

Grade 6-8 ELA/Social Studies/Humanities

6-8 Special Education Informational Text Reading Comprehension

Why do people feel the need to make a difference in their communities or homelands?

Unit Developed by Kathy Brown
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Twin Falls, Idaho



The Core Teacher Program
A program of the Idaho Coaching Network
Idaho Department of Education

Universal Design for Learning (UDL)

Multiple Means of Representation

Provide options for perception

- ✓ Offer ways of customizing the display of information
- ✓ Offer alternatives for auditory information
- ☐ Offer alternatives for auditory information

Provide options for language, mathematical expressions, and symbols

- ✓ Clarify vocabulary and symbols
- ✓ Clarify syntax and structure
- ☐ Support decoding text, mathematical notation, and symbols
- ☐ Promote understanding across languages
- ✓ Illustrate through multiple media

Provide options for comprehension

- ✓ Activate or supply background knowledge
- ✓ Highlight patterns, critical features, big ideas; and relationships
- ☐ Guide information processing, visualization and manipulation
- ☐ Maximize transfer and generalization

Multiple Means of Action and Expression

Provide options for physical action

- ☐ Vary the methods for response and navigation
- ✓ Optimize access to tools and assistive technologies.

Provide options for expression and communication

- ✓ Use multiple media for communication
- ☐ Use multiple tools for construction and composition
- ✓ Build fluencies with graduated levels of support for practice and performance

Provide options for executive functions

- ☐ Guide appropriate goal-setting
- ☐ Support planning and strategy development
- ☐ Facilitate managing information and resources
- ✓ Enhance capacity for monitoring progress

Multiple Means of Engagement

Provide options for recruiting interest

- ✓ Optimize individual choice and autonomy
- ✓ Optimize relevance, value, and authenticity
- ✓ Minimize threats and distractions

Provide options for sustaining effort and persistence

- ☐ Heighten salience of goals and objectives
- ☐ Vary demands and resources to optimize challenge
- ✓ Foster collaboration and communication
- ☐ Increase mastery-oriented feedback

Provide options for self-regulation

- ☐ Promote expectations and beliefs that optimize motivation
- ☐ Facilitate personal coping skills and strategies
- ✓ Develop self-assessment and reflection



Webb's Depth of Knowledge - Level 1 (Recall)

- | | | |
|---|----------------------------------|------------------------------------|
| <input checked="" type="checkbox"/> Who, What, When, Where, Why | <input type="checkbox"/> Label | <input type="checkbox"/> Recite |
| <input type="checkbox"/> Define | <input type="checkbox"/> List | <input type="checkbox"/> Recognize |
| <input checked="" type="checkbox"/> Identify | <input type="checkbox"/> Match | <input type="checkbox"/> Report |
| <input type="checkbox"/> Illustrate | <input type="checkbox"/> Measure | <input type="checkbox"/> Use |
-

Webb's Depth of Knowledge - Level 2 (Skill/Concept)

- | | | |
|--|---|---|
| <input type="checkbox"/> Categorize | <input type="checkbox"/> Estimate | <input type="checkbox"/> Observe |
| <input type="checkbox"/> Classify | <input type="checkbox"/> Graph | <input type="checkbox"/> Organize |
| <input type="checkbox"/> Collect and Display | <input checked="" type="checkbox"/> Identify Patterns | <input checked="" type="checkbox"/> Predict |
| <input checked="" type="checkbox"/> Compare | <input checked="" type="checkbox"/> Infer | <input checked="" type="checkbox"/> Summarize |
| <input type="checkbox"/> Construct | <input type="checkbox"/> Interpret | |
-

Webb's Depth of Knowledge - Level 3 (Strategic Thinking)

- | | | |
|---|---|---|
| <input type="checkbox"/> Assess | <input type="checkbox"/> Differentiate | <input type="checkbox"/> Hypothesize |
| <input type="checkbox"/> Construct | <input checked="" type="checkbox"/> Draw Conclusions | <input type="checkbox"/> Investigate |
| <input type="checkbox"/> Critique | <input type="checkbox"/> Explain Phenomena in Terms of Concepts | <input type="checkbox"/> Revise |
| <input type="checkbox"/> Develop a Logical Argument | <input type="checkbox"/> Formulate | <input type="checkbox"/> Use Concepts to Solve Non-Routine Problems |
-

Webb's Depth of Knowledge - Level 4 (Extended Thinking)



Analyze

Create

Prove

Apply Concepts

Critique

Synthesize

Connect

Design

Idaho Coaching Network Unit Plan Template

Unit Title: Why Do People Want to Make a Difference?

Created By: Kathy Brown

Subject: Special Education

Grade: 6-8 grade levels

Estimated Length (days or weeks): 20 Days; 45 minute classes

Unit Overview (including instructional context):

The unit is designed to introduce the individual stories of four people and their charitable organizations. The unit will be presented around the same time that the Language Arts classes are working on a research writing project about charitable organizations. The goal of the unit is to encourage students to explore the reasons behind an individual's need to make a difference in their community.

Unit Rationale (including Key Shift(s)):

The rationale behind this unit is to provide informational text comprehension practice to allow special education students the opportunity to increase their Lexile text complexity level by 200 points in a school year. Students need to comprehend informational text above the 1197 Lexile for future success in life and a successful transition to high school (see chart at end of unit). This specific unit is designed to pull together articles that address the Essential Question, "Why do people feel the need to make a difference on others lives?" and to work closely with a Language Arts research unit on Charity. Other units are created to coincide with topics across the curriculum for middle school students grades 6-8 and designed to improve their independent literacy skills.

Prior to this unit, students have spent several months building skills necessary to proceed independently through the articles using their own voice, thoughts, and independent writing skills. Before beginning the class, students take a pre-assessment to determine their Lexile level. Informational



text articles are presented individually to students by the district selected program to meet the student’s Individual Education Plan (IEP). Articles are presented with a claim that directs their reading, followed by an assessment to determine individual comprehension. The article concludes with a writing prompt related to the claim that requires the students to answer questions using evidence from the article. All articles used for the program are scanned from related Associated Press news articles. Each article increases the student's knowledge base about the world around them as they improve their reading comprehension skills. Discussions allow students to process the information, to begin forming informed opinions beyond their immediate surroundings and needs, to collaborate with peers by sharing and defending their opinions, and to begin the process of reading the articles critically with a purpose.

A variety of strategies have been used to develop these skills, along with the program, that encourage students to interact with the material through speaking, writing, listening, and reading. After each article, students are expected to compose a summary of the article citing evidence to support their main thesis or topic. Students are expected to use highlighting, research note cards, T-chart note-taking, reflection, prediction, and vocabulary techniques with each article with the intention that, with enough practice, a habit will transition into other areas/classes, including state-wide testing. Background information is provided to students to front-load some knowledge that will help with the article through video clips, powerpoints and discussion.

The program expects students to move through an article in 1-2 days, however, this time frame has been accommodated for the individual student needs (IEP goals) to 2-3 days.

Essential Question(s) (Modules 2 and 3):

- **Why do people want to make a difference in other’s lives?**
- **Where does the drive to make a difference come from?**

Enduring Understandings (Modules 2 and 3):

- **People seem to have an innate desire to leave a legacy after they die.**

Measurable Outcomes (Modules 4, 6 and 7):

Learning Goals Success Criteria (Evidence):

- Students will be able to read several articles about people and their desire to give back to their communities. They will explore some of the reasons that these people became humanitarians. Following each article reading, the students will complete comprehension quizzes with 75% or higher as their independent Lexile level grows. They will also demonstrate their comprehension skills by completing a summary paragraph using a rubric about the article.

Targeted Standards (Module 3):

Idaho English Language Arts/Literacy Standards:

- RI 6-8.10 To comprehend complex informational texts within 6-8 grade level complexity bands independently and proficiently
- RI.6-8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.



- SL.6-8.1 Engage effectively in a range of collaborative discussions (one-to-one, in groups, and teacher led) with diverse patterns on grade level topics, texts, and issues, building on others ideas and expressing their own clearly.

Supporting Standards

- RI.6-8.4 Acquire and use grade appropriate general academic and domain-specific words and phrases.
- W.8.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Summative Assessment (Module 4):

- **Summative Assessment Description:** The summative assessment is provided three times a year by Achieve3000. Students' text complexity growth is measured through this format using a Lexile measure. The summative assessment for writing will occur concurrent to the reading summative assessment to measure summary writing growth through a rubric based on the Achieve3000 assessment.
- **Depth of Knowledge (DOK) Explanation:** DOK remains in the skill/concept Level 2 as the students build their comprehension skills for text complexity from each article. Questions on the formative practice assessment will use Level 1 Recall, move to Level 2 by predicting, and then to Level 3 by drawing conclusions. This unit and depth of knowledge levels are based on the needs of Special Education students and the tasks have been set for them to learn and succeed in skills/concepts that will help them to be successful in the future.
- **Rubric or Assessment Guidelines:** Students assess their growth through formative activities after each article. To assist them in gaining comprehension skills, they complete a summary of the article before the assessment activity as this has been a successful strategy for their learning and comprehension in the past. The program format has placed the assessment before the writing task.



