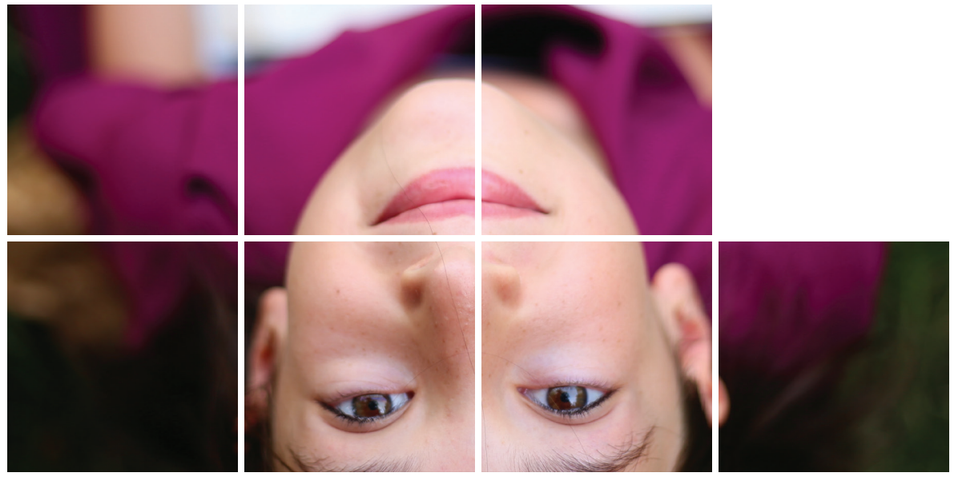


Who Are You?

ThinkCERCA™



6th Grade

Who Are You?



Who Are You?

Non-Fiction Narratives / Personal Narrative Writing

Essential Question:

What are the rewards and challenges of staying true to yourself?

Objectives: Key Concepts and Skills

Understanding S.M.A.R.T Goals, An Introduction: What Is CERCA?, Claims, Supporting Claims with Evidence and Elaboration, The Purpose of Personal Narrative Writing, Citing Evidence to Write About Literary Texts, Analyzing Imagery in a Personal Narrative, Using Pronouns, Organizing Narrative Writing, Making Inferences in Literary Texts, Developing Events in Narrative Writing, Correcting Variations from Standard English, Determining Theme and Author's Message in a Personal Narrative, Analyzing Poetry Through SOAPSTone, Using Informational Texts to Ask Questions About Other Genres, Socratic Discussion, Rules of Discussion, Writing the Personal Narrative, Beginnings in Narrative Writing, Giving and Using Feedback for Revision, Reading Independently

Unit 1

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Who Are You?

Essential Question:
What are the rewards and challenges of staying true to yourself?

Unit Snapshot

Students will explore authors' differing approaches in reflecting on the unique experiences they have encountered and how they remained true to themselves as they read a variety of genres. After studying the rewards and challenges of staying true to oneself, students will engage in a **Socratic Discussion** and create personal narratives about an influential moment that shaped them.

Rationale

In this beginning-of-the year unit on identity, students are introduced to narratives through personal essays that explore the theme of self-perception and will learn how authors from various backgrounds write about moments that define who they are. Readers study how authors of published works craft personal narratives using imagery and theme before writing about a key moment from their own lives in their final portfolio product. The selections in the unit invite students to make connections between the texts and themselves and deepen their understanding of the unit theme and Essential Question.

In Unit 1, students encounter texts with relatively simple to complex vocabulary and sentence structures as well as several levels of meaning that require students to make inferences. Some texts also require cultural background knowledge.

Family Engagement

See the **Unit Planning Tools** for an editable version of a letter to families describing the unit.

Skills Students Will Know, Understand, and Apply:

R Reading and Multimedia Literacy Skills

ELA.K12.EE.1.1; ELA.K12.EE.2.1, ELA.6.R.3.1, ELA.6.R.1.2; ELA.K12.EE.3.1; ELA.6.R.2.2

- Evaluate the ways an author develops a personal narrative using narrative techniques
- Cite evidence to write about literary texts
- Analyze imagery in a personal narrative
- Identify examples of theme development and audience-appropriate language
- Make inferences in literary texts
- Determine theme and author's message in a personal narrative
- Use the SOAPSTone strategy to analyze poems
- Compare and analyze poetry elements

W Writing Skills

ELA.6.C.1.2, ELA.6.C.1.3, ELA.6.C.1.4, ELA.6.C.3.1, ELA.6.C.5.2, ELA.K12.EE.1.1, ELA.K12.EE.5.1

- Practice informal writing in Quick Journals
- Draft a one-paragraph response
- Reflect on the Essential Question
- Analyze the Narrative Writing Rubric
- Score a student exemplar
- Practice giving and receiving feedback
- Pre-write, revise, share, edit, and reflect on a Portfolio Personal Narrative

V L Vocabulary/ Language Skills

ELA.6.V.1.1; ELA.6.V.1.2; ELA.6.V.1.3; ELA.6.C.3.1; ELA.K12.EE.6.1

- Vocabulary Notebooks and Best Practice Routines
- Focus Words; Key Academic Terms
- Expand Sentences; Pronouns; Formal and Objective Style
- Capitalization and Spelling; Punctuation

S Speaking and Listening Skills

ELA.6.C.2.1; ELA.6.C.5.1; ELA.K12.EE.4.1; ELA.K12.EE.5.1; ELA.K12.EE.6.1

- Think-Pair-Share
- Share Your Plan
- Prepare for and engage in a formal Socratic Discussion
- Follow the rules of a formal discussion

E Executive Function Skills/ Research

ELA.6.C.4.1; ELA.K12.EE.1.1; ELA.K12.EE.4.1

- Set S.M.A.R.T. goals
- Test Prep
- Conduct outside research
- Develop and refine research questions
- Cite sources

F Foundational Reading and Linguistics Skills

- Complete Course Pre-Assessment
- Trace the ways language has developed and changed through a study of Reading Foundations and Linguistics (Unit 1: "Evolution of Language").

Online differentiated supports enable access to grade-level texts for English Language Learners, students with disabilities, gifted and talented students, and others who may benefit from additional support.

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Who Are You?

Essential Question: What are the rewards and challenges of staying true to yourself?

How to Customize Modules Based on Your Students and Schedule: Customize your students' experiences to include **all essential tasks marked with a star** and to incorporate the other literacy options in each module as time permits.

Before You Read

Personal Goal Setting and Explore the Theme (Blended)

1-2 Sessions (50-minute sessions); **1 Session** (90-minute session)

Building Community and Student Engagement

- E S Set a S.M.A.R.T. Goal for the Unit
- S Analyze the Images
- S Analyze the Quote
- S Take a Poll
- S Explore Key Concepts
- R Preview the Essential Question ★
- R W Read the Narrative Writing Rubric

Online Direct Instruction:

- E Understanding S.M.A.R.T. Goals ★
- W R An Introduction: What Is CERCA? ★
- W R Claims ★
- W R Supporting Claims with Evidence and Elaboration ★
- W R The Purpose of Personal Narrative Writing ★

Read and Analyze the Anchor Texts

Direct Instruction, Integrated Literacy Practice, and Critical Thinking (Blended)

ThinkCERCA's Close Reading and Writing Framework for Each Anchor Text

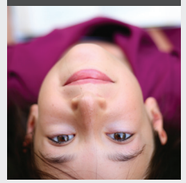


★ **Essential** R Reading W Writing V Vocabulary S Speaking and Listening E Executive Function

Close Reading and Academic Writing (Blended)

3-4 Sessions (50-minute sessions); **1-2 Sessions** (90-minute sessions) *per module

Module 1



Eleven by Sandra Cisneros (Short Story) ★

Online Direct Instruction:

- R Citing Evidence to Write about Literary Texts ★

Additional Offline Resources:

- R E Raise Your Score: Error Analysis
- W L Sharpen Your Sentences: Expand the Sentence ★
- W Appreciate the Author's Craft

Module 2



Fish Cheeks by Amy Tan (Personal Narrative)★

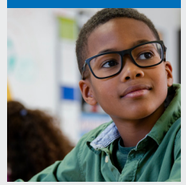
Online Direct Instruction:

- R Analyzing Imagery in a Personal Narrative ★
- L Using Pronouns ★
- W Organizing Narrative Writing ★

Additional Offline Resources:

- L Write to Impress: Use Case Pronouns ★
- W Appreciate the Author's Craft

Module 3



The Boy in the Back of the Class by Ronald L. Smith (Personal Narrative)★

Online Direct Instruction:

- R Making Inferences in Literary Texts ★
- W Developing Events in Narrative Writing★
- L Correcting Variations from Standard English ★

Additional Offline Resources:

- L Write to Impress: Correcting Variations of Standard English ★

Module 4



Excerpt from *Little Britches* by Ralph Moody (Autobiography) ★

Online Direct Instruction:

- R Determining Theme and Author's Message in a Personal Narrative ★
- L Using Pronouns (Review) ★

Additional Offline Resources:

- R E Raise Your Score: Make Predictions
- L Write to Impress: Use Intensive Pronouns ★
- W Share Your Best Writing Sample

Online differentiated supports enable access to grade-level texts for English Language Learners, students with disabilities, gifted and talented students, and others who may benefit from additional support.

★ **Essential** V Vocabulary R Reading W Writing L Language M Multimedia E Executive Function S Speaking and Listening Assessment

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Module 5: Read Across Genres (Blended)

3-4 Sessions (50-minute sessions); **1-2 Sessions** (90-minute sessions)

Video (Blended)



Multimedia Literacy

- M **Pastels and Crayons** by Aleeza Kazmi (YouTube) ★
- W S Quick Journal ★

Poetry (Blended)



Poetry Analysis

- R **I Know My Soul** by Claude McKay (Poetry) ★
- R **Day of the Refugios** by Alberto Ríos (Poetry) ★

Online Direct Instruction:

- R Analyzing Poetry Through SOAPSTone ★

Additional Offline Resources:

- R S Analyze Poetry: SOAPSTone★
- R S Compare Details and Imagery★

Informational Texts (Blended)



Informational Text Analysis

- R **Excerpt from *The Hiding Place*** by Corrie ten Boom (Informational Text) ★
- R **Be True to Yourself, Even in the Face of Opposition** by Sharon Oosthoek (Informational Text) ★

Online Direct Instruction:

- R Using Informational Texts to Ask Questions About Other Genres ★

Additional Offline Resources:

- R S Ask Questions★
- W Conduct Outside Research

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★ **Essential** V Vocabulary R Reading W Writing
L Language M Multimedia E Executive Function
S Speaking and Listening Assessment

Module 6: Spark Courageous Thinking (Blended)

1-2 Sessions (50-minute sessions); **1 Session** (90-minute session)

Online Direct Instruction:

- S **Socratic Discussion** ★
- S Rules of Discussion ★

Additional Offline Resources:

- S **Socratic Discussion** Instructions ★
- R Texts to Analyze and Discuss ★
- W Reflect on the Essential Question★
- S W Prepare for the Discussion ★
- S E Build Knowledge Together★
- S Conduct the Poll Again
- E S W Reflect on the Discussion

Module 7: Your Portfolio (Blended)

3-4 Sessions (50-minute sessions); **1-2 Sessions** (90-minute sessions)

Online Direct Instruction:

- W Writing the Personal Narrative ★
- W Beginnings in Narrative Writing ★
- W Giving and Using Feedback for Revision ★

Additional Offline Resources:

- R W Read the Narrative Writing Rubric★
- R W Score the Example★
- W S Practice Feedback★
- W Choose Your Moment ★
- W Map Your Personal Narrative★
- W S Make It Vivid ★
- W S Share Your Personal Narrative★
- W S L Edit the Draft Together★
- W E Reflect on Your Writing★

Personal Narrative (Blended)



- R W **Flying Solo** by Simon Doherty (Student Exemplar)★
- R W **Portfolio: Writing Your Personal Narrative**★

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★ **Essential** V Vocabulary R Reading W Writing
L Language M Multimedia E Executive Function
S Speaking and Listening Assessment

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Module 8: Unit Core Assessment and Reflection (Blended)

1-2 Sessions (50-minute sessions); **1 Session** (90-minute session)

Unit 1 Core Assessment: "Swim Buddies" by Heather Klassen and "Eyes Looking to the Sky" by Christopher Hallman ★

Online Direct Instruction:

R Reading Independently ★

Additional Offline Resources:

E W Quick Journal
E W Reflect on Your Success
E S W Celebrate with Others

When Students Own Their Learning

- When students set goals, monitor progress, and celebrate their learning, they develop a sense of agency that propels their self-confidence.
- S.M.A.R.T. goals help students understand their capacity for growth and the importance of self-reflection and help them adjust their approach to achievement.
- Providing students with the opportunity to share progress with others and celebrate growth is also critical to understanding that perfection isn't the goal, growth is the goal.
- One-on-one conferences based on student goals and reflections provide teachers and students time to build relationships, collaborate around overcoming obstacles, and build stronger learning communities.
- Blended learning routines make it possible for teachers to have these one-on-one conferences.

