between an informational text and a poem.
- Develop vocabulary skills
- Analyze writing structure to include supporting details
- Develop inference skills
- Reinforce figurative language

Materials: Storyworks booklet, handouts

Day 6

Activities:

- Go over the vocabulary handout for Malala before reading the article.
- Read "Mahala the Powerful" as a class
- Students will individually read the article again and fill out the close reading questions #1-4
- As a whole class discuss the close reading questions together.
- Have a student read "In Darkest Hours"
- Discuss as a class the close reading questions.

Assessment: Evaluate close reading questions

Homework: finish close reading questions #1-4 and do the Show Me the Details handout

Day 7

Activities:

- Go over answers from the homework on the close reading and Show Me the Details
- Have a student read "IN Darkest Hours"
- Students will individually do the close reading questions #5-9
- Discuss the questions as a whole class.

Assessment: Evaluate handout of close reading questions for "In Darkest Night"

Homework: Finish close reading questions and do Find the Evidence Handout

Day 8

Activities:

- Go over homework of Finding the evidence.
- Students work in pairs to compare two texts by filling out the analyzing text handout
- Go over the answers as a whole class

Assessment: Evaluate analyzing text handout

Homework: study for vocab and reading comprehension quiz

Day 9

Activities:

- Students take vocab quiz and reading comprehension quiz
- To prepare for persuasive writing, the students will analyze an argument
- They will individually read p. 26 and 27 and fill out the chart.

Assessment: Grade quizzes

Homework: Finish chart

Technology and Design Integration

Students view videos in relation to the stories to then gain understanding into the behind the scenes of writing and researching.

SmartBoard Technology

Google Applications (Docs, Presentations, Classroom)

8.1.5.CS.1	Model how computing devices connect to other components to form a system.
8.1.5.CS.2	Model how computer software and hardware work together as a system to accomplish tasks.
	Shared features allow for common troubleshooting strategies that can be effective for many systems.
8.1.5.CS.3	Identify potential solutions for simple hardware and software problems using common troubleshooting strategies.
	Individuals can select, organize, and transform data into different visual representations and communicate insights gained from the data.
8.1.5.DA.3	Organize and present collected data visually to communicate insights gained from different views of the data.

Integration of Career Readiness, Life Literacies and Key Skills

Students willl learn about a variety of careers through Storyworks articles.

9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
9.2.5.CAP.2	Identify how you might like to earn an income.

9.4.5.CI.2	Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).
9.2.5.CAP.3	Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
9.2.5.CAP.4	Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.
	The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.
9.4.5.CT.2	Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).
9.4.5.CT.3	Describe how digital tools and technology may be used to solve problems.
9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
9.4.5.DC.1	Explain the need for and use of copyrights.
9.4.5.DC.2	Provide attribution according to intellectual property rights guidelines using public domain or creative commons media.
9.4.5.DC.3	Distinguish between digital images that can be reused freely and those that have copyright restrictions.
9.4.5.DC.4	Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).
9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).

Interdisciplinary Connections

6.1.5.CivicsPI.1	Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.
6.1.5.CivicsPD.3	Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
6.1.5.CivicsHR.4	Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
6.1.5.CivicsCM.1	Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
6.1.5.CivicsCM.2	Use evidence from multiple sources to construct a claim about how self-discipline and civility contribute to the common good.

Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.

- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.

- **Definitions of Differentiation Components**:

    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
    - Process – how the student will acquire the content information.
    - Product – how the student will demonstrate understanding of the content.
    - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

Differentiation occurring in this unit:

Lower level version of the article, two levels for graphic organizer for summarizing and making inferences, two levels for the comprehension quiz

Advanced students – research “swim with dolphin programs”

Modifications & Accommodations

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.

Modifications and Accommodations used in this unit:

IEP and 504 Accommodations will be utilized.

Benchmark Assessments

Benchmark Assessments are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.

Schoolwide Benchmark assessments:

Aimsweb benchmarks 3X a year

Linkit Benchmarks 3X a year

DRA

Additional Benchmarks used in this unit:

AIMS Web

Comprehension Questions

Reflections and personal connections

Text to text connections

Linkit testing 3 times a year.

Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

Formative Assessments used in this unit:

Vocab Sheet

Close reading and critical reading questions

Student written summaries

Discussion

Summative Assessments

Summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of

ways to combine these approaches.

Summative assessments for this unit:

Intermittent quizzes

Instructional Materials

Storyworks-

booklet, handouts, video

Handouts, Dolphins, Malala the Powerful

Standards

CCSS.ELA-Literacy.CCRA.R.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
CCSS.ELA-Literacy.L.4	Language
LA.4.CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
LA.4.CCSS.ELA-Literacy.CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
LA.4.CCSS.ELA-Literacy.CCRA.R.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
LA.4.CCSS.ELA-Literacy.CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LA.4.CCSS.ELA-Literacy.CCRA.R.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
LA.4.CCSS.ELA-Literacy.CCRA.R.5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
LA.4.CCSS.ELA-Literacy.CCRA.R.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
LA.4.CCSS.ELA-Literacy.CCRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

LA.4.CCSS.ELA-Literacy.CCRA.SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
LA.4.CCSS.ELA-Literacy.CCRA.SL2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
LA.4.CCSS.ELA-Literacy.CCRA.SL4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.