SUMMARY PARAGRAPH RUBRIC

PROMPT: After reading the article and completing the T-Chart, write a summary paragraph that states the main topic with two key points and four details for a total of 5-7 sentences.

	2	1	
Is the paragraph a summary ?	The paragraph is a summary of the article.	The paragraph included some information from the article.	The paragraph does not cover the article.
Did the paragraph stay on the topic presented in the article?	The paragraph stayed on topic throughout	The paragraph started on topic, but did not stay on topic.	The paragraph did not cover the article topic.
Does the topic sentence use the format used in class: article title:	The topic sentence includes all 5 parts of the expected format used in class.	The topic sentence includes 3 of the 5 parts from the expected format used in	The topic sentence includes 2 or less of the expected parts from the expected



source; topic; location; date?		class.	format used in class.
Total words written in a 5 minute timing (range 78- 105)	0-25 total words written	26-50 total words written	51 or more total words written
Were there at least 5 sentences written correctly?	The paragraph includes 5 or more sentences written correctly	The paragraph had 3-4 sentences written correctly.	The paragraph only had two or less sentences written correctly.
Were the words spelled and capitalize d correctly?	The summary did not have spelling or capitalizati on errors.	The paragraph had 1-2 misspelled words and/or capitalizati on errors.	The summary had more than 3 misspelled words and/or capitalizati on errors.

Primary Text(s) (Module 5):

- **Collection of Articles: Kid Who Helps Kids; Man Changes Lives in Sudan; One Voice Can Make a Difference; 100 Pounds of Hope
by Author: Achieve 3000 Program**

Supplemental materials/resources:

- **Computers**
- **PowerPoints providing background knowledge for each story presented, printed articles at a higher Lexile level to be read together and highlighted for thesis, facts, key points and details**
- **Short introductory videos to introduce the article topic**
- **Highlighters, index cards**



● **Article Checklists**

Text Complexity Analysis (Module 5):

Text Description	
<p>This unit provides informational text articles describing different contributions by individual people to help those they find in need. Each article highlights an individual that has tried to provide assistance or to alleviate a problem they discover by creating a charity. This unit is developed for Special Education students requiring direct instruction in reading comprehension and the meet the requirements for the Individual Educational Plan (IEP) for each student.</p> <p>The texts provided by the Achieve 3000 program can be located in Associated Press articles about the person/topic. Achieve 3000 takes these articles and provides differentiated instruction to assist students in raising their Lexile reading comprehension for informational text. This program meets the needs delineated in the Idaho Content Standards for English/Language Arts which require students to become familiar with informational text as they move through secondary education and helps struggling students by differentiating the information to their specific levels.</p>	<p><i>What is your final recommendation based on quantitative, qualitative, and reader-task considerations? Why?</i></p> <p>Due to the differentiated nature of the program and articles, text complexity can be adjusted based upon the needs of the class and reader.</p> <p><i>Mark all that apply:</i> Grade Level Band: K-5 <input type="checkbox"/> 6-8 <input checked="" type="checkbox"/> 9-12 <input type="checkbox"/> PD <input type="checkbox"/></p> <p>Content Area: English/Language Arts (ELA) <input checked="" type="checkbox"/> Foreign Language (FL) <input type="checkbox"/> General (G) <input type="checkbox"/> Health/Physical Education (HPE) <input type="checkbox"/> History/Social Studies (HSS) <input checked="" type="checkbox"/> Humanities (H) <input checked="" type="checkbox"/> Math (M) <input type="checkbox"/> Professional Development (PD) <input type="checkbox"/> Professional/Technical Education (PTE) <input type="checkbox"/> Science (S) <input type="checkbox"/></p>

Quantitative Measure

Quantitative Measure of the Text: 520 Lexile-780 Lexile	Range: 3rd Grade 520-820 Lexile (4th Grade 740-940 Lexile)	Associated Grade Band Level: 3rd to 4th Grade/ Flesch-Kincaid 7th-8th grade level
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Qualitative Measures

Text Structure (story structure or form of piece):

Moderately Complex: The structure of the test is moderately complex due to the informational text structure and specific domain vocabulary based on each topic. The higher the Lexile level, the more complex the article will become. Discussion of information will be needed to assist with comprehension depending on each student and his/her disability, thus making the text structure moderately complex.

Language Clarity and Conventions (including vocabulary load):



Moderately Complex with specific domain vocabulary related to the topic. For example, in the article Man Changes Lives in Sudan, there is vocabulary such as: parasite, humanitarian, stagnant, refugee, immigrant, sustain, civil war, lost boys, and charity. Depending on the individual student’s reading level and background, some students may struggle if frontloading is not added, thus making the articles moderately complex for language.

Levels of Meaning/Purpose:

Slightly complex: The purpose for each article is to share each person’s specific background related to one topic and their contribution to humanitarianism through helping others better their lives.

Knowledge Demands (life, content, cultural/literary):

Moderate to very complex depending on each student's background and how much they know about other countries and their conflicts. For example, Man Changes Lives in Sudan, exposes students to civil war, being orphaned because of war and becoming a Lost Boy, being an immigrant, and being dependent on water that is unclean and will cause illness when consumed.

Visual Supports:

Slightly complex: Visual supports need to be provided for comprehension. This can be done through frontloading by videos, maps, powerpoint presentations, etc. Additionally, one picture related to each article is provided with a caption.

Considerations for Reader and Task

Possible Major Instructional Areas of Focus (include 3-4 Idaho Content Standards) for this Text:

- RI.6-8.10
By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- RST.6-8.2
Determine the central ideas or conclusions of a text: provide an accurate summary of the text distinct from prior knowledge or opinions.
- RI.6-8.4
Determine the meaning of words and phrases as they are used

Below are factors to consider with respect to the reader and task:

Potential Challenges this Text Poses:

Students may not have the background knowledge about the lives of immigrants before they come to the United States. They may not understand what a ‘Lost Boy’ from Africa is, what the Khmer Rouge communist regime in Cambodia means, or the effects of hurricanes on communities in the United States. These are all topics that need to be introduced before reading the articles.

A powerpoint presentation and short videos help with the specific content frontloading will be needed to introduce students to these events and people.

Differentiation/Supports for Students:

Most of these supports are provided by the program and each student



<p>in a text including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone.</p> <ul style="list-style-type: none"> W.6-8.1b <p>Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>*Other standards could be pulled to fit instructional areas of focus, depending on the needs of students.</p>	<p>can work independently without interactions with peers. To encourage more peer interaction the following strategies may be implemented:</p> <ul style="list-style-type: none"> Students will be provided an article at their individual Lexile reading level with 8-10 comprehension assessment questions after each article. Students will be provided a copy of the test at a higher complexity level to stimulate group and peer discussions. Students will be allowed to read the text and to answer questions before logging into their account. Students will be highlight and underline important text. Group discussions about main thesis, key points, and details will occur with each new topic and students will create a T-Chart and note cards to help them determine the important information. Students will be provided an opportunity to test on the subject to practice comprehension skills on higher Lexile leveled text.
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Scaffolds and Extensions (Module 6)

<p>UDL Components:</p>	<p>Extensions for advanced students:</p>
<p>Representation</p> <ul style="list-style-type: none"> Clarify vocabulary Computer and visuals Activate background knowledge Highlight important information Highlight patterns <p>Action and Expression</p> <ul style="list-style-type: none"> Vary the methods for response Provide opportunities for practice Provide individual feedback <p>Engagement</p> <ul style="list-style-type: none"> Offer choices on articles. 	<ul style="list-style-type: none"> Text can be presented at higher text complexity bands Allow students to work on articles at their own pace Articles can be completed independently and at home Vocabulary demand increases with complexity bands Articles can be located to specific research topics Note taking options can be varied to individual preferences Thought questions that can stimulate high order thinking skills and discussions will be presented and encouraged



- Vary groupings for discussion
- Foster collaboration and communication
- Allow students to vary the workspace to maintain engagement

Unit Vocabulary (Module 7)