Suggested Longer Works

See **Suggested Longer Works**, in the **Unit Planning Tools,** for additional reading practice to further explore the **Essential Question**.

Unit Planning Tools and Module Planning Tool

The **Unit Planning Tools** provides teachers with a digital planning tool to help with customization decision-making. It allows teachers to consider how including or excluding particular unit segments impact standards coverage and time. The **Module Planning Tool** at the beginning of each module provides an overview of the learning experiences to help teachers lesson plan with ease and efficiency. This tool presents the online and offline learning experiences chronologically; groups them by purpose of the experiences and estimated classroom time; and provides the facilitation modes, corresponding standards, and supporting resources for explicit instruction and suggestions for teaching. In conjunction with the Module At-a-Glance Overview, which provides a visual map of the learning experiences, skills focuses, purposes, and facilitation modes, teachers can plan each module of the unit in accordance with their schedule and teaching priorities.

Online differentiated supports enable access to grade-level texts for English Language Learners, students with disabilities, gifted and talented students, and others who may benefit from additional support.

★ **Essential** V Vocabulary R Reading W Writing
L Language M Multimedia E Executive Function
S Speaking and Listening Assessment

Enrichment opportunities for gifted and talented students are available **across modules in this unit**.

Formative and Summative Assessment Opportunities

- For offline experiences, including experiences in the Before You Read module, use the **Speaking and Listening Toolkit** and **Feedback Focus** guidance to provide aligned feedback to individuals, small groups, and the whole class.
- Use automated comprehension checks and **Apply Your Learning** to monitor student understanding and their application of new skills and concepts found in **Direct Instruction**.
- Monitor students' reading comprehension through **Pause and Reflect**, **Summarizing,** and **Check** steps. Review the item analysis report from embedded multiple choice lesson assessments to group students for reteaching. See suggested reteaching strategies at point of use in **Respond and Reteach**. For offline experiences, use the **Feedback Focus** guidance to provide feedback to individuals, small groups, and the whole class. **Striving Readers** guidance and **Pre-Teach Lessons** can also increase the chance of student success during best, first instruction.
- Use **Vocabulary Quiz** resources to monitor text-based vocabulary development. **Respond and Reteach** vocabulary using the strategies and annotations provided at point of use along with additional time on **Best Practice Strategies**.
- Have students use ThinkCERCA's award-winning CERCA Scan to **Scan Text** in the review step to receive personalized feedback and actionable strategies for improving writing. Automated scoring is also provided for students upon submission. Group students based on their **Growth Focus**. Use **Revision Strategies Toolkits** and **Direct Instruction** and **Skills Lessons** to reteach key skills and concepts in writing after formative assessments in the close reading and writing modules.
- Use the **Speaking and Listening Toolkit** for informal assessments of speaking and listening skills across each module. Facilitate a formal assessment in the Build Knowledge Together step in the **Spark Courageous Thinking** module, which serves as the Speaking and Listening assessment.
- Evaluate student writing formally using the **Your Portfolio** piece, which serves as the culminating writing assessment. To supplement and confirm the feedback and scoring students receive in ThinkCERCA, teachers should use ThinkCERCA's rubrics, reports, Share Your Best Writing Sample, and Reflect on Your Writing to gather a comprehensive picture of where students are in relation to grade-level expectations and their own learning goals. Using these resources, teachers should schedule one-on-one conferences during independent working sessions. Personalized assignment tools, Feedback Guidance, and Revision Strategies Toolkits provide support for teachers and students in planning.
- Search by standard in the **Skills Library** for personalized lessons to reteach as needed.
- Assign the **Unit Assessment** aligned with learning standards and review proficiency using **Reports**. Over the course of the year, students who need additional support in meeting grade-level expectations in reading will benefit from online and offline resources including guidance provided in **Respond and Reteach**, Striving Reader guidance, as well as **Direct Instruction** and **Skills Lessons**.

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Unit Writing Prompts

One essential close reading and writing experience is included in each unit. Some modules include a second evidence-based writing practice as well. To achieve the appropriate distribution of writing standards, the writing piece that has a star next to it in each module in the **Teacher Guide** should be completed. These prompts are "essential" and are named accordingly online. The optional prompts are optional and offer opportunities for additional writing practice in 10-step and 2-step process writing exercises as time permits.

The path to implementing the essential writing experiences is provided in the **Teacher Guide, Unit Planning Tools,** and the online experiences for students.

	Writing Prompt	Standards
Module 1	**Formative Writing Practice: Evidence-Based Writing (Expository and Argumentative)** **Optional Prompt (Expository)**: Write an expository essay about the ways in which people's actions can reveal thoughts and feelings they may try to hide. **Optional Prompt (Argumentative)**: Write an argumentative essay about whether or not people's actions are always good indicators of their thoughts and feelings.	BEST.ELA.6.C.1.4; BEST.ELA.6.C.1.3
Module 2	**Formative Writing Assessment (Narrative)** ★ **Essential Prompt (Narrative):** Using the opening of "Fish Cheeks" as a model, write the exposition of a narrative based on a real or imagined character. You may use this to kickstart your thinking: "On the first day of [choose a particular time of year or a holiday season], [character] [character's main feeling or key action to kick off the story]." Imagine this as a movie trailer; each step of the exposition should hint at what is to come at the beginning, middle, and end while introducing the setting, the character, and the main problem of the story. **Optional Prompt (Argumentative):** Write an argumentative essay about the specific kinds of imagery the author uses to communicate the tension that the narrator feels about her cultural identity.	BEST.ELA.6.C.1.2; BEST.ELA.6.C.1.3
Module 3	**Formative Writing Practice: Evidence-Based Writing (Argumentative and Narrative)** **Optional Prompt (Argumentative):** Write an argumentative essay about whether people learn more about themselves through their contentment or their hardships. **Optional Prompt (Narrative):** Rewrite the story in the selection starting from the climax. Take the climax that you just read in this module and rewrite what happens next. Change the ending, create a plot twist, or shift the focus to a different character.	BEST.ELA.6.C.1.3; BEST.ELA.6.C.1.2
Module 4	**Formative Writing Practice: Evidence-Based Writing (Argumentative and Narrative)** **Optional Prompt (Argumentative):** Write an argumentative essay about the valuable lesson Ralph, the main character, learns from his father. How does his father's advice shape Ralph's understanding of the importance of honesty, hard work and responsibility? **Optional Prompt (Narrative):** Think about a challenge you might face that's inspired by the story "Little Britches." Write a descriptive paragraph that tells about a situation where you try to prove yourself, just like the main character in the story. Describe what happens when things don't go as planned, how you feel when facing the consequences, and what you learn along the way. Use detailed descriptions to make the scene come alive and think about how approval from those you care about influences your actions. Make sure to include words like myself, yourself, himself, herself, ourselves, yourselves, or themselves to show how you grew through the experience. Finally, reflect on how your actions affect not just yourself, but also the people closest to you, and how important it is to take responsibility for your choices.	BEST.ELA.6.C.1.3; BEST.ELA.6.C.1.2
Module 7	**Culminating Task: Writing Portfolio Piece Assessment** ★ **Essential Prompt (Narrative):** Write a personal narrative about a moment in your life when you shared a side of yourself that you were afraid to show others.	BEST.ELA.6.C.1.2

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Unit 1 (22-26 Days)

Unit-At-a-Glance by Skill

R Reading

Module 1: Citing Evidence to Write About Literary Texts

Module 2: Analyzing Imagery in a Personal Narrative

Module 3: Making Inferences in Literary Texts

Module 4: Determining Theme and Author's Message in a Personal Narrative

Module 5: Analyzing Poetry Through SOAPSTone; Using Informational Texts to Ask Questions About Other Genres

Module 8: Reading Independently

End of Unit Core Assessment

Comprehension Strategies: Anticipation, Just the Facts, Chunking, Pause and Reflect Independently

Summarizing Strategies: Three Sentence Summary; Summarizing Poetry; Summarizing Collections of Related Texts

V Vocabulary

Module 1: Word Parts (Morphemes) and Word Meaning and *conflict*, *misunderstanding*, *frustration*

Module 2: Word Relationships and Word Meaning and *custom*, *ritual*, *independence*

Module 3: Word Meaning and Words in Context; Prefixes and *unfounded*, *hesitant*, *navigate*

Module 4: Word Analysis and Word Meaning and *haggled*, *stout*, *thrashing*

**Vocabulary Quizzes provided for each module*

**See the Teacher Guide and Unit Planning Tools for Focus and Academic Words.*

S Communicating Orally

Module 1-4: Toolkit Observation Tools: Peer Collaboration; Pose and Respond to Questions; Using Evidence to Build on Other's Ideas

Module 5: Toolkit Observation Tools: Preparing for Discussion

Module 6: Socratic Discussion; Rules of Discussion; Toolkit Observation Tools: Socratic Discussion; Build Knowledge Together

Module 7: Toolkit Observation Tools: Peer Collaboration

W Communicating Through Writing

Before You Read: An Introduction: What Is CERCA?; Claims; Supporting Claims with Evidence and Elaboration; The Purpose of Personal Narrative Writing; Show and Tell: Writing Claim Statements; Evaluating Evidence

Module 1: Show and Tell: Paraphrase, Summary, Quote

Module 2: Organizing Narrative Writing; Show and Tell: Developing Imagery

Module 3: Developing Events in Narrative Writing; Show and Tell: Practice Showing Rather Than Telling (Writing for Readers to Infer)

Module 4: Show and Tell: Conveying Themes

Module 7: Writing the Personal Narrative; Beginnings in Narrative Writing; Giving and Using Feedback for Revision; Show and Tell: Writing to Show Rather than Tell; Student Scoring; Vivid Writing; Make It Vivid: Descriptive Language

Portfolio: Writing Your Personal Narrative; Narrative Writing Rubric

L Conventions

Module 1: Sharpen Your Sentences: Expand the Sentence; Toolkit: Varied Sentence Structure

Module 2: Using Pronouns; Write to Impress: Use Case Pronouns; Toolkit: Pronouns; Replacing a Noun

Module 3: Correcting Variations from Standard English; Write to Impress: Correcting Variations from Standard English; Toolkit: Formal and Objective Style

Module 4: Using Pronouns (Review); Write to Impress: Use Intensive Pronouns; Toolkit: Pronouns; Emphasizing a Person or Thing

Module 7: Toolkit: Capitalization and Spelling; Punctuation and End Punctuation

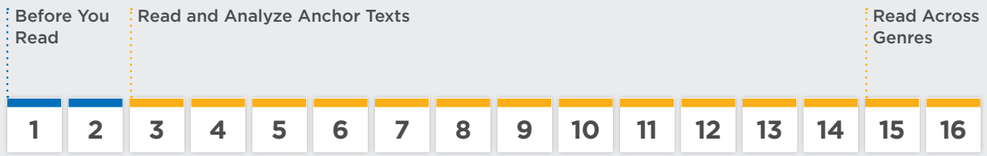
E Researching

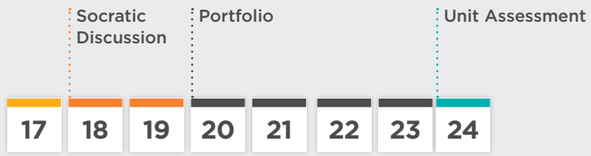
Module 1: Show and Tell: Paraphrase, Summary, Quote; Toolkit: Guidelines: Summarizing, Paraphrasing, and/or Quoting

Module 5: Show and Tell: Research Project; Conduct Outside Research; Toolkit: Conduct Outside Research

Module 6: Show and Tell: Research Project; Share Your Research; Toolkit: Inquiry-Driven Research

Pacing Guide





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Unit 1 Overview

Visit the **Unit Planning Tools** for additional unit resources and links.