Targeted Academic Vocabulary

Claim
Details/Facts
Evidence
Multi-paragraph
Paragraph
Summary
Topic sentence

Targeted Content Area Vocabulary

Alleviate
Charity
Character Trait
Civil War
Donation
Humanitarian/Philanthropist
Immigrant/Emigrant
Passion
Refugee
Regime



Instructional Sequence (Modules 4-10)

Major Idea/Topic Introduction: Essential Question: Why do people want to make a difference in other’s lives?		
Day(s) and Desired Outcome(s)	Texts and Resources	Instructional Notes (including Scaffolding, Extensions, Vocabulary Terms and strategies, UDL Principles, and Formative Assessments)
<p>Days 1-3:</p> <p>Desired Outcomes:</p> <ol style="list-style-type: none"> 1. Students will access their background knowledge about the essential question and share with peers. 2. All students should have the same access point to begin the unit. 	<p>Booklet (construction paper, lined paper, stapler, glue stick, copy of essential question)</p> <p>PowerPoint</p>	<p>Day 1 (Slides 1-5) (Introduction to unit)</p> <p>Introduce booklet: https://drive.google.com/open?id=1oUapXo-ux1bKi8q4mf4ERV9CJ2OVtMTX74_I3iWBCiY</p> <p>Students chose the color they like from construction paper. They fold it in half, add the lined pages needed for the unit, and staple. On the outside they paste the essential question. (The booklet can be pre-assembled.)</p> <p><u>Slide #1</u> Bellringer: Present essential question to students.</p> <p>‘Why do people want to make a difference in other’s lives?’</p> <ul style="list-style-type: none"> ● Ask if any of the words need to be clarified. ● After the students have been given think time, ask them to predict and discuss what the essential question is referring to? ● Students will open their folders and remove their booklets to respond with a prediction sentence. ● Allow the students time to write their prediction sentences to be shared orally. ● Allow the students to share about someone they personally know or someone they admire that would fit the question. ● Have the students share why they think the person they mentioned fits the question? <p><u>Slide #2</u> Unit Vocabulary:</p> <ul style="list-style-type: none"> ● Introduce the three terms that will be used throughout the unit. Students may not know or



<p>Day 2</p>	<p>Poem: 'I Am One' <i>(The Book of Good Cheer : A Little Bundle of Cheery Thoughts (1909) by Edwin Osgood Grover, p. 28; also in Masterpieces of Religious Verse (1948) by James Dalton Morrison, p. 416, where it is titled "Lend a Hand")</i></p> <p>Anchor Chart Booklet</p> <p>PowerPoint Booklet</p> <p>PowerPoint Booklet</p> <p>Video Clip https://www.youtube.com/watch?v=f1l8f0gUNN</p> <p>PowerPoint</p> <p>Vocabulary Knowledge Ratings</p>	<p>But still I am one. I cannot do everything, But still I can do something; And because I cannot do everything, I will not refuse to do the something that I can do.</p> <p>Class Discussion: Differences</p> <ul style="list-style-type: none"> ● Ask if the students think this poem fits what they think about a person who is making a difference? ● How does it fit? ● Does the poem help them to think of additional character traits a person would have to make a difference? (Add to anchor chart if necessary.) ● Have the students add the poem to the inside front cover of the booklet. <p><u>Slide #5 Bell Beater:</u></p> <ul style="list-style-type: none"> ● Which 3 traits that we discussed today, do you think are the most important? Record your answer in the booklet. <p><u>Day 2 (Slides 6-10)</u></p> <p><u>Slide #6 Bellringer:</u></p> <ul style="list-style-type: none"> ● Which character trait that we talked about yesterday do you think you have? Why? Record your response in your booklet in a complete sentence. ● <u>Slide #7</u> While the students are writing, show a short video clip. The clip has elementary students singing about making a difference. <p>Class discussion:</p> <p><u>Slide #8-#9</u></p> <ul style="list-style-type: none"> ● Introduce the following vocabulary words: volunteer, charity, alleviate, difference, donation, passion, and humanitarian and allow the students to personally vote on if they know the word using Fist of 5 strategy. ● Distribute different words to each student and allow them to work in pairs or alone depending on class size and abilities. They will define the word, identify the word parts, and find a synonym if time allows. ● Bring the group back together and check their answers. Build stronger vocabulary skills and
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<p>Day 3</p>	<p>Booklet</p> <p>PowerPoint Vocabulary Drawings</p> <p>Booklet</p> <p>PowerPoint Sticky Notes</p> <p>PowerPoint</p> <p>PowerPoint</p>	<p>knowledge using a group discussion and definition of words.</p> <ul style="list-style-type: none"> ● Students will add the information to their booklets. <p><u>Slide #10</u></p> <ul style="list-style-type: none"> ● Have the groups get back together and find a picture/drawing on the computer or individual drawings that they like the best and feel represents the word. Each of the words will be presented by the student(s) and placed around the room for vocabulary reference during the unit. <p>Bell Beater: Each student will share, in writing, their favorite word and why in their booklets.</p> <p><u>Day 3 (Slides 11-14)</u></p> <p><u>Slide #11</u></p> <ul style="list-style-type: none"> ● Give the students sticky notes and have them vote on which character trait they feel is the most important to making a difference. On the sticky notes, have the students write why they think the word is important. Identify the top 5. <p><u>Slide #12 & #13 People and Charities</u></p> <ul style="list-style-type: none"> ● Introduce pictures and examples of volunteers, humanitarians, and charities. Allow the students to share their experiences with charities and volunteering. ● If needed: Allow time for students to finish their drawings from the day before. <p><u>Slide #14 Introduce people via illustrations</u></p> <ul style="list-style-type: none"> ● Introduce the people that they will be learning about in the next few weeks. ● Have the students share what they notice from the pictures and how those noticings may apply to the essential question. ● Ask students to identify which of the 5 character traits they think the people will represent or have in common.
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Major Idea/Topic Example #1: Article #1 One Voice Can Make a Difference		
Day(s) and Desired Outcome(s)	Texts and Resources	Instructional Notes (including Scaffolding, Extensions, Vocabulary Terms and strategies, UDL Principles, and Formative Assessments)
<p>Days 4-6:</p> <p>Desired Outcome: Lexile Growth</p> <ul style="list-style-type: none"> Students will become familiar with why people volunteer and ways they can volunteer. Mainly they will learn about Kimmie Weeks to begin to understand what causes people to want to make a difference. 	<p>Achieve 3000 Link #1 TeenBiz</p> <p>PowerPoint</p> <p>Booklet</p> <p>Article Checklist</p> <p>PowerPoint</p> <p>Achieve 3000 Login</p> <p>ChromeBooks or Computers</p> <p>PowerPoint Video Clip https://www.youtube.com/w</p>	<p>Day 4 (Slides 15-18) Article #1: Kimmie Weeks (day 1 of article)</p> <p><u>Slide #15</u> Bell Ringer:</p> <ul style="list-style-type: none"> The article title, ‘One Small Voice Can Make a Difference’, is posted on the board that provides instructions for the students to predict what they think the article will be about. They are to write the sentence citing the title and giving a valid topic of the article. Each student reads their response to the others.(Booklet) <p>Article Response Protocol Checklist</p> <ul style="list-style-type: none"> Students are given an article checklist that helps them move through the process and, as each task is completed, it is signed off by an adult. This encourages positive interactions with an adult and allows the students to see their progress. <p><u>Slide #16</u></p> <ul style="list-style-type: none"> Students are then presented with a screen that lists the title, a picture from the article, the Pre-Poll statement and claim. For this article about volunteering, they are asked to share the best way to volunteer. A section of the article mentions a young man’s story and his process of becoming a children’s advocate. The young man is the main focus for the unit. The students then log onto their accounts and complete the Pre-Poll claim in a formal email format (provided on Checklist) stating their opinion and the reason behind their thoughts. Depending on the class, some of these opinions will be shared before the actual writing. <p><u>Slide #17</u></p> <ul style="list-style-type: none"> Students then watch a short video (about 2-5 minutes) clip on Kimmie Weeks, one of the people listed in the article. This provides students with a visual connection and background information. The group discusses information they learned and are encouraged to ask



	<p>atch?v=1abh04HAW48</p> <p>PowerPoint</p> <p>Vocabulary instruction Grammar Booklet</p> <p>Lexile Chart (end of unit)</p> <p>ChromeBooks or Computers</p> <p>Read Aloud/Article print</p> <p>Source Card</p> <p>Checklist</p>	<p>questions for clarification.</p> <p>Slide #18 A slide is shown that presents the vocabulary words with pictures and definitions: genocide, political asylum, child soldiers, cholera, starvation, and disarmament.</p> <ul style="list-style-type: none"> • The students copy one of the definitions to Frayer 4 square model to explore the word. • All the vocabulary words are discussed and word parts including: -tion, dis-, -ment, and -al are shared and the discussion will help students see how they help the meaning of the words. • When reading the article, students locate the words and circle them. Some of the words will not be presented in the differentiated article because the text complexity is lower. Each individual article will have specific words related to that text complexity. For example: 1080 Lexile will identify the words: disarmament and entrenched and 520 Lexile will identify the words rights, shelter, soup kitchen, and starve. The students are responsible for their own words and may chose one to add to their booklets for future reference. (see Lexile chart at end of lesson) • Students then go to the Achieve 3000 site to read their own differentiated article. • They are to read the article through once, identify the vocabulary words shared in class and the words listed for their specific Lexile differentiated article. • They are encouraged to identify 5 words or phrases that they do not understand and to share them with the class by writing them on the board. We then discuss the words and phrases to increase understanding. • The students then read their passages aloud to an adult to check fluency and pronunciation. At this time they may be asked to print a copy of their article as highlighting on the program is not easy for all students. • Students will read the article again and underline first sentences. They will fill out the Source Card https://drive.google.com/open?id=1OzYsSucaGvGUpnaCjvru8yc6_EpUHfKXZanD2RIPlaU and fill in at least 5-10 key bits of information they think is the most important. (This strategy assists students who are having a difficult time identifying the key points and details.) <p>Bell Beater: Students will show that their checklist is initialed and their notecards are done.</p> <p>Day 5 (Slide 19) Article #1: Kimmie Weeks (day 2 of article)</p> <p>Bellringer:</p> <ul style="list-style-type: none"> • Students will be given a piece of paper with the presented question, “What character traits
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<p>Day 5</p>	<p>Computers</p> <p>PowerPoint Vocabulary instruction Booklet</p> <p>Source Cards</p> <p>Highlighters</p> <p>T-Chart (see appendix)</p> <p>List of Summary Verbs</p> <p>ChromeBooks or Computers</p> <p>88%</p>	<p>did Kimmie Weeks demonstrate in your reading?”</p> <ul style="list-style-type: none"> ● They will write their trait(s) on the paper. ● The class will discuss their suggestions and place any new character traits on the anchor chart. ● Students will select a character trait they personally feel that Kimmie Weeks demonstrates for the Reading Connection: Setting the Purpose. ● Students will type their character trait and explain why they chose their trait on the Reading Connection: Setting the Purpose. <p><u>Slide #19</u> Vocabulary Check:</p> <ul style="list-style-type: none"> ● Students will look at a PowerPoint with pictures from their vocabulary list and see which ones they can identify. If the students find this difficult, they will be prompted to use their checklist. ● Students will present their notecards from the day before and share them with the others on a table grouping them. ● They will then identify the main idea and the key points together. They will go back to the text and highlight the main thesis (green), key points (yellow), and details (pink). ● When highlighting is complete, the information is transferred to their T-Chart. The group will then share information on the T-chart as it is being typed on a slide. Students will refer to and reread their article to find this information. The T-chart encourages the students to write their main thesis statement citing their source and identifying information from the article. ● At this point all sentence beginnings are the same: The 2006 Washington, D.C. Achieve 3000 article, “One Small Voice Can Make a Difference” explains (class selects a verb from their list of summary verbs) that Kimmie Weeks wanted to make a difference as a small child in Liberia. (this will vary according to what the students decide needs to be stated.) ● Students will complete the 8-question activity assessment to determine their comprehension of the article. Students are allowed to refer back to their notes and the article to answer questions. If they miss a question, they are to raise their hand so that the student and teacher can review the question and locate the correct answer from the article. This usually means the student discovers what they incorrectly read or that they didn’t refer back to the article. ● The goal is to earn a 75% or higher on the first try and a 100% on the second. If they miss more than 75%, they receive the article again at a higher complexity level (in the program it is called the Stretch Article) and allowed to retake the activity again on paper. They are to
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<p>Day 6:</p>	<p>Retake Copy Achieve 3000 Login Rubric (Page 6) Sticky notes Booklet</p>	<p>identify where the correct answer is in the article. Each time a student reads 4 articles and assesses within the range at a 75% or higher, their Lexile level increases and the text complexity increases.</p> <ul style="list-style-type: none"> Students finish the article by completing the article summary on the ‘Thought Question’ section on the program. This summary paragraph can be typed on a word document and printed to be included with packet. The paragraph is graded by the Rubric as indicated on page 6 of this unit. <p>Bell Beater: Why did Kimmie Weeks want to make a difference in his community?</p> <ul style="list-style-type: none"> Please write your response on a sticky note to keep in your booklet. These responses will be saved for a later activity. <p>✓✓✓Extra day included-just in case. Students are expected to complete an article in 2 days, but it can take 3 days.</p>
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<p>Major Idea/Topic #2: Man Changes Lives in Sudan</p>		
<p>Day(s) and Desired</p>	<p>Texts and</p>	<p>Instructional Notes (including Scaffolding, Extensions, Vocabulary Terms and strategies, UDL)</p>



Outcome(s)	Resources	Principles, and Formative Assessments)
<p>Days 7-10:</p> <p>Desired Outcome(s): Lexile Growth</p> <ul style="list-style-type: none"> Continued exploration of ways different people have made a difference to another group of people. This article explores Salva Dut and his reasons for giving back to his homeland. 	<p>Achieve 3000 Link #2</p> <p>TeenBiz</p> <p>PowerPoint</p> <p>Booklets</p> <p>Article Checklist</p> <p>PowerPoint Achieve 3000 Login</p> <p>PowerPoint</p> <p>Chromebooks or computers</p> <p>PowerPoint</p>	<p>Day 7 (Slides 20-25) Article #2: Salva Dut (day 1 of article)</p> <p><u>Slide #20</u> Bell Ringer:</p> <ul style="list-style-type: none"> The article title ‘Man Changes Lives in Sudan’ is posted on the board that provides instructions for the students to predict what they think the article will be about. They are to write the sentence citing the title and giving a valid topic of the article. Each student reads their response to the others. (Booklet) <p>Class discussion:</p> <ul style="list-style-type: none"> The essential question will be reviewed and students are reminded that as they are working through the article they should be thinking about how Salva Dut is making a difference. Students are given an article checklist that helps them move through the process and as each task is completed it is signed off by an adult. This encourages positive interactions with an adult and allows the students to see their progress. <p><u>Slide #21</u></p> <ul style="list-style-type: none"> Students are then presented with a slide that lists the title, a picture from the article, the pre-poll statement and claim. For this article, students will learn about how Salva Dut and his organization worked to bring clean water to Sudan. <p><u>Slide #22</u></p> <ul style="list-style-type: none"> The claim asks the readers to identify one of four events from Salva Dutt’s life that they think would have been the hardest for him to do. The students then log onto their accounts and complete the Pre-Poll claim in a formal email format (provided on checklist) stating their opinion and the reason behind their thoughts. Depending on the class, some of these opinions will be shared before the actual writing. <p><u>Slide #23</u> may clarify and provide information:</p> <ul style="list-style-type: none"> Students may become confused with location and the need for water. Students may be encouraged to get a visual clue when looking at a map of Africa.