Support for Students with Learning Needs:

As needed, students with learning needs may benefit from pre-teaching lessons that are paired with anchor texts. These pre-teaching lessons are available on the ThinkCERCA platform. Additional support for students with learning needs can be found in the **Student-Centered Learning Guide**. Here, learning activities from the Student Guide are scaffolded for students. These supports are available to help students reach the Florida Access Points for English/Language Arts.

Multilingual English Learners:

In addition to the pre-teaching lessons and other modifications in the **Student-Centered Learning Guide**, anchor texts are supported with leveled, offline instructional supports that enable students who are learning English to practice vocabulary strategies alongside peers who are native speakers. These resources are designed for noisy, happy classrooms where students are practicing language and are leveled for beginning, intermediate, and advanced learners. The supports contain both content objectives and language objectives and can be found in the **English Learner Guide**. Learning activities from the Student Guide are scaffolded for three levels of language acquisition. Students can then scaffold to greater independence in each unit using the readings in the Read Across Genres modules and in their own informal and formal research.

AI-Enabled Reading Support:

Students may leverage AI-enabled support for reading, translation, and other accessibility features throughout the platform.

R Reading

- Students cite evidence from personal narratives, informational texts, and poetry to support their analysis of each genre as they study personal narrative techniques.
- Students examine the theme of growing and becoming throughout the unit as they read personal narratives, informational texts, and poetry. This supports students' skill development of reading to determine a central idea, a skill that will be applied in every unit.
- As students read through the anchor texts, they describe how plots unfold as well as how characters develop over the course of the narratives.
- Students also explore key concepts throughout the anchor texts using vocabulary maps that leverage students' prior knowledge and experience. As students progress through the rest of the year, they will study domain-specific vocabulary specific to each unit.
- Over the course of the unit, students read across genres and compare and contrast poems and informational texts, using them to analyze the anchor texts, ask questions, and make connections. This multimodal reading prepares students for the rest of the year as they analyze other genres such as multimedia and infographics.
- **Foundational Reading and Linguistic** resources and explicit instruction supports are available for striving readers.

W Communicating Through Writing

- Students learn the CERCA framework to help build their skills in reading and writing personal narratives and writing argumentative texts. This skill is found in every unit of the year, as you establish with students what the CERCA framework is and scaffold practice with evidence-based analysis.
- Students write argumentative texts as they analyze authors' narrative techniques. They also prepare to write their own narratives through Quick Journals and the Connect step of the Close Reading and Writing modules.
- With guidance and support from peers, students plan, revise, edit, rewrite, or try a new approach for their personal narratives.
- As students study personal narrative techniques, they cite evidence from literature and informational texts to support their analysis of each genre.
- Students complete the culminating portfolio assessment, which is a personal narrative based on a specific prompt.
- Optional prompts are available for some modules for teachers who are selecting writing tasks in the context of standards with an eye toward appropriate distribution of genres to meet standards.

S Communicating Orally

- Almost all Communicating Orally strands are covered with students in this first unit through ThinkCERCA's collaborative and blended learning approach.
- Students complete a Think-Pair-Share with peers for the Connect step of the Close Reading and Writing lessons with the anchor texts.
- Students also complete Share Your Reflections and Share Your Plans as they complete the written response in each anchor text module.
- Students prepare for and participate in a **Socratic Discussion**, which serves as the culminating oral assessment. See the **Speaking and Listening Toolkit** in the **Unit Planning Tools** to support students with observation tools and rubrics for peer collaboration and the **Socratic Discussion**.
- We suggest planning for most of the time in the first unit to be spent establishing routines to allow students to become familiar with strategies that cultivate a supportive and productive class environment.

V Vocabulary

- Students are introduced to Vocabulary Notebook routines, morphology, and other vocabulary strategies along with Key Academic Terms, CERCA Words (in Building Your Vocabulary tasks,) and **Focus Words** in each module.
- Students learn a variety of vocabulary strategies, key academic terms, and other high value words that support grade-level success by the end of the year. Students acquire additional high value words through engaging vocabulary acquisition routines embedded in the context of reading, writing, and speaking and listening activities.
- Students engage with collaborative and independent student practice tasks that include recording key terms, understanding word maps, looking for familiar word parts, finding common ideas or relationships with groups or words, breaking apart words and using their prefixes to make sense of them, and deconstructing words.

L Conventions

- Students develop their skill set for standard conventions of English as they analyze personal narratives, poetry, and informational texts.
- Students are introduced to strategies for connecting to new words; using *but*, *because*, *so*; using pronouns; correcting common grammar errors; using intensive pronouns for emphasis, capitalization and spelling; and punctuation.

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- Students work collaboratively and independently to complete tasks that include Sharpen Your Sentences and Expand Your Sentences, Use Case Pronouns, Correcting Variations of Standard English, and Use Intensive Pronouns.
- See the **Language and Style Best Practices Toolkit** in the **Unit Planning Tools** to support students with language and style checklists as well as resources for when to summarize, paraphrase, and/or directly quote sources in academic research.

E Researching

- Through teacher-led instruction, students will be introduced to research strategies in the **Research Toolkit** and will gain practice with the inquiry-driven research process including conducting outside research and the guidelines for summarizing, paraphrasing, and quoting
- Students practice paraphrasing, summarizing and using direct quotations.
- For their inquiry-driven research project, students will conduct outside research on an author's biography.
- Students share their research from the topic they studied to prepare for the **Socratic Discussion**.

Unit Assessment/Demonstrations of Learning

- Speaking and Listening: See the **Speaking and Listening Toolkit** within the **Unit Planning Tools** for this unit's Speaking and Listening Observation Tool.
- Writing Portfolio: **Culminating Narrative Writing Task**.
- Language: Students will complete Vocabulary checks through brief end-of-module quizzes. See the **Language and Style Toolkit** in the **Unit Planning Tools**.
- Reading: **Unit Core Reading Assessment.**

Independent Reading Opportunities

Introduce the idea of reading longer works chosen by individuals or groups of students to your class. Assure students that the purpose of reading longer works is not merely to increase their stamina for reading, deepen their knowledge of various topics, and build their vocabulary, but to instill a lifelong love of reading. Use the following guide to explore scheduling options to plan time for volume reading and determine the best way for you and your students to track progress toward goals of reading at least one longer work per quarter.

For **Independent Reading Options**, see the **Unit Planning Tools**. Reserve one to two days for introducing the protocols for student choice during the first month of school:

- Introduce best practices for choosing appropriately challenging reading by showing the overview video.
- Allow students to brainstorm topics and types of books they may find interesting.
- Provide the suggested titles book list but also assure students that they need not restrict their choices only to those titles.
- Visit the library and let students select books based on the strategies introduced in the introductory video.
- Provide a class period or more for students to "get hooked on their book" of choice while you conduct one-on-one conferences with students to understand their S.M.A.R.T. goals and progress.
- Model your expectations of how to complete reading logs and share submission and grading expectations.

Students also have opportunities to engage in volume reading with a full-length play in Unit 5. As part of tier 1 teacher-led instruction, you can leverage the longer works in the **Units** section of the ThinkCERCA library, where a growing collection of middle and high school titles and unit plans with student guides are available. For additional support on how to include volume reading in various programs and schedules, see Using **ThinkCERCA's Longer Works** document in the **Unit Planning Tools**.

With regard to the choices teachers must make regarding how to spend their instructional time, we support teachers in evaluating potential scheduling options in our guides for Independent Reading and Longer Works. The guidance supports teachers in answering, "How do I build in longer works or volume reading into my curriculum?" This can be an ambitious task for teachers who teach in districts with no homework policies or where students live in challenging environments that might not be conducive to reading a longer text.

With the guidance, paired with visibility into the standards in each lesson, teachers can implement scheduling options and accountability tools to judiciously choose which lessons to abbreviate via shorter discussions or fewer scaffolds, in order to build in extra days to devote to longer works. Based on the predictable routines and scaffolding provided in each unit, teachers can spend less time orienting students to new protocols in later months, allowing more time for peer engagement, personalized learning, and volume reading.

Working with your district, we can provide guidance on strategically replacing a Core ELAR unit to ensure that the delivery of instruction over the course of the year for pacing and standards is not impacted.

Support for Writing Instruction

Beginning with a study of personal narrative allows teachers to get to know their students, to leverage background knowledge students bring from their prior life experiences, and to make the selection of texts and tasks an accessible starting point for the year. After a brief introduction to evidence-based claims about literary texts, introduced in the "What Is CERCA?" lesson, students demonstrate an understanding of key narrative techniques found in the anchor texts with written, evidence-based analyses based on anchor texts. Students will also complete a culminating writing task: a personal narrative focused on a moment in their life when they shared a side of themselves that they were afraid to show others. Students will use literary techniques, including vivid character development and figurative language, to demonstrate their understanding of the personal narrative.

In addition to writing a brief analysis of each anchor text and engaging in discussions about the texts, students also demonstrate literary techniques in their own narrative writing. For example, by understanding how Rachel's actions in "Eleven" by Sandra Cisneros (Module 1) show rather than explain her thoughts and feelings, students learn how to leverage this strategy in their own narratives. Similarly, in "Fish Cheeks" by Amy Tan (Module 2), students analyze character development and imagery as a model which they can bring to their own narrative writing.

Before reading the unit's selections, students review the components of the rubric and periodically reflect on the author's craft using the rubric. Additionally, students engage with the rubric to evaluate a student-written exemplar, which deepens their appreciation of the author's craft and the grade-level expectations. Finally, after having multiple opportunities to try their hand at informal narrative writing to gather topic ideas, students complete their first full narrative writing process in the course.

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Excellence and Opportunity for All

Engaging All Learners

ThinkCERCA believes that all learners should be empowered to become thriving and motivated independent learners. Our curriculum is designed to support students in taking intellectual risks to stretch into their zones of proximal development and to take ownership of their own learning. The Teacher Guide supports teachers in differentiating for all learners in a classroom through content, process, and product.

ThinkCERCA's curriculum is also designed to be relevant and engaging and provides multiple entry points for students to make meaningful connections to the texts and to each other. Students are encouraged to make personal connections through Quick Journals, Explore Key Concepts, Connect steps, and Share Your Personal Connections, and to draw on their backgrounds and experiences through writing and discussion. In the Teacher Guide, teachers are encouraged to use a range of formative feedback to support all learners; this feedback enables teachers to gather data to individualize their instruction.

Grouping Guidance

Grouping Students in Heterogeneous Learning Focus Groups

At ThinkCERCA, our approach to student grouping stems from our unwavering belief that all students are capable of rigorous learning and should have access to read and engage with grade-level content.

As teachers make decisions personalized to their students and context, we want teachers to consider the product and process before determining groups, and be hyper-intentional about the purpose of the grouping. We know that students have multiple strengths and multiple growth areas, and typically one "overall" grouping or leveling assessment that provides a "readiness" measure does not encompass all of a student's talents and needs. Creating groupings that change only at the beginning, middle, or end of year based on one readiness score ultimately does not lend itself to personalized instruction based on student need.

We highly recommend that teachers group students based on the learning focus and avoid grouping students by readiness level. The ThinkCERCA reports provide ample data points to drive instructional groupings. When engaging in reteaching or pre-teaching moments, regardless of student "level," teachers can group all students who have the same personalized growth focus area together for an immediate teaching opportunity. For example, a teacher may choose to focus on students with the personalized growth focus area of "evidence." This may mean that a student with 6th grade readiness may be in the same group as a student with 8th grade readiness. The topic of learning should drive instructional groups rather than an overall, semi-static readiness score. ThinkCERCA acknowledges that there are times when static groupings best serve the learning goals, such as when the nature of the curriculum diverges from a typical path (e.g., AP courses or IEP needs).

Additionally, when teachers create groups, it is critical to determine which type of instructional grouping works best for the product and process and the purpose behind creating student groups for the learning activity. Does the task lend itself to students in small groups (less than 10) or larger groups (more than 10)? Pairs or independent work? Large group learning is best when all students need the instruction or information and students at all ranges of abilities are able to engage. Small groups foster discussion, collaboration, and provide teachers with the opportunity to instruct students based on personalized data, while partner and individual work allow for deepened engagement and focused thinking about a topic.

Students should engage in a variety of groupings throughout the week, and the teacher should vary who students work with.

In regards to special student populations, inclusivity is our primary goal. We believe that regular and active participation in the English Language Arts class should be an experience afforded to all students. It is because of this that we recommend grouping students based on learning focus rather than readiness level.

In the event that there are students working at either end of the achievement continuum, teachers have the ability to assign lessons anywhere from 3rd to 12th grade readiness levels. The material increases in complexity and depth as the standards progress, however, the topics stay similar.

The teacher's role during group work is critically important, as teachers must be intentional about the data they gather while students are engaged in group work. Providing targeted, immediate feedback to students as they are working helps to close gaps in student understanding.

Accommodations

ThinkCERCA designs its assessments for all students with the expectation that schools will provide necessary accommodations based on Individualized Education Programs (IEP), Section 504 Accommodation Plans (IAP), or other support plans. ThinkCERCA's recommendations for assessment timing offer guidance, and teachers are encouraged to modify timing as needed to meet the unique needs of their students and classrooms.

School staff should encourage students who require accommodations to access ThinkCERCA's accessibility features, like Immersive Reader, as well as browser-based tools to support their individual needs. For eligible students, educators should make every effort to provide the appropriate accommodations during ThinkCERCA's formative and summative assessments, including benchmarks.

ThinkCERCA teachers are encouraged to implement all classroom-based assessment accommodations such as, but not limited to:

- Extended time and breaks
- Alternate setting
- Reading passages and items aloud
- Recording of student responses
- Translation of test materials into native language
- Use of bilingual dictionary
- Repeating, clarifying, or rewording directions

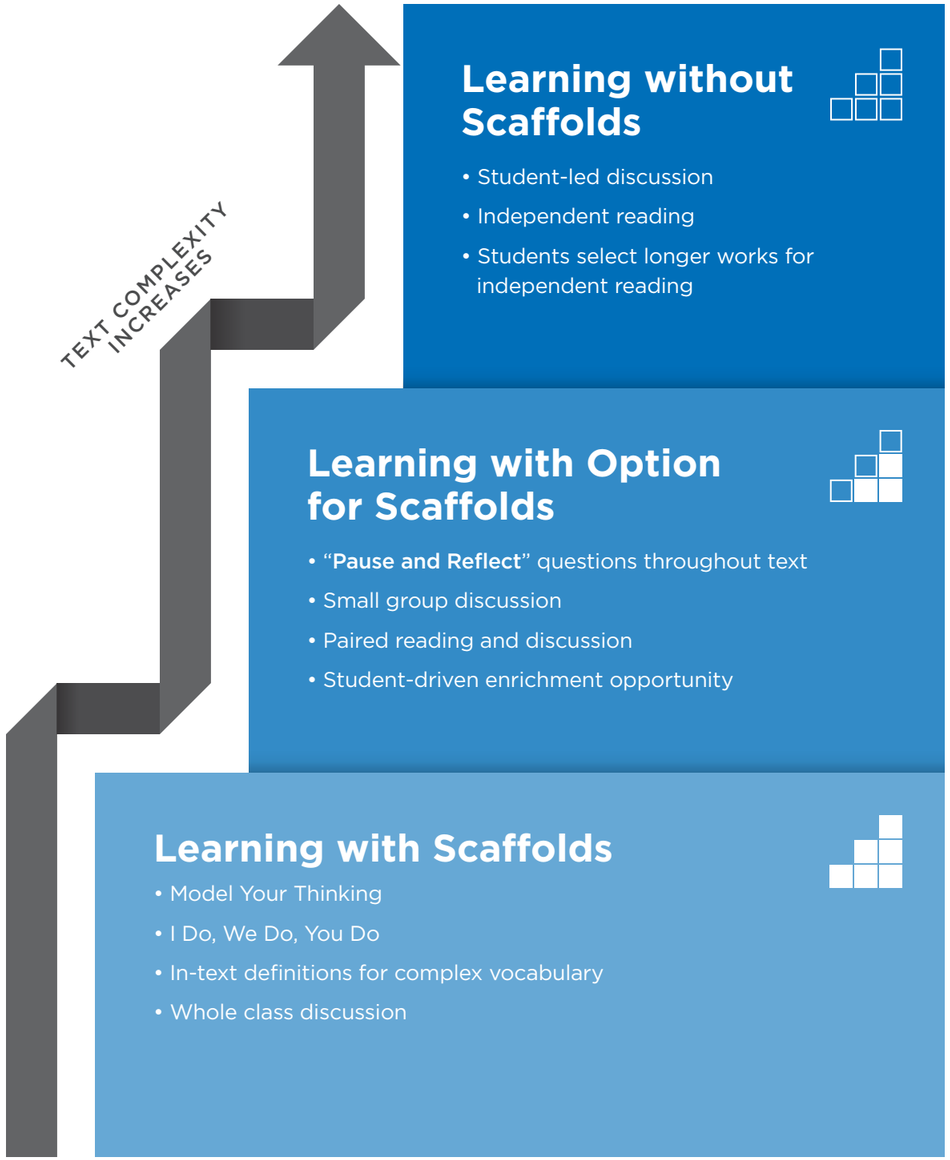
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Unit Assessment Blueprint

		Primary Standards	Item Standards	
Beginning of Year	**Benchmark Assessment** (Recommended)	BEST.ELA.K.12.EE.2.1; BEST.ELA.K12.EE.5.1; BEST.ELA.6.C.1.3	**1** BEST.ELA.6.R.2.1 **2** BEST.ELA.6.R.2.1 **3** BEST.ELA.6.V.1.3 **5** BEST.ELA.K12.EE.1.1	**6** BEST.ELA.6.R.3.1 **7** BEST.ELA.6.R.2.4 **8** BEST.ELA.6.R.3.1
Module 1	Selection Reading Assessment: "Eleven" by Sandra Cisneros	BEST.ELA.K12.EE.1.1	**1** BEST.ELA.6.R.1.2 **2** BEST.ELA.6.R.1.1 **3** BEST.ELA.6.R.1.1	**4** BEST.ELA.6.R.3.1 **5** BEST.ELA.K12.EE.1.1
	Selection Vocabulary Quiz	BEST.ELA.6.V.1.3		
	Formative Writing Practice: Evidence-Based Writing—Expository or Argumentative	BEST.ELA.6.C.1.4		
Module 2	Selection Reading Assessment: "Fish Cheeks" by Amy Tan	BEST.ELA.6.R.3.1	**1** BEST.ELA.6.R.3.2 **2** BEST.ELA.6.R.3.1 **3** BEST.ELA.6.R.3.1	**4** BEST.ELA.6.R.3.1 **5** BEST.ELA.6.R.1.2
	Selection Vocabulary Quiz	BEST.ELA.6.V.1.3		
	Essential Formative Writing Assessment: Narrative Writing	BEST.ELA.6.C.1.2		
Module 3	Selection Reading Assessment: "The Boy in the Back of the Class" by Ronald L. Smith	BEST.ELA.K12.EE.3.1	**1** BEST.ELA.6.R.2.2 **2** BEST.ELA.K12.EE.3.1 **3** BEST.ELA.6.R.2.1	**4** BEST.ELA.K12.EE.3.1 **5** BEST.ELA.6.V.1.3
	Selection Vocabulary Quiz	BEST.ELA.6.V.1.3		
	Formative Writing Practice: Evidence-Based Writing—Argumentative or Narrative Writing	BEST.ELA.6.C.1.3		
Module 4	Selection Reading Assessment: "Excerpt from *Little Britches*" by Ralph Moody	BEST.ELA.6.R.1.2	**1** BEST.ELA.6.R.1.2 **2** BEST.ELA.K12.EE.1.1 **3** BEST.ELA.6.V.1.3	**4** BEST.ELA.6.R.3.2 **5** BEST.ELA.6.R.2.1
	Selection Vocabulary Quiz	BEST.ELA.6.V.1.3		
	Formative Writing Assessment: Evidence-Based Practice—Argumentative or Narrative Writing	BEST.ELA.6.C.1.3		
Module 5	Formative Reading Assessment: "I Know My Soul" by Claude McKay	BEST.ELA.6.R.3.1	**1** BEST.ELA.K12.EE.1.1 **2** BEST.ELA.K12.EE.1.1 **3** BEST.ELA.6.V.1.3	**4** BEST.ELA.6.V.1.3 **5** BEST.ELA.6.R.2.2
	Formative Reading Assessment: "Day of the Refugios" by Alberto Rios	BEST.ELA.6.R.3.1	**1** BEST.ELA.K12.EE.3.1 **2** BEST.ELA.6.R.1.2 **3** BEST.ELA.6.R.1.2	**4** BEST.ELA.6.R.3.1 **5** BEST.ELA.6.V.1.3
	Formative Reading Assessment: "Excerpt from *The Hiding Place*" by Corrie ten Boom	BEST.ELA.6.R.2.2	**1** BEST.ELA.6.R.2.2 **2** BEST.ELA.6.R.2.2 **3** BEST.ELA.6.V.1.3	**4** BEST.ELA.6.V.1.3 **5** BEST.ELA.6.R.2.2
Module 5	Formative Reading Assessment: "Be True to Yourself, Even in the Face of Opposition" by Sharon Oosthoek	BEST.ELA.K12.EE.2.1	**1** BEST.ELA.6.R.2.2 **2** BEST.ELA.K12.EE.1.1 **3** BEST.ELA.K12.EE.1.1	**4** BEST.ELA.6.V.1.3 **5** BEST.ELA.K12.EE.1.1
Module 6	Unit Speaking and Listening Assessment: "What are the rewards and challenges of staying true to yourself?" (**Socratic Discussion**)	BEST.ELA.6.C.2.1		
Module 7	Essential Culminating Task: Writing Portfolio Assessment "Write a personal narrative about a moment in your life when you shared a side of yourself that you were afraid to show others." (Personal Narrative)	BEST.ELA.6.R.2.2; BEST.ELA.6.C.1.2	**1** BEST.ELA.6.R.2.2 **2** BEST.ELA.6.R.2.2 **3** BEST.ELA.6.R.2.2	**4** BEST.ELA.6.R.2.2 **5** BEST.ELA.K12.EE.3.1
Module 8	Unit Core Assessment: "Swim Buddies" by Heather Klassen and "Eyes Looking to the Sky" by Christopher Hallman	BEST.ELA.6.V.1.3; BEST.ELA.6.R.1.2; BEST.ELA.6.R.3.2	**1** BEST.ELA.6.R.3.2 **2** BEST.ELA.6.R.1.2 **3** BEST.ELA.6.R.1.2 **4** BEST.ELA.6.V.1.3 **5** BEST.ELA.6.R.3.1 **6** BEST.ELA.K12.EE.1.1 **7** BEST.ELA.6.V.1.3 **8** BEST.ELA.6.R.3.2	**9** BEST.ELA.6.R.1.2 **10** BEST.ELA.K12.EE.1.1 **11** BEST.ELA.6.V.1.3 **12** BEST.ELA.6.R.3.1 **13** BEST.ELA.K12.EE.1.1 **14** BEST.ELA.6.R.3.1 **15** BEST.ELA.K12.EE.1.1
	Self-Assessment: S.M.A.R.T. Goals	BEST.ELA.K12.EE.5.1		

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ThinkCERCA Progression of Scaffolds for Independent Learning



ThinkCERCA's Philosophy on Progression of Scaffolds

In Grade 6, students read a **variety of anchor texts** that represent a **range of complexity** and offer compelling questions for student engagement. Students are provided with **scaffolds throughout each unit**, to **support their literacy growth** over the course of the year. As students' literacy skills and the complexity of the texts increase during the school year, these **scaffolds become less needed** for some students, as they become **independent learners**.