	<p>PowerPoint Video Clip</p> <p>PowerPoint</p> <p>Vocabulary instruction Grammar</p> <p>Lexile Levels</p> <p>Achieve 3000 Login Chromebooks or Computers</p> <p>Read Aloud/Article print ChromeBooks or Computers Note Cards/Source</p>	<p><u>Slide #24</u> Video clip</p> <ul style="list-style-type: none"> Students then watch a short video (about 2-5 minutes) clip on Salva Dut and his organization. This provides students with a visual connection and background information. The group discusses information they learned and are encouraged to ask questions for clarification. <p><u>Slide #25</u> Vocabulary Instruction</p> <ul style="list-style-type: none"> A slide is shown that presents the vocabulary words with a picture and definition: parasites, lost boys, contaminated water, humanitarian, immigrate, sustain. The students copy one of the definitions to the Frayer model template to explore the word. All the words are discussed and suffix word parts: -ate, -ian, -ed and the prefix -im are shared and the discussion will help students see how they help the meaning of the words. When reading the article, students locate the vocabulary words and circle them. Some of the words will not be presented in the differentiated article because the text complexity is lower. Each individual article will have specific words related to that text complexity. For example: 1080 Lexile will identify the words: dub, parasite, stability, stagnate and 520 Lexile will identify the words: charity, million, college, infected, orphan. The students are responsible for their own words and may chose one to add to their booklets for future reference. (See Lexile Chart at the end of the unit.) Students then go to the program to read their own differentiated article. They are to read the article through once, identify the vocabulary words shared in class and identify the words listed for their article. They are encouraged to identify 5 words or phrases that they do not understand and to share them with the class by writing them on the board. We then discuss the words and phrases to increase understanding. The students then read a passage aloud to an adult to check fluency and pronunciation. At this time they may be asked to print a copy of their article as highlighting on the program is not easy for all students. Students will read the article again and underline first sentences. They will fill out the Source Card and fill in at least 5-10 key bits of information they think is the most important. (This strategy assists students who are having a difficult time identifying the key points and details.)
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<p>Card</p> <p>Checklist</p> <p>Anchor chart</p> <p>Chromebooks</p> <p>PowerPoint</p> <p>Source Cards</p> <p>Highlighters</p> <p>T-Chart</p> <p>List of Summary Verbs</p> <p>Booklet</p>	<p>Bell Beater: Students will show that their checklist is initialed and their notecards are done.</p> <p>Day 8 (Slide #26) Article #2: Salva Dut (day 2 of article)</p> <p>Bellringer:</p> <ul style="list-style-type: none"> • Students will be given a piece of paper with the question, “What character traits did Salva Dut demonstrate in your reading?” • They record their answer and then the class will discuss their suggestions and place new words on the anchor chart. • Students will select a character trait they personally feel that Salva Dut demonstrates on the Reading Connection: Setting the Purpose. • Students will type their character trait and explain why they chose their trait on the Reading Connection: Setting the Purpose. <p><u>Slide #26</u> Vocabulary Check:</p> <ul style="list-style-type: none"> • Students will look at a PowerPoint with pictures from their vocabulary list and see which ones they can identify. If the students find this difficult, they will be prompted to use their checklist. • Students will present their notecards from the day before and share them with the others on a table grouping them. • They will then identify the main idea and the key points together. They will go back to their article and highlight the main thesis (green), key points (yellow), and details (pink). • This information is transferred to their T-Chart. The group will then share information to include on the T-chart as it is being typed on a slide. Students will refer to and reread their articles to find this information. The T-chart encourages the students to write their main thesis statement citing their source and identifying information from the article. • At this point all sentence beginnings are the same: The 2008 Khartoum, Sudan Achieve 3000 article, “Man Changes Lives in Sudan” explains (class selects a verb from their list of summary verbs) that Salva Dut was once a Lost Boy of Sudan and went back to Sudan to make a difference as an adult.(this will vary according to what the students decide needs to be stated.) • Students will complete the 8-question activity assessments of their comprehension of the article. Students are allowed to refer back to their notes and article to answer questions. If they miss a question, they are to raise their hand so that the student and teacher can review
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<p>Day 9</p>	<p>Chromebooks or Computers Achieve 3000 Login</p> <p>88%</p> <p>Retake Copy</p> <p>Rubric (Page 6)</p> <p>Sticky Notes</p>	<p>the question and locate the correct answer from the article. This usually means the student discovers what they incorrectly read or that they didn't refer back to the article.</p> <ul style="list-style-type: none"> ● The goal is to earn a 75% or higher on the first try and a 100% on the second. If they miss more than 75%, they receive the article again at a <u>higher complexity level</u> (in the program it is called the Stretch Article) and allowed to retake the activity again on paper. They are to identify where the correct answer is in the article. Each time a student reads 4 articles and assesses within the range at a 75% or higher, their Lexile level increases and the text complexity increases. ● Students finish the article by completing the article summary on the 'Thought Question' section on the program. This summary paragraph can be typed on a word document and printed to be included with packet. The paragraph is graded by the Rubric as indicated on page 6 of this unit. <p>Bell Beater:</p> <ul style="list-style-type: none"> ● Why did Salva Dut want to make a difference in his community? Please write your response on a sticky note and keep in your booklet. These responses will be saved for a later activity. <p>✓✓✓Extra day included-just in case. Students are expected to complete an article in 2 days, but it can take 3 days.</p>
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Major Idea/Topic #3: 100 Pounds of Hope



Day(s) and Desired Outcome(s)	Texts and Resources	Instructional Notes (including Scaffolding, Extensions, Vocabulary Terms and strategies, UDL Principles, and Formative Assessments)
<p>Days 10-12:</p> <p>Desired Outcome(s):</p> <ul style="list-style-type: none"> Continued exploration of ways different people have made a difference to another group of people. This article explores Sokhannah ‘Amanda’ Prak and her reasons for giving back. 	<p>Achieve 3000 Link #3 TeenBiz</p> <p>PowerPoint</p> <p>Booklet</p> <p>Article Checklist</p> <p>PowerPoint</p> <p>Achieve 3000 Login ChromeBooks or Computers</p> <p>PowerPoint PowerPoint Video Clip</p>	<p>Day 10 (Slides #27-34) Article #3 “Sokhannah ‘Amanda’ Prak”</p> <p><u>Slide #27</u> Bell Ringer</p> <ul style="list-style-type: none"> The article title ‘One Hundred Pounds of Hope’ is posted on the board on slide 20 that provides instructions for the students to predict what they think the article will be about. They are to write the sentence citing the title and giving a valid topic of the article. Each student reads their response to the others. <p>Class discussion:</p> <ul style="list-style-type: none"> The essential question will be reviewed and student reminded that as they are working through the article they should be how Amanda Prak is making a difference. Students are given an article checklist that helps them move through the process and as each task is completed it is signed off by an adult. This encourages positive interactions with an adult and allows the students to see their progress. <p><u>Slide #28</u> Amanda Prak</p> <ul style="list-style-type: none"> Students are then presented with a slide that lists the title, a picture from the article, the pre-poll statement and claim. For this article, students will discover how Amanda Prak and her organization worked to bring rice and food to Cambodia. The claim asks the readers to identify one of two choices that people will donate money for food or schools. The students then log onto their accounts and complete the Pre-Poll claim in a formal email format (provided on checklist) stating their opinion and the reason behind their thoughts. Depending on the class, some of these opinions will be shared before the actual writing. <p><u>Slide #29</u> Slide may clarify and provide information that students need for comprehension.</p> <p><u>Slides #30-#33</u></p> <ul style="list-style-type: none"> Students watch a short video clip (about 2-5 minutes) on Amanda Prak and her organization. This video clip provides students with a visual connection and background information. The group discusses information they learned from other slides and are encouraged to ask