This progression in Grade 6 begins with the theme, "Who are you?" as students read texts by Sandra Cisneros, Amy Tan, Ronald L. Smith, and Ralph Moody. Students grapple with guiding questions, such as, "Why do we sometimes feel the need to fit in?" and, "Why does the approval of those closest to us sometimes feel so important?" As students progress over the units and move from personal narratives, argumentative essays, and short stories to research articles, plays, informational articles, and comparative literature, **the guiding questions and texts increase in complexity**. For example, in Unit 1, Ralph Moody's Excerpt from *Little Britches* represents a moderately complex text with a clear, chronological narrative (750L). In Unit 4, which culminates in a research paper portfolio piece, students engage with texts centered around questions such as, "What does the farm of the future look like?" At this mid-way point in the year, the **text complexity continues to meet the grade-level criteria**; one of the anchor texts students read is "Food Factories of the Future" by Elizabeth M. Tenney, which features a moderately complex organizational structure (1010L).

By the time students get to Unit 7 and consider the **Essential Question**, "How Do Myths and Tales Teach Us?" the **text complexity (and rigor increases**, along with the depth of the questions that students grapple with. Students consider: "How do authors use the fantastical or supernatural to explain the natural world?" and, "What does the way that we manage unexpected outcomes reveal about ourselves?" As students read a collection of myths and fairy tales, the complexity level of texts, such as "The Twin Heroes" by Alphonso O. Stafford represents a more complex narrative structure common to fantasy and mythological genres (1110L).

As the **text complexity increases** over the course of the year, ThinkCERCA's online and offline supports provide students with **scaffolding to take ownership over their reading, writing, grammar, and vocabulary strategies.** To **support students' literacy growth**, and to help students **develop into independent learners** by the end of Unit 7, ThinkCERCA scaffolds are woven into the online and offline materials. To support vocabulary comprehension, ThinkCERCA's platform provides a **comprehensive overview of the text** prior to reading, as well as **in-text definitions for complex vocabulary** and interspersed **"pause and reflect" questions** throughout the text. Scaffolds in the Teacher Guide include **"Model Your Thinking"** examples for students to **apply their learning**, **"Teacher Tips"** to **facilitate student discussion**, **"Teacher Flexes"** to provide **extension opportunities**, and **additional background knowledge** and **key academic vocabulary** to enhance students' comprehension. These scaffolds provide further context and encourage thoughtful engagement with the texts and the **Essential Questions** guiding each unit. As students progress in the units, **these scaffolds can be individualized**, giving teachers the flexibility to meet each student where they are and to provide **the right amount of challenge and support**. By the end of each unit, students take **ownership over the strategies** they have implemented throughout the modules: they **read independently, lead discussions**, and **reflect** on which strategies work best for them – from encountering unfamiliar language to providing the most compelling evidence. Towards this goal of independent learning, students have the opportunity to engage with an enrichment activity centered around each anchor text, to take on independent reading opportunities, and to read longer works connected to each unit's theme.

The goal is to encourage students to **move through the continuum of blended learning and young adult success**. Academic behavior skills include the ability to move fluently between teacher-led instruction, collaborative learning, and independent learning successfully. In addition, students consciously **setting goals for removing scaffolds** and **returning them as needed** is part of the support teachers should provide throughout instruction. However, scaffolds remain in place much like a light switch in daylight. They can be used when needed but are not required for learning.

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Before You Read



1-2 Sessions
(50-minute sessions)

1 Session
(90-minute session)

Personal Goal Setting and Explore the Theme

Learning Objective: Students will be able to describe their goals for the unit. Students will also be able to explain their initial understanding of key objectives and themes of the unit.
Direct Instruction: An Introduction: What Is CERCA?; Claims; Supporting Claims with Evidence and Elaboration; The Purpose of Personal Narrative Writing; Understanding S.M.A.R.T. Goals

How to Customize Modules Based on Your Students and Schedule: Customize your students' experiences to include **all essential tasks marked with a star** and to incorporate the other literacy options in each module as time permits.

Start Here



Knowledge, Understanding, and Skills

Students will review the Title Page, Knowledge, Understanding and Skills, and the Unit Preview to understand what the unit offers.

R



Set a S.M.A.R.T. Goal

Using the S.M.A.R.T. Goal framework, students will create achievable goals designed to improve their growth and gain confidence in their academic agency.

E



Analyze the Images ★

Students will describe and analyze images related to the unit's theme.

R



Preview Key Concepts and Skills ★

Students will preview the module.

S



Take a Poll ★

Students will consider a key quote connected to the unit's theme.

S



Analyze the Quote ★

Students will analyze a quote that captures the unit's theme.

S



Explore Key Issues ★

Students will explore key concepts that reflect their personal attributes.

W



Preview the Essential Question ★

Students will preview the **Essential Question** to understand the unit's theme and goals.

R

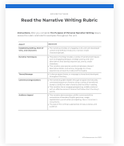


Direct Instruction ★

Teachers facilitate the **Direct Instruction** lesson, and students complete the assessment.

Best Practices: Cornell Notes

W



Read the Narrative Writing Rubric ★

Students will review the criteria for the Narrative Writing Rubric.

R

For Proven Results:
Students should complete at least one evidence-based response per unit with feedback.

★ **Essential** Ⓡ Reading Ⓦ Writing Ⓢ Speaking and Listening Ⓥ Vocabulary Ⓛ Language Ⓜ Multimedia Ⓔ Executive Function Assessment

See the English Learner Guide **in this module** for editable, leveled supports and implementation guidance for beginning, intermediate, and advanced multilingual English Learners.

Teacher-Led · Individual · Paired · Small Group · Online · Offline

E Personal S Goal-Setting

Lesson Objective: Create a specific goal.

Purpose: Set S.M.A.R.T. goals.

Direct Instruction: Understanding S.M.A.R.T. Goals

See English Learner Guide for Support for Multilingual/English Language Learners: Use digital copies to leverage browser tools for translation, voice-to-text, and other technology-enabled supports.

Allow for the use of bilingual glossaries and translation devices.

Specific words to consider for translation: *specific, measurable, actionable, realistic, timely.*

Simplified instructions and an adjusted version of the S.M.A.R.T. goals activity is available in the **English Learner Guide**.

Foundational Literacy Support: Students can set completion goals for the **Reading Foundations and Linguistics** unit to which they are assigned, based on the results from the Pre-Assessment.

PERSONAL GOAL SETTING

Set a S.M.A.R.T. Goal for the Unit

Example

Complete the **Understanding S.M.A.R.T. Goals lesson.**

Start with the end in mind: "I want to improve my writing."

Quality Goal-Setting	S.M.A.R.T. Planning	Why
Specific	*I want to improve two areas of writing.*	*I understand where I got lower scores, and I feel like I could work on those.*
Measurable	*I got a lower score in evidence and reasoning*	*I can move those to a score of 4 or 5.*
Actionable	*I have other assignments coming up so I can get help on these.*	*I can see my teacher as I am drafting.*
Realistic	*This is really specific, so I should be able to do it.*	*I think this is small enough that I could concentrate and get it done.*
Timely	*If we're working on this in class it will help my grades too.*	*We will have class time for working on writing.*

Teacher Flex Activity:
Have students work in groups of three to brainstorm specific, regular actions to ensure the success of their goals.

Personal Goal-Setting

Direct Instruction	15 min
Set Goals	15 min
Total	**30 min**

TEACHER WILL:	STUDENTS WILL:
• Lead students through the **Direct Instruction** Understanding S.M.A.R.T. Goals and completing the assessment. • Review the term *specific* and use an example of your own specific goal.	• Complete the **Direct Instruction** and the assessment. • Learn how setting S.M.A.R.T. goals can help them reach their academic targets effectively. • Review the term *specific* and ask clarifying questions. • Set their own goals by completing the S.M.A.R.T. Goal task and share with peers for feedback.

Feedback Focus: Review S.M.A.R.T. goals for specificity (Learn 200 new vocabulary words; read 20 pages per night, raise my evidence score from 3 to 5, etc.) and help students refine that particular aspect of their goal in this unit.

Support for Striving Readers: Check My Flow: The **Check My Flow Guide** allows students to track fluency growth and can be a model for a Smart Goal around fluency. Students chart their own growth while they work their way to reading fluently and expressively.

R Preview W Key Concepts and Skills

Purpose: View list of module activities.

Direct Instruction: An Introduction: What Is CERCA?

Direct Instruction: Claims

Teacher Tip: Initial practice with CERCA framework enables students to begin practicing evidence-based writing and discussion, while also helping them develop their ability to describe the choices writers make and their impact on meaning. Later, they will apply these techniques in their writing.

EXPLORE THE THEME

Preview Key Concepts and Skills

Instructions: Before reading texts and writing your own personal narrative, this section allows you to think about key unit concepts in a variety of ways.

Explore the Theme
- Complete Analyze the Images activity (Student Guide)
- Complete Analyze the Quote activity (Student Guide)

Explore the Essential Question
- Complete Take the Poll (Student Guide)
- Complete Explore Key Concepts (Student Guide)
- Complete Preview the Essential Questions activity (Student Guide)

Understand the Portfolio Assignment: Personal Narrative Writing
- Review the Knowledge, Understanding, and Skills for the unit (Student Guide)
- Complete **The Purpose of Personal Narrative Writing** (Online)
- Review the Read the Narrative Writing Rubric (Student Guide)

Introducing CERCA
- Complete **An Introduction: What Is CERCA?** (Online)

Preview Key Concepts and Skills ★
Direct Instruction and Modeling with Examples 30 min

Show and Tell—Evaluating Evidence: Give students statements illustrating types of evidence such as example, statistic, fact, and anecdote. Include one that isn't a valid evidence model ("When my best friend wanted to try out for the school play, I reminded him that he had never been in a school play before."). Ask, "Which of these examples supports the claim best? Which examples are less effective?" Then, have students write evidence examples based on the discussed models. For daily warm-ups, present paragraphs with claims and reasons, and ask students to identify supporting evidence.

TEACHER WILL:	STUDENTS WILL:
• Internalize all of the module's **Direct Instruction** lessons, so you are well equipped to facilitate instruction throughout the module where indicated by icons in the margin. See **Best Practices for Engagement Strategies.** • Lead students through the **Direct Instruction** presentations prior to having students review them on their own and complete the assessments. • Explain that CERCA framework helps writers organize and communicate ideas effectively and provides a reusable framework that supports success in ELA as well as other disciplines to promote success in college, career, and civic readiness.	• Complete the **Direct Instruction** and the assessments. • Learn about the CERCA framework, which represents the components of evidence-based arguments and informational texts: Claim, Evidence, Reasoning, Counterarguments, and Audience appeal.

Feedback Focus: Have students reflect upon the knowledge they will learn and the new skills they will develop in the unit.

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S Analyze the Images

Lesson Objective: Make inferences about self-perception and the theme of staying true to oneself.

Purpose: Practice making claims about images.

Direct Instruction: Supporting Claims with Evidence and Elaboration

See English Learner Guide for Support for Multilingual/English Language Learners: Specific words to consider for translation: *growing, becoming, striking, wonder, describe, self portrait.*

Foundational Literacy Support: Assign weekly modules in **Reading Foundations and Linguistics** based on your pacing choice of one or two unit(s) per month.

EXPLORE THE THEME

Analyze the Images



"Self Portrait in Mirrors" Ilse Bing, 1931



"Self Portrait on a Mirror" Tal Slutzker, 2015

Instructions: Use a separate sheet of paper or your journal to answer the questions.

Answers will vary. Student responses may include the following ideas:

What details do you **see** that are most striking for you?

"Self Portrait in Mirrors" is black and white and shows the photographer's profile in the reflection as well as the front view of her face. "Self Portrait on a Mirror" uses both photography and paint to show the artist's image. It is colorful and complex, while the black and white work is stark and powerful.

What do these words and images make you **think** about?

Both images show
They also show ho
both reveal the po
goals.

What do you

I wonder why Ilse
What was she con
painted image in

Analyze the Images	
Direct Instruction	15 min
See, Think, Wonder	4 min
Think-Pair-Share	2 min
Debrief	4 min
Total	**25 min**

Model Your Thinking: "In one photograph, I see a black and white image of an individual capturing an image of a self portrait. In the second photograph, I see another individual taking a selfie, or a picture of another colored image. I wonder why one image is in black and white, while the other includes contrasting colors. Why are the individuals taking photos of themselves?"

TEACHER WILL:	STUDENTS WILL:
• Lead students through the **Direct Instruction** Supporting Claims with Evidence and Elaboration prior to having students review it on their own and complete the assessment • Explain that strong arguments need evidence and elaboration to support an author's claim. When strong evidence and elaboration are provided, the audience will be more likely to agree with the author's position. • Explain that artists use images to help viewers gain new perspectives. • Have students apply the See, Think, Wonder strategy and model your own critical thinking. • Group students in pairs or groups of three to complete the analysis.	• Complete the **Direct Instruction** and the assessment. • Learn the definition of evidence, types of evidence, the definition of elaboration, and types of elaboration. • Find one to two salient details, generate questions, and share potential interpretations with one or more peers.

Feedback Focus: Ask students to refer to specific details, use precise language, and explain how these details impact their understanding.

EXPLORE THE THEME

Analyze the Quote

"Be yourself—not your idea of what you think somebody else's idea of yourself should be."

- Robert Edwin Lee and Jerome Lawrence
Authors of The Night Thoreau Spent in Jail

Instructions: Use a separate sheet of paper or your journal to answer the questions.

Answers will vary. Student responses may include the following ideas:

What words and phrases do you **see** that are most striking for you?

The words "what you think"and "somebody else's idea" remind me that I don't know what others think I should be. The words "think" and "idea" reinforce that.

What do these words and phrases make you **think** about?

They make me wonder how many of my choices have been driven by what I thought others expected me to be, instead of what I truly am.

What do you **wonder** about these words and phrases and/or their author(s)?

I wonder who these authors are. What experiences made them realize that people often try to be what they think others expect.

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S Analyze the Quote

Lesson Objective: Analyze the quote related to the unit's theme of the rewards and challenges of staying true to oneself.

Purpose: Analyze key words and themes and practice supporting claims about the quote with specific words.

See English Learner Guide for Support for Multilingual/English Language Learners: Specific words to consider for translation: *striking, wonder, idea.*

See the **English Learner Guide** for editable, leveled supports and implementation guidance for beginning, intermediate, and advanced multilingual English Learners.

Foundational Literacy Support: Have students complete the modules in Unit 1.

Offline re-teaching opportunities are available for students who may benefit from additional support.

Teacher Tip: Model claim making with the Show and Tell before beginning image analysis.

Analyze the Quote	
See, Think, Wonder	4 min
Debrief	4 min
Total	**8 min**

TEACHER WILL:	STUDENTS WILL:
• Have students apply the See, Think, Wonder strategy to the quote analysis and model your own critical thinking. • Facilitate discussion on how the quote builds on the theme of the rewards and challenges of staying true to oneself.	• Read and circle words and phrases that are most striking. • Reflect on how the quote builds on the unit's theme of the rewards and challenges of staying true to oneself.

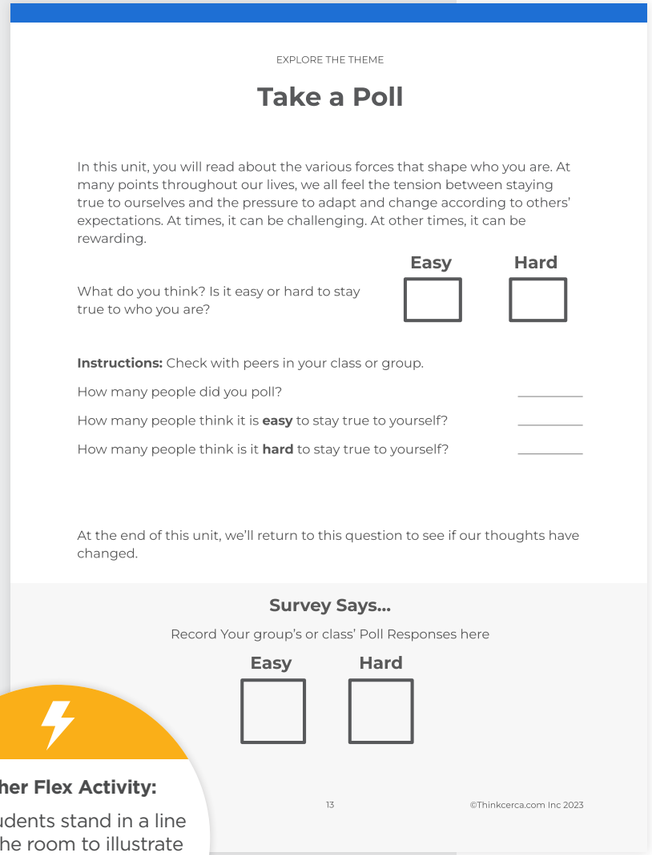
Feedback Focus: Remind students to use precise language when referencing specific words, phrases, questions, and connections.

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Take a Poll

Purpose: Consider a key question.

Teacher Tip: Ask students what they did and did not anticipate in their peers' responses.



EXPLORE THE THEME

Take a Poll

In this unit, you will read about the various forces that shape who you are. At many points throughout our lives, we all feel the tension between staying true to ourselves and the pressure to adapt and change according to others' expectations. At times, it can be challenging. At other times, it can be rewarding.

What do you think? Is it easy or hard to stay true to who you are?

Easy ☐ Hard ☐

Instructions: Check with peers in your class or group.

How many people did you poll? _____

How many people think it is **easy** to stay true to yourself? _____

How many people think is it **hard** to stay true to yourself? _____

At the end of this unit, we'll return to this question to see if our thoughts have changed.

Survey Says...

Record Your group's or class' Poll Responses here

Easy ☐ Hard ☐

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Teacher Flex Activity:

Have students stand in a line across the room to illustrate the spectrum of opinions on the statement: "It is easy to stay true to who I am."

Take a Poll
Poll + Discuss 5 min

TEACHER WILL:	STUDENTS WILL:
• Explain to students that as they tackle the questions in the unit, their thinking may change; the poll is intended to gauge where they currently stand on a key issue. • Have students answer the poll question. • Tally the results and save for post-unit comparisons.	• Answer the poll question. • Pair and share. • Volunteer to share their rationales with the whole class.

Feedback Focus: Encourage all students to participate and share explanations for their choices.

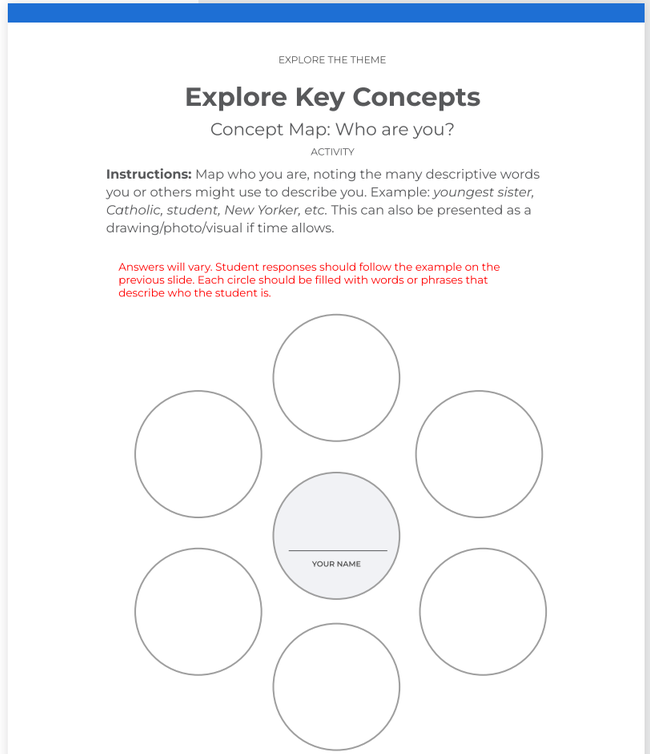
Explore Key Concepts

Lesson Objective: Explore key concepts that reflect personal attributes.

Purpose: Understand key unit concepts.

See English Learner Guide for Support for Multilingual/English Language Learners: Specific words to consider for translation: *attributes, religion, ethnicity, hobbies, birthplace, explore, key, concepts.*

Teacher Tip: Have students sketch a quick image of one of the key concepts that represents one of their personal attributes.



EXPLORE THE THEME

Explore Key Concepts

Concept Map: Who are you?

ACTIVITY

Instructions: Map who you are, noting the many descriptive words you or others might use to describe you. Example: *youngest sister, Catholic, student, New Yorker, etc.* This can also be presented as a drawing/photo/visual if time allows.

Answers will vary. Student responses should follow the example on the previous slide. Each circle should be filled with words or phrases that describe who the student is.

YOUR NAME

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Explore Key Concepts

Review Model	3 min
Complete Map	8 min
Pair and Share	8 min
Total	**19 min**

Show and Tell—Writing Claim Statements: To help students understand claims, model how to craft a clear, debatable, and supportable claim using these steps:

1. Write your position on the topic in a single declarative statement ("My greatest strength is my perseverance.")
2. Add a reason or more information ("I keep trying, even when I face obstacles.")
3. Combine the two statements with a word like "because." ("My greatest strength is my perseverance because I keep trying, even when I face obstacles.")

TEACHER WILL:	STUDENTS WILL:
• Introduce the task, using the sample presented in the **Student Guide**. • Explain that students will explore key concepts that reflect their personal attributes. • Have students pair and share what they feel comfortable sharing. • Ask students to share their reflections in a large group debrief.	• Complete the concept map individually. • Share their responses with a peer. • Participate in a large group debrief.

Feedback Focus: Assess students' understanding of their key concept maps by asking them to share three adjectives they would use to describe themselves.