<p>Day 11</p>	<p>PowerPoint</p> <p>Vocabulary instruction</p> <p>Grammar</p> <p>Lexile Levels</p> <p>Booklet</p> <p>Achieve 3000 Login Chromebooks or Computers</p> <p>Read Aloud/Article print</p> <p>Source Cards</p> <p>Checklist</p>	<p>questions for clarification.</p> <p><u>Slide #34</u> Vocabulary Instruction</p> <ul style="list-style-type: none"> ● A slide is shown that presents the vocabulary words with a picture and definition: regime, Khmer Rouge, revolution, intellectual, starvation, genocide. ● The students copy one of the definitions to Frayer model to explore the word. ● All the words are discussed and suffix word parts: - tion, -tual, -ide are shared and help students to understand the meaning of the words. ● When reading the article, students locate the words and circle them. Some of the words will not be presented in the differentiated article because the text complexity is lower. Each individual article will have specific words related to that text complexity. For example: 1080 Lexile will identify the words: aggressive, genocidal, horrific, inflation, regime and 520 Lexile will identify the words: barefoot, jungle, refugee, soldier. The students are responsible for their own words and may chose one to add to their booklets for future reference. ● Students then go to the program to read their own differentiated article. ● They are to read the article through once, identify the vocabulary words shared in class and the words listed for their article. ● They are encouraged to identify 5 words or phrases that they do not understand and to share them with the class by writing them on the board. ● We then discuss the words and phrases to increase understanding. ● The students then read a passage aloud to an adult to check fluency and pronunciation. At this time they may be asked to print a copy of their article as highlighting on the program is not easy for all students. ● Students will read the article again and underline first sentences. They will fill out the source card and fill in at least 5-10 key bits of information they think is the most important. (This strategy assists students who are having a difficult time identifying the key points and details.) <p>Bell Beater: Students will show that their checklist is initialed and their notecards are done.</p> <p><u>Day 11 (Slide 35)</u> Article #3 “Sokhannah ‘Amanda’ Prak”</p> <p>Bellringer:</p> <p>Students will be given a piece of paper with the question, “What character traits did Sokhannah ‘Amanda’ Prak demonstrate in your reading?”</p>
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<p>Anchor chart</p> <p>ChromeBooks or Computers Achieve 3000 Login</p> <p>PowerPoint</p> <p>Note Cards/Source Card</p> <p>Highlighters</p> <p>T-Chart</p> <p>List of Summary Verbs</p> <p>Chromebook or Computers</p> <p>88%</p>	<ul style="list-style-type: none"> ● They record their answer and then the class will discuss their suggestions and place new words on the anchor chart. ● Students will select a character trait they personally feel that Sokhannah “Amanda” Prak demonstrates on the Reading Connection: Setting the Purpose. ● Students will type their character trait and explain why they chose their trait on the Reading Connection: Setting the Purpose. ● They will write their trait on the paper. <p>Class discussion on Character Traits:</p> <ul style="list-style-type: none"> ● The class will discuss their opinions about displayed character traits and place any new character traits on the anchor chart. <p><u>Slide #35</u> Vocabulary Check:</p> <ul style="list-style-type: none"> ● Students will look at a PowerPoint with pictures from their vocabulary list and see which ones they can identify. If the students find this difficult, they will be prompted to use their checklist. ● Students will present their notecards from the day before and share them with the others on a table grouping them. ● They will then identify the main idea and the key points together. They will highlight the main thesis in green/key points in yellow/details in pink. ● This information is transferred to their T-Chart. The group will then share information to include on the T-chart as it is being typed on a slide. Students will refer to and reread their article to find this information. The T-chart encourages the students to write their main thesis statement citing their source and identifying information from the article. ● At this point, all sentence beginnings are the same: The 2008 Richmond, Virginia Achieve 3000 article, “One Hundred Pounds of Hope” explains (class selects a verb from their list of summary verbs) that Amanda Prak was once a refugee and went back to Cambodia to make a difference as an adult.(this will vary according to what the students decide needs to be stated.) ● Students will complete the 8 question activity assessments of their comprehension of the article. Students are allowed to refer back to their notes and article to answer questions. If they miss a question, they are to raise their hand so that the student and myself can review the question and locate the correct answer from the article. This usually means the student discovers what they incorrectly read or that they didn’t refer back to the article. The goal is to earn a 75% or higher on the first try and a 100% on the second. If they miss more than 75%,
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<p>Day 12</p>	<p>Retake Copy</p> <p>ChromeBooks or Computers Rubric (Page 6)</p> <p>Sticky Note Booklet</p>	<p>they receive the article again at a higher complexity level (in the program it is called the Stretch Article) and allowed to retake the activity again on paper. They are to identify where the correct answer is in the article. Each time a student receives 4 articles at a 75% or higher their lexile level increases and the text complexity increases.</p> <ul style="list-style-type: none"> • Students finish the article by completing their summary from the article on the ‘Thought Question’ section on the program. This summary paragraph can be typed on a word document and printed to be included with packet. The paragraph is graded by the Rubric on page 6 of this unit. <p>Bell Beater: Why did Amanda Prak want to make a difference in her community? Please write your response on a sticky note in to keep in your booklet. These responses will be saved for a later activity.</p> <p>✓✓✓Extra day included-just in case. Students are expected to complete an article in 2 days, but it can take 3 days.</p>
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Major Idea/Topic #4: Compare and Compose an Opinion Paper



Day(s) and Desired Outcome(s)	Texts and Resources	Instructional Notes (including Scaffolding, Extensions, Vocabulary Terms and strategies, UDL Principles, and Formative Assessments)
<p>Days 13-18:</p> <p>Desired Outcome:</p> <ul style="list-style-type: none"> Students will compare and contrast the information from the last three people highlighted. They will note similarities and form an opinion about the characteristics they each have in common. Through this comparison the students should be coming closer to answering the essential question. 	<p>Achieve 3000 TeenBiz Previous Articles Anchor chart Achieve 3000</p> <p>PowerPoint</p> <p>T-Charts, Note Cards, Article copies, Summaries Small Groups</p> <p>Circle Graphic Organizer</p> <p>PowerPoint</p> <p>Compare/Contrast Similarities/Differences Venn Diagram</p>	<p>Day 1 (Slide 36) Opinion Writing Class Discussion:</p> <ul style="list-style-type: none"> Review the last three articles about some people who have made a difference back in their communities after coming to the United States as refugees, immigrants, or political refugees. Review the character trait anchor chart and what attributes may qualify a person to be considered a humanitarian. Use the close reading passages from each article to help with student comprehension. It may help to refer back to article slides #17, #24, #30 and the video footage. <p>Slide #36: Post essential question: Why do people want to make a difference in other’s lives?</p> <ul style="list-style-type: none"> Discussion about their opinions about the essential question: have they changed, been added to, or not changed. Students will retrieve the following from their folders: T-Charts, note cards, copies of articles, and summaries to use as evidence to support their opinions. Students will be divided into groups of 2-3 students, depending on class counts, to create a minimum of 3 groups. Each group will have one person assigned to each group. Each group will collect background information from the article, summaries, note cards to create a list of important events in their lives and fill in a circle graphic organizer for the person. <p>Day 2 Slides 37-41 Opinion Writing</p> <p>Slide #37 Bell Ringer:</p> <ul style="list-style-type: none"> Students will recall one fact that all three people had in common and share it with the class. The information will be written in the middle of the 3-circle Venn Diagram. Students share their information/circle charts with the class. Their charts will be posted on the board and compared. As the students recognize similarities and differences they will fill in a Venn Diagram chart organizer detailing the information for each person.



<p>Days 15 & 16</p>	<p>PowerPoint Personal Venn Diagram</p> <p>Timed Writes 5 minutes each</p> <p>PowerPoint</p> <p>PowerPoint</p> <p>PowerPoint Paragraph Starters</p>	<p><u>Slide #38</u> details a possible way the graphic organizer could be filled in.</p> <ul style="list-style-type: none"> • The students will complete a Venn diagram for their own use. <p>Class discussion and assignment:</p> <ul style="list-style-type: none"> • The students will be assigned a writing task to write at least two paragraphs explaining the similarities and differences that the three people exhibited while doing their humanitarian work. • Students will be given a 5 minute timed writing task to brainstorm each of their paragraphs using their Venn Diagram. • These timed writings will be the beginning of their rough draft. This process alleviates much of the anxiety of writing an essay. Students are used to writing for 5 minutes on a topic for curriculum based writing fluency measurements. Slides # 39 and #40 will be shown for the prompts to begin the timed writing. <p><u>Slide #39</u> Same/common/alike/similar facts</p> <ul style="list-style-type: none"> • The first paragraph will detail three facts that all three people have in common/similar/alike. <p><u>Slide #40</u> Different facts</p> <ul style="list-style-type: none"> • The second paragraph will detail three facts that the people have that are different/unique from the others. Some students may need to write a separate paragraph detailing the differences. <p><u>Slide #41</u> Paragraph starter</p> <p><u>Days 3 and 4</u> Opinion Writing</p>
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	<p>PowerPoint</p> <p>Rough Draft</p> <p>Rubric (page 30)</p> <p>Rubric Self-Edit</p> <p>Rubric Peer Edit</p> <p>Comparison Essay Rubric</p>	<p><u>Slide # 38 and #42</u> Bell Ringer: Review</p> <ul style="list-style-type: none"> ● Slide detailing the the Venn Diagram showing similarities and differences. ● Students will be given an outline following the guidelines from the posted Write Tools chart that details the way the paragraph is to be written ● Some classes will be given sentence starters to help format the paper. <p>Individual student opinion paragraph writing:</p> <ul style="list-style-type: none"> ● Students will work on their rough drafts of their comparison essays. ● When each student is ready, the student and the teacher will review the Comparison Writing Rubric. If the rubric is applied to the student’s individual essay, they are more able to see where they can make changes. ● After the student makes the changes, they will submit the draft for the teacher to check for sources to support their opinions. ● When they receive an OK, they will type their draft. *This is done at this time to downplay handwriting, spelling, etc. skills. ● The rubric will be used for the students to self-edit their typed draft and makes the changes they notice. ● Then their draft will be given to a peer and using the rubric, make some suggestions to improve the draft. <div data-bbox="701 1284 974 1344" style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> <p>COMPARISON ESSAY RUBRIC (First Attempt)</p> </div>
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		<p>Does the essay include a paragraph listing how the people are 'alike'?</p>	<p>There is an 'alike' paragraph in the essay that is unified and coherent.</p>	<p>There is an 'alike' paragraph in the essay, but it lacks coherence.</p>
<p>Does the 'alike' paragraph include 3 facts with stated evidences that all have</p>	<p>The 'alike' paragraph includes 3 facts and stated evidences support</p>	<p>The 'alike' paragraph includes less than 3 facts or does not include state</p>	<p>There are 1-2 'alike' facts in the essay without stated evidence(s).</p>	
Days 17 and 18				