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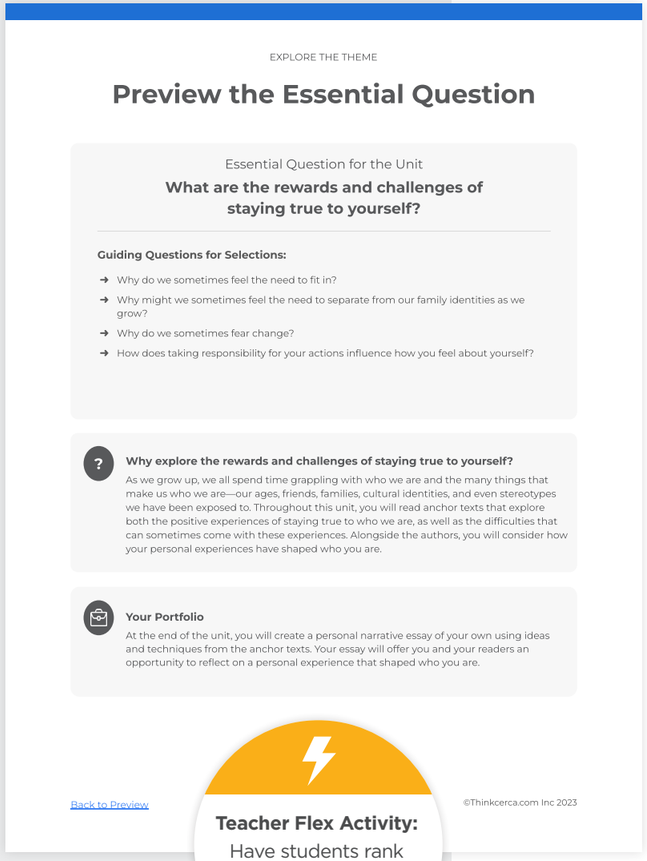
R Preview the Essential Question

Purpose: Understand unit goals.

Teacher Tip: As you plan your unit, consider student interests and priorities if your time is limited.

See English Learner Guide for Support for Multilingual/English Language Learners: Specific words to consider for translation: *separate, identity, challenges, rewards, grappling, stereotypes, narrative, techniques.*

Gifted and Talented Enrichment Opportunity—*Depth of Reflection*: Challenge gifted students to build upon the **Essential Question** by defining the concept of being true to oneself in different scenarios, such as at home, at school, and at other places within and outside of their community. Then, ask them to share situations in which they stayed true to themselves. Encourage them to reflect on the challenges or rewards of this behavior.


EXPLORE THE THEME

Preview the Essential Question

Essential Question for the Unit

What are the rewards and challenges of staying true to yourself?

Guiding Questions for Selections:

- Why do we sometimes feel the need to fit in?
- Why might we sometimes feel the need to separate from our family identities as we grow?
- Why do we sometimes fear change?
- How does taking responsibility for your actions influence how you feel about yourself?

Why explore the rewards and challenges of staying true to yourself?

As we grow up, we all spend time grappling with who we are and the many things that make us who we are—our ages, friends, families, cultural identities, and even stereotypes we have been exposed to. Throughout this unit, you will read anchor texts that explore both the positive experiences of staying true to who we are, as well as the difficulties that can sometimes come with these experiences. Alongside the authors, you will consider how your personal experiences have shaped who you are.

Your Portfolio

At the end of the unit, you will create a personal narrative essay of your own using ideas and techniques from the anchor texts. Your essay will offer you and your readers an opportunity to reflect on a personal experience that shaped who you are.

Back to Preview

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Teacher Flex Activity: Have students rank which questions are most interesting to them and why.

Preview the Essential Question ★

Review and Rank	5 min

TEACHER WILL:	STUDENTS WILL:
• Review the **Essential Question**. • Explain that exploring the rewards and challenges of staying true to oneself will support their goals of shaping who they are and growing into the individuals they aspire to be. • Have students review the guiding questions for the unit's text selections. • Answer students' clarifying questions and discuss the culminating task, assuring them they will receive **Direct Instruction**, models, exemplars, and a well-supported process to scaffold their learning.	• Review the **Essential Question** and supporting questions, sharing questions and comments regarding their interests. • Read about the culminating task and ask any clarifying questions they may have. • Understand that they will receive **Direct Instruction**, models, exemplars, and a well-supported process to facilitate their learning.

Feedback Focus: Encourage students to reflect upon how they might answer the **Essential Question**, and take note of students' questions and interests shared.

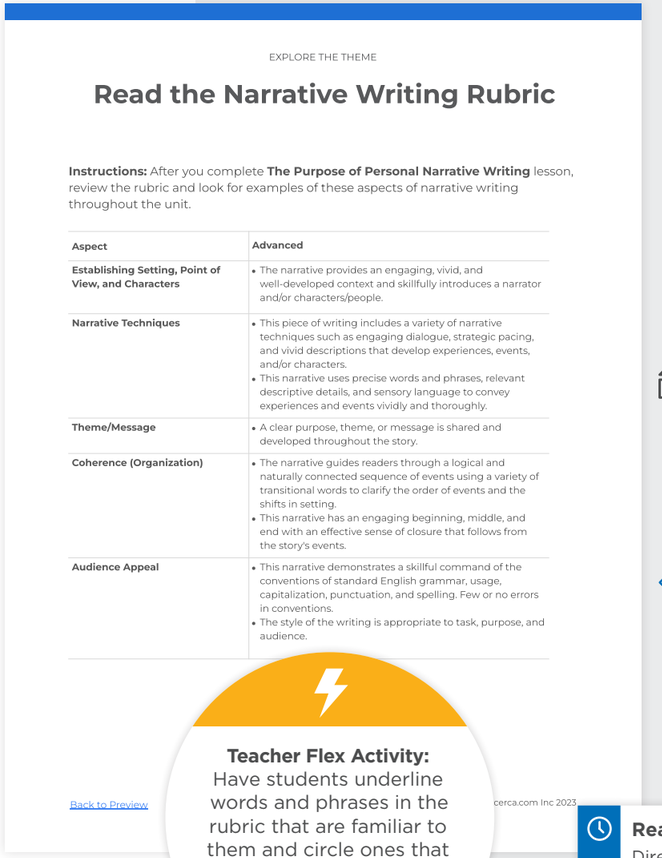
R W Read the Narrative Writing Rubric

Purpose: Understand evaluation criteria for the "Your Portfolio" assignment.

Direct Instruction: The Purpose of Personal Narrative Writing

See English Learner Guide for Support for Multilingual/English Language Learners: Specific words to consider for translation: *setting, point of view, character, theme, message, narrative technique, coherence, audience appeal.*

Support for Students with Exceptional Needs: An adjusted version of the rubric is available in the **Student-Centered Learning Guide.**


EXPLORE THE THEME

Read the Narrative Writing Rubric

Instructions: After you complete **The Purpose of Personal Narrative Writing** lesson, review the rubric and look for examples of these aspects of narrative writing throughout the unit.

Aspect	Advanced
Establishing Setting, Point of View, and Characters	• The narrative provides an engaging, vivid, and well-developed context and skillfully introduces a narrator and/or characters/people.
Narrative Techniques	• This piece of writing includes a variety of narrative techniques such as engaging dialogue, strategic pacing, and vivid descriptions that develop experiences, events, and/or characters. • This narrative uses precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events vividly and thoroughly.
Theme/Message	• A clear purpose, theme, or message is shared and developed throughout the story.
Coherence (Organization)	• The narrative guides readers through a logical and naturally connected sequence of events using a variety of transitional words to clarify the order of events and the shifts in setting. • This narrative has an engaging beginning, middle, and end with an effective sense of closure that follows from the story's events.
Audience Appeal	• This narrative demonstrates a skillful command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. Few or no errors in conventions. • The style of the writing is appropriate to task, purpose, and audience.

Back to Preview

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Teacher Flex Activity: Have students underline words and phrases in the rubric that are familiar to them and circle ones that are less familiar. Provide additional context for unfamiliar words.

Read the Narrative Writing Rubric

Direct Instruction	15 min
Review	5 min
Q&A	5 min
Total	**25 min**

TEACHER WILL:	STUDENTS WILL:
• Lead students through the **Direct Instruction** The Purpose of Personal Narrative Writing prior to having students review it on their own and complete the assessment. • Explain that understanding the purpose of the narrative and the way the writer shares ideas and messages through specific details will support future writing and learning. • Review the **Narrative Writing Rubric,** answering initial questions related to the assignment. • Let students know that the criteria descriptions can also help them appreciate the author's craft as they explore the selections.	• Complete the **Direct Instruction** and the assessment. • Learn about personal narratives, why writers write narratives, and why people read narratives. • Read through the rubric and ask initial, clarifying questions.

Feedback Focus: Have students share opportunities for growth that may have been shared with them and encourage them to keep it in mind as a personal growth focus area for the formal piece of narrative writing in this unit.

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Module 1



Eleven

by Sandra Cisneros (Short Story)

3-4 Sessions
(50-minute sessions)

1-2 Sessions
(90-minute sessions)

Guiding Question:

Why do we sometimes feel the need to fit in?

Lesson Summary

"Eleven" is a short story by Sandra Cisneros, included in her collection *Woman Hollering Creek and Other Stories*. As Rachel, the main character, celebrates her eleventh birthday, the story explores the complex emotions she experiences in her adolescence.

Optional Prompt: Argumentative Evidence-Based Writing

Write an argumentative essay about whether or not people's actions are always good indicators of their thoughts and feelings.

Optional Prompt: Expository Evidence-Based Writing

Write an expository essay about the ways in which people's actions can reveal thoughts and feelings they may try to hide.

Teach Academic Writing Skills with Direct Instruction	**Citing Evidence to Write about Literary Texts** In Module 1, students build upon their learning from the Unit Preview and explore the next two steps in the CERCA framework, reasoning and counterargument. By utilizing the CERCA framework, they can develop their reasoning skills and effectively address counterarguments, thereby enhancing their overall understanding and proficiency in narrative writing. In the **Direct Instruction** lesson, **Citing Evidence to Write about Literary Texts**, students will learn that citing evidence from literary texts is crucial as it provides support for arguments and enhances the credibility of the writer's claims. By incorporating quotes and specific examples from the text, students can demonstrate a deep understanding of the narrative and strengthen their overall analysis and interpretation. As students read the first narrative text of the unit, "Eleven," ask them to identify examples of evidence that support the author's perception of her eleventh birthday. When students begin to craft their written responses and plan for their final personal narratives, they can use these examples of evidence as a model.
Learning Objective	Students will understand the use of evidence from a literary work and be able to select appropriate evidence from a literary text to support an argument about the text.
Rationale	In this module, students are introduced to the CERCA framework as they learn how to identify and cite evidence from a modern literary work to support their response to a writing prompt.
Illuminating Key Concepts in Language and Vocabulary	**Building Vocabulary Routines:** Use the ThinkCERCA **Best Practices: Vocabulary Notebooks** resource to introduce the concept of building one's vocabulary for College and Career Readiness. Explain that there will be many Academic Terms introduced in **Direct Instruction** and many opportunities to engage in word study with CERCA words—words that are critical to the expression of deeper learning. Finally let them know that, while there are many words in the vocabulary list preceding the reading, only a subset will be assessed. These are the **Focus Words** for the text. Together, these groups of words make up the Unit Vocabulary. Early in the first unit, introduce the routine of **Vocabulary Notebooks**. For each activity related to word knowledge, be sure to have students record notes about key vocabulary terms and engage in various tasks with word lists in their **Vocabulary Notebooks**. Also, students may use digital tools and slideshow makers to enhance their study of vocabulary. A brief quiz on a selection of words from the focus list follows each module of the close reading and writing lessons. Use presentations in **Unit Planning Tools** as a springboard for mini lessons in vocabulary.

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3-4 Sessions
(50-minute sessions)

1-2 Sessions
(90-minute sessions)

Eleven

by Sandra Cisneros (Short Story)

Learning Objective: Students will understand the use of evidence from a literary work and be able to select appropriate evidence from a literary text to support an argument about the text.