		<p>in com mon ?</p>		<p>evid ences.</p>	
		<p>Does the essa y inclu de a para grap h listin g how the peopl e are 'diffe rent' ? Ther e can be 3 separ ate para grap hs for differ ence s.</p>	<p>There is a 'differ ence' para graph/ para graphs in the essay that is unifie d and coher ent.</p>	<p>There is a 'differ ence' para graph/ para graphs in the essay , but it lacks coher ence.</p>	<p>There is no identif ied 'differ ence' para graph(s).</p>
		<p>Does the 'diffe rence' para grap h/para graphs inclu de 3 facts with</p>	<p>The 'differ ence' para graph/ para graphs includ es 3 facts and state d evid</p>	<p>The 'differ ence' para graph/ para graphs includ es less than 3 facts</p>	<p>There are 1- 2 'differ ence' facts in the essay with/ witho ut state d evid</p>



		<p>state d evidence nces that show how they are different?</p>	<p>nce supp ort</p>	<p>or does not includ e state d evid ence supp ort.</p>	<p>nce(s).</p>
		<p>Do the topic sentences of each parag raph intro duce the cont ent accur ately ?</p>	<p>All the topic sent ences accur ately identif y the cont ent.</p>	<p>Only 1 topic sent ence accur ately identif ies the cont ent. (if more than 1 parag raph is used for differ ences , then all of the differ ent parag raphs count as one).</p>	<p>None (neith er) of the topic sent ences accur ately identif y the cont ent.</p>
		<p>Did each para graph</p>	<p>Each parag raph includ es 5</p>	<p>Each parag raph has at</p>	<p>Each parag raph only had</p>



		<table border="1"> <tr> <td>have at least 5 sentences written correctly?</td> <td>or more sentences written correctly.</td> <td>least 4 sentences written correctly.</td> <td>three or less sentences written correctly.</td> </tr> </table>	have at least 5 sentences written correctly?	or more sentences written correctly.	least 4 sentences written correctly.	three or less sentences written correctly.	<table border="1"> <tr> <td>Were the words spelled and capitalized correctly?</td> <td>The summary did not have spelling or capitalization errors.</td> <td>The paragraph had 1-2 misspelled words and/or capitalization errors.</td> <td>The summary had more than 3 misspelled words and/or capitalization errors.</td> </tr> </table> <p>Days 5 and 6 Students will share their papers and post them for other classes to read.</p> <p>Bell Beater: Does a person have to be someone that has come from horrific childhoods to want to make a difference or to volunteer?</p>	Were the words spelled and capitalized correctly?	The summary did not have spelling or capitalization errors.	The paragraph had 1-2 misspelled words and/or capitalization errors.	The summary had more than 3 misspelled words and/or capitalization errors.
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Major Idea/Topic #5: The Kid Who Helps Kids



Day(s) and Desired Outcome(s)	Texts and Resources	Instructional Notes (including Scaffolding, Extensions, Vocabulary Terms and strategies, UDL Principles, and Formative Assessments)
<p>Days 19-21:</p> <p>Desired Outcome:</p> <ul style="list-style-type: none"> Students will realize that anyone can try to make a difference by caring and getting involved. 	<p>Achieve 3000 Link #4</p> <p>TeenBiz</p> <p>PowerPoint</p> <p>Booklet</p> <p>PowerPoint</p> <p>Article Checklist</p> <p>PowerPoint</p> <p>Chromebooks or Computers</p>	<p>Day 1 (Slides 43-47) Article #4: Zach Bonner</p> <p><u>Slide #43</u> Bell Ringer:</p> <ul style="list-style-type: none"> The article title ‘The Kid Who Helps Kids’ is posted on the board that provides instructions for the students to predict what they think the article will be about. They are to write the sentence citing the title and giving a valid topic of the article. Each student reads their response to the others. <p><u>Slide #42</u> Review EQ:</p> <ul style="list-style-type: none"> Does a person needs to live through horrible conditions to want to make a difference? The three articles up to this point in the unit share stories from people who were not born in the United States and who had difficult childhoods. The new article is totally different and shares a story of a 11-year-old that comes from a middle class home with privileges in the United States, but who sees a need and still tries to make a difference. Students are given an article checklist that helps them move through the process and as each task is completed it is signed off by an adult. This encourages positive interactions with an adult and allows the students to see their progress. <p><u>Slide #44</u> New article introduction:</p> <ul style="list-style-type: none"> Students are presented with a screen that lists the title, a picture from the article, the Pre-Poll statement and claim. For this article about Zach Bonner, they are asked to share what item from a list do they think would be the most important part of Zach’s walk. The students then log onto their accounts and complete the Pre-Poll claim in a formal email format stating their opinion and the reason behind their thoughts. Depending on the class, some of these opinions will be shared before the actual writing. <p><u>Slide #45</u> Video Clip:</p> <ul style="list-style-type: none"> Students then watch a short video (about 2-5 minutes) clip on Zach Bonner. This provides students with a visual connection and background information.



<p>PowerPoint</p> <p>Video Clip</p> <p>PowerPoint</p> <p>PowerPoint</p> <p>Vocabulary Grammar</p> <p>Lexile Levels</p> <p>Achieve 3000 Login Chromebooks or computers</p> <p>Read Aloud/Article print</p> <p>Source cards</p>	<ul style="list-style-type: none"> ● The group discusses information they learned and are encouraged to ask questions for clarification. ● In the video clip, Zach identifies himself as a philanthropist. <p><u>Slide #46 Clarification:</u></p> <ul style="list-style-type: none"> ● Students may need clarification of the difference between ‘humanitarian’ and ‘philanthropist.’ <p><u>Slide #47 Vocabulary Instruction:</u></p> <ul style="list-style-type: none"> ● This slide presents the vocabulary words with a picture and definition: homelessness, homeless shelters, alleviate, activist, embrace, plight. ● The students copy one of the definitions to Frayer model to explore the word. ● All the words are discussed and word parts: -tion, dis-, -ment, -al are shared and help students to understand the meaning of the words. ● When reading the article, students locate the words and circle them. Some of the words will not be presented in the differentiated article because the text complexity is lower. Each individual article will have specific words related to that text complexity. For example: 1080 Lexile will identify the words: alleviate, celebrity, toiletry and 520 Lexile will identify the words charity, donation, foundation, hurricane, and neighborhood. The students are responsible for their own words and may chose one to add to their booklets for future reference. ● Students then go to the program to read their own differentiated article. ● They are to read the article through once, identify the vocabulary words shared in class and the words listed for their article. ● They are encouraged to identify 5 words or phrases that they do not understand and to share them with the class by writing them on the board. We then discuss the words and phrases to increase understanding. ● The students then read a passage aloud to an adult to check fluency and pronunciation. At this time they may be asked to print a copy of their article as highlighting on the program is not easy for all students. ● Students will read the article again and underline first sentences. ● They will fill out the source card and fill in at least 5-10 key bits of information they think is the most important. (This strategy assists students who are having a difficult time identifying the key points and details.)
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	<p>Anchor Chart</p> <p>Chromebooks or Computers</p> <p>PowerPoint</p> <p>Note Cards/Source Card</p> <p>Highlighters T-Chart</p> <p>List of Summary Verbs</p>	<p>Bell Beater: Students will show that their checklist is initialed and their notecards are done.</p> <p>Day 2 (Slides 48 and 49) Article #4: Zach Bonner</p> <p>Bellringer: Student Reaction</p> <ul style="list-style-type: none"> • Students will be given a piece of paper with the question, “What character trait did Zach Bonner demonstrate in your reading?” They will write their trait on the paper. • Then, the class will discuss their suggestions and place any new character traits on the anchor chart. • Students will then select a character trait they personally feel that Zach Bonner demonstrates for the Reading Connection: Setting the Purpose. Students will type their character trait and explain why they chose their trait on the Reading Connection: Setting the Purpose. <p><u>Slide #48</u> Vocabulary Check:</p> <ul style="list-style-type: none"> • Students will look at a PowerPoint with pictures from their vocabulary list and see which ones they can identify. If the students find this difficult, they will be prompted to use their checklist. • Students will present their notecards from the day before and share them with the others on a table grouping them. • They will then identify the main idea and the key points together. They will go back to the text and highlight the main thesis (green), key points (yellow), and details (pink). This information is transferred to their T-Chart. The group will then share information to include on the T-chart as it is being typed on a slide. • Students will refer to and reread their article to find this information. The T-chart encourages the students to write their main thesis statement citing their source and identifying information from the article. • At this point all sentence beginnings are the same: The 2006 Washington, D.C. Achieve 3000 article, “The Kid Who Helps Kids” explains (class selects a verb from their list of summary verbs) that Zach Bonner wanted to make a difference as a small child in Florida. (this will vary according to what the students decide needs to be stated.) <p>Student Assessment:</p> <ul style="list-style-type: none"> • Students will complete the 8-question activity assessments of their comprehension of the article. Students are allowed to refer back to their notes and article to answer questions. • If they miss a question, they are to raise their hand so that the student and teacher can review
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<p>Day 21</p>	<p>Chromebooks or Computers</p> <p>88%</p> <p>Retake Copy</p> <p>Achieve 3000</p> <p>Rubric page 6</p> <p>Sticky notes</p>	<p>the question and locate the correct answer from the article. This usually means the student discovers what they incorrectly read or that they didn't refer back to the article. The goal is to earn a 75% or higher on the first try and a 100% on the second. If they miss more than 75%, they receive the article again at a higher complexity level (in the program it is called the Stretch Article) and allowed to retake the activity again on paper. They are to identify where the correct answer is in the article. Each time a student receives 4 articles at a 75% or higher their lexile level increases and the text complexity increases.</p> <ul style="list-style-type: none"> Students finish the article by completing their summary from the article. 'Thought Question' section on the program. This summary paragraph can be typed on a word document and printed to be included with packet. The paragraph is graded by the Rubric on page 6 of this unit. <p>Bell Beater: Why did Zach Bonner want to make a difference in his community? Please write your response on a sticky note in to keep in your booklet. These responses will be saved for a later activity.</p> <p>✓✓✓Extra day included-just in case. Students are expected to complete an article in 2 days, but it can take 3 days.</p>
<p>Day 22-24:</p> <p>Desired Outcomes:</p> <ul style="list-style-type: none"> Awareness through a different medium that allows the students 	<p>Video "Little Red Wagon" Oct 2012 1 hr 44 minutes (May be purchased from: Little Red Wagon Foundation or Amazon)</p>	<p>Day 1: Video of Zack Bonner's story</p> <p>Video and side story: There is a second fictional story told throughout the video to illustrate the process of homelessness and how Zach's journey impacted the family. During the video, it helps to remind students to look at this literary device that can be done better in a video.</p> <ul style="list-style-type: none"> Observe the first 35 minutes to be introduced to Zach visually. Write 5 characteristics you noticed about Zach, his sister, and his mother that matches the people we have read about.



<p>interact differently.</p> <ul style="list-style-type: none"> • Allows students that are behind to complete the assignments for the unit. 		<p><u>Day 2</u></p> <ul style="list-style-type: none"> • Observe 35 minutes of the video to learn how Zach’s desire to help others grew. • Write 3 details you noticed that encouraged Zach to continue his drive. <p><u>Day 3</u></p> <ul style="list-style-type: none"> • Observe 35 minutes of the video and pay attention to the actual walk. • List 5 facts that made you respect Zach and his desire. • What did you think about the second story told throughout the video? • Students turn in their lists.
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<p>Major Idea/Topic # 6: Conclusion</p>		
<p>Day(s) and Desired Outcome(s)</p>	<p>Texts and Resources</p>	<p>Instructional Notes (including Scaffolding, Extensions, Vocabulary Terms and strategies, UDL Principles, and Formative Assessments)</p>
<p>Days 25-26: Desired Outcomes: Conclusion to the</p>	<p>Achieve 3000 TeenBiz PowerPoint</p>	<p><u>Day 1 Opinion Writing</u> Bellringer: Essential Question Review ‘Why do people want to make a difference in other’s lives?’</p>



<p>unit.</p>	<p>Booklets Sticky notes</p> <p>Close Passages (Achieve 3000 Link in appendix)</p> <p>Pair-Share (appendix)</p> <p>Rubric page 38 Write Tools</p> <p>Quick Write</p>	<ul style="list-style-type: none"> ● Students will pull their Bell Beaters sticky notes from each person’s article or writes of what they listed as “Why the person did what they did?” ● The students will be encouraged to check their booklets and unit information (summaries, printed articles) to check their answers and if they want to change any sticky notes. <p>Close Passages:</p> <ul style="list-style-type: none"> ● The students will receive individual passages to read closely. ● They will be asked to select 1-3 words from the character traits anchor chart that they feel fits the person they are reading about. ● They gather evidence from the passage to support their selections. ● Each student will present their selections and passage evidence to the other classmates. ● The students will be allowed to share one remark that they felt was done well in citing evidence. ● After all the people have presented, then questions can be asked to clarify or to share. ● Finally the students will be encouraged to select one of the people that they feel made the ‘most difference’. (There may need to be some discussion of what is ‘most difference.’) ● They will then be asked to pair with another student that thinks the way they do and pair-share their thoughts and begin forming an opinion with evidence. <p>Class discussion on assignment:</p> <ul style="list-style-type: none"> ● Introduce Rubric (page 38) for Opinion paragraph and Write Tools format (appendix). <p>Bell Beater: Whom have you chosen as the person that made the most difference?</p> <p><u>Day 2 Opinion Writing</u></p> <p>Bellringer: Students will be given a 5 minute quick write to list 2 reasons why your person made the most difference in other’s lives.</p> <p>Vocabulary Review:</p> <ul style="list-style-type: none"> ● Review vocabulary words for the unit and remind the students to include at least one of the unit words in their opinion essay. Slides #2 and #9 could be used to refresh vocabulary recall. <p>Student Writing:</p>
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	<p>PowePoint (Slide #2 & #9)</p> <p>Rough Draft Essay</p> <p>Rubric Page #38</p> <p>Self-Edit Peer-Edit</p> <p>Final Draft/Rubric</p>	<ul style="list-style-type: none"> ● Students will write their final opinion paper stating the person they personally relate to. ● Students will provide two reasons with evidence supporting their opinion from the article ● The paragraph will include eight sentences. ● Students will type their draft and then will visit individually with the teacher to review the draft and use the rubric. ● Students will be encouraged to make changes. ● Students will print a copy to self edit. ● Students will make changes and then peer-edit. ● Students will make changes. ● The students will type the final draft to be submitted for grading. ● After the rubric is applied, the students will be allowed to edit for the last time. ● This copy will be posted and shared with the class. ● They will be expected to type their final draft and use the following rubric: <div data-bbox="699 813 974 1344" style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">OPINION PARAGRAPH RUBRIC</p> <p>PROMPT: After reading the articles and watching the movie, chose one of the 4 people that you can personally relate and feel that has made the 'most difference' in other's lives; then write an opinion essay supporting your opinion.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;"></th> <th style="width: 25%;">2</th> <th style="width: 25%;">1</th> <th style="width: 35%;">0</th> </tr> </thead> <tbody> <tr> <td>Does the paragraph state an</td> <td>The paragraph states an opinion.</td> <td>The paragraph tries to state an</td> <td>The paragraph does not state an</td> </tr> </tbody> </table> </div>		2	1	0	Does the paragraph state an	The paragraph states an opinion.	The paragraph tries to state an	The paragraph does not state an
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		<p>opinion?</p>		<p>opinion.</p>	<p>opinion.</p>
		<p>Did the paragraph stay on topic?</p>	<p>The paragraph stayed on topic throughout.</p>	<p>The paragraph started on topic, but did not stay on topic.</p>	<p>The paragraph did not cover the opinion topic.</p>
		<p>Does the paragraph include at least 2 details/evidences to support the opinion?</p>	<p>The paragraph includes at least 2 details/evidences to support the opinion.</p>	<p>The paragraph includes 1 fact/evidences to support the opinion or 2 details/evidences used incorrectly..</p>	<p>The paragraph includes only 1 fact/evidence to support the opinion correctly.</p>
		<p>Were there at least 5 sentences written correctly?</p>	<p>The paragraph includes 5 or more sentences written correctly.</p>	<p>The paragraph had 3-4 sentences written correctly.</p>	<p>The paragraph only had two or less sentences written correctly.</p>



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Other (important elements not captured in this template, explanation, reflection supplementary materials):

Lexile Complexity Bands referred to in Unit:

Grade	2012 CCSS Text Measures*	Mid Score
1	190L to 530L	360L
2	420L to 650L	535L
3	520L to 820L	670L
4	740L to 940L	840L
5	830L to 1010L	920L
6	925L to 1070L	997L
7	970L to 1120L	1045L
8	1010L to 1185L	1097L
9	1050L to 1260L	1155L
10	1080L to 1335L	1207L
11 and 12	1185L to 1385L	1285L