Direct Instruction: Citing Evidence to Write about Literary Texts

How to Customize Modules Based on Your Students and Schedule: Customize your students' experiences to include **all essential tasks marked with a star** and to incorporate the other literacy options in each module as time permits.

Start Here

Direct Instruction★

Teachers facilitate the **Direct Instruction** lesson, and students complete the assessment.



Quick Journal

Students will make personal connections to the guiding question.

Topic Overview and Vocabulary ★

Students will consider the **Topic Overview** and engage with the vocabulary through a ThinkCERCA Vocabulary Best Practice activity.



Build Your Vocabulary★

Students will research key vocabulary to build schema and understand concepts related to the theme.

Read ★

Students will complete an initial reading of the text.

Connect★ and Share Your Personal Connection★

Students will write freely and make personal connections to the text.



Check ★

Students will take a brief assessment that supports comprehension and analysis of the text.



Raise Your Score: Error Analysis

Students will practice a test prep strategy to improve test-taking skills.



Share Your Reflections

Students will process the text in smaller chunks, stopping to reflect on targeted questions designed to support comprehension.

Analyze ★

Students will highlight and annotate the text.



Apply Your Learning★

Students will apply the **Direct Instruction** lesson to specific prompts about the text.



Sharpen Your Sentences: Expand the Sentence★

Students will focus on a specific grammar skill to strengthen their writing.



Appreciate the Author's Craft

Students will analyze how an author uses narrative techniques.

Summarize ★

Students will summarize the text with sentence frames as needed.



Share Your Plan

Students will share their writing with a peer to provide and receive feedback.

Develop ★

Students will create a clear claim and support it with at least two reasons and supporting evidence.

Draft

Students will fully develop an evidence-based response to the prompt.

Review

Students will revise and proofread their drafts before submitting the final version for feedback.

For Proven Results:
Students should complete at least one evidence-based response per unit with feedback.

★ **Essential** (R) Reading (W) Writing (S) Speaking and Listening (V) Vocabulary (L) Language (M) Multimedia (E) Executive Function (Assessment)

See the English Learner Guide **in this module** for editable, leveled supports and implementation guidance for beginning, intermediate, and advanced multilingual English Learners.

Teacher-Led · Individual · Paired · Small Group · Online · Offline

Preview Key Concepts and Skills

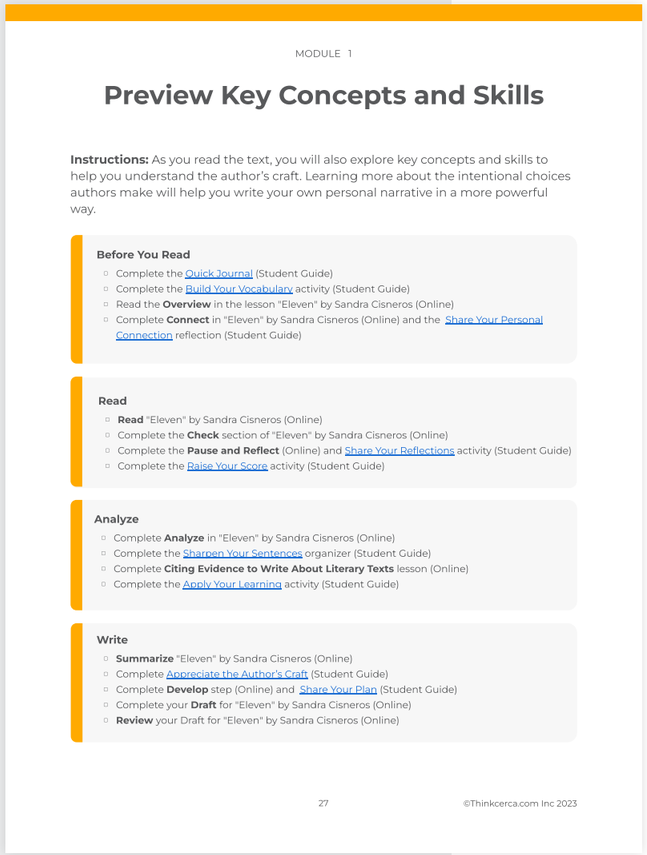
Title: "Eleven" by Sandra Cisneros

Guiding Question: Why do we sometimes feel the need to fit in?

Lesson Summary: "Eleven" is a short story by Sandra Cisneros, included in her collection *Woman Hollering Creek and Other Stories*. As Rachel, the main character, celebrates her eleventh birthday, the story explores the complex emotions she experiences in her adolescence.

Lesson Objective: Understand the use of evidence from a literary work and be able to select appropriate evidence from a literary text to support an argument about the text.

See English Learner Guide for Support for Multilingual/English Language Learners: Specific words to consider for translation: *explore, concepts, intentional, narrative, powerful.*



MODULE 1

Preview Key Concepts and Skills

Instructions: As you read the text, you will also explore key concepts and skills to help you understand the author's craft. Learning more about the intentional choices authors make will help you write your own personal narrative in a more powerful way.

Before You Read

- Complete the Quick Journal (Student Guide)
- Complete the Build Your Vocabulary activity (Student Guide)
- Read the **Overview** in the lesson "Eleven" by Sandra Cisneros (Online)
- Complete **Connect** in "Eleven" by Sandra Cisneros (Online) and the Share Your Personal Connection reflection (Student Guide)

Read

- **Read** "Eleven" by Sandra Cisneros (Online)
- Complete the **Check** section of "Eleven" by Sandra Cisneros (Online)
- Complete the **Pause and Reflect** (Online) and Share Your Reflections activity (Student Guide)
- Complete the Raise Your Score activity (Student Guide)

Analyze

- Complete **Analyze** in "Eleven" by Sandra Cisneros (Online)
- Complete the Sharpen Your Sentences organizer (Student Guide)
- Complete **Citing Evidence to Write About Literary Texts** lesson (Online)
- Complete the Apply Your Learning activity (Student Guide)

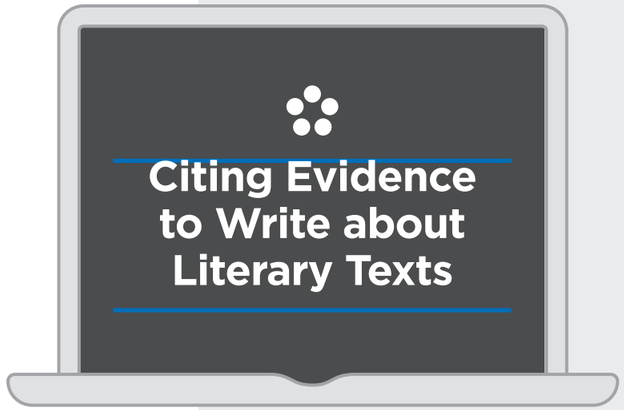
Write

- **Summarize** "Eleven" by Sandra Cisneros (Online)
- Complete Appreciate the Author's Craft (Student Guide)
- Complete **Develop** step (Online) and Share Your Plan (Student Guide)
- Complete your **Draft** for "Eleven" by Sandra Cisneros (Online)
- **Review** your Draft for "Eleven" by Sandra Cisneros (Online)

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Preview Key Concepts and Skills
Review 3 min

Rationale: In this module, students are introduced to the CERCA framework as they learn how to identify and cite evidence from a modern literary work to support their response to a writing prompt.



Direct Instruction

Direct Instruction: Citing Evidence to Write about Literary Texts

Teacher Tip: Understanding how to cite evidence enables readers to practice providing specific, relevant, and accurate evidence, a critical skill in evidence-based reading, writing, and academic discussion.

See **Best Practices**

Direct Instruction ★ 15 min

TEACHER WILL:	STUDENTS WILL:
• Internalize all of the module's **Direct Instruction** lessons, so you are well equipped to facilitate instruction throughout the module where indicated by icons in the margin. See **Best Practices for Engagement Strategies**. • Lead students through the **Direct Instruction** Citing Evidence to Write about Literary Texts prior to having students review it on their own and complete the assessment. A list of key academic terms for the unit is available in the **Student Guide**. Students may also record key definitions in their **Vocabulary Notebooks.** • Explain that citing strong evidence from a literary text to support inferences develops close reading skills and heightens attention to the impact of a writer's choices, which provides students with models to implement in their own narratives.	• Complete the **Direct Instruction** lesson and assessment. • Record key definitions in their **Vocabulary Notebooks.** • Learn about evidence in literary texts, how to use evidence to answer explicit questions about a literary text and effective citation techniques to support their analysis of a literary text.

Feedback Focus: Have students write notes with headings that allow them to refer to their notes to recall key concepts.

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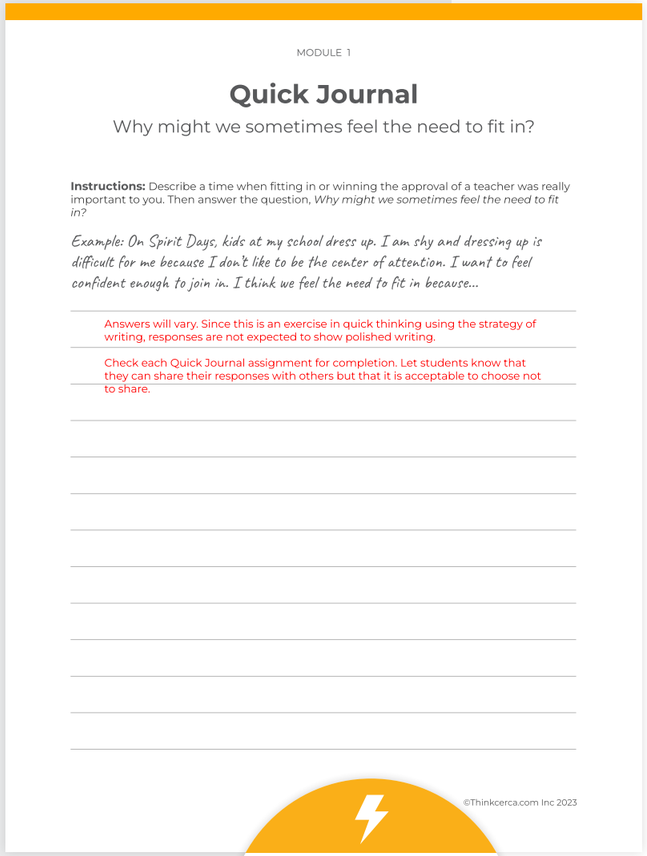
Quick Journal

Purpose: Make personal connections to the guiding question.

Teacher Tip: The guiding question found in the **Quick Journal** allows students to write about a brief personal experience and may serve as pre-writing for their portfolio assignment, a personal narrative.

See English Learner Guide for Support for Multilingual/English Language Learners: Specific words to consider for translation: *fitting in, culture, winning, approval.*

Support for Students with Exceptional Needs: An adjusted version of the **Quick Journal** activity is available in the **Student-Centered Learning Guide.**



MODULE 1

Quick Journal

Why might we sometimes feel the need to fit in?

Instructions: Describe a time when fitting in or winning the approval of a teacher was really important to you. Then answer the question, *Why might we sometimes feel the need to fit in?*

Example: On Spirit Days, kids at my school dress up. I am shy and dressing up is difficult for me because I don't like to be the center of attention. I want to feel confident enough to join in. I think we feel the need to fit in because...

Answers will vary. Since this is an exercise in quick thinking using the strategy of writing, responses are not expected to show polished writing.

Check each Quick Journal assignment for completion. Let students know that they can share their responses with others but that it is acceptable to choose not to share.

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Teacher Flex Activity:
When students have finished writing, encourage them to go back and add two specific details to their journals.

Quick Journal
Write 5 min

TEACHER WILL:	STUDENTS WILL:
• Introduce the **Quick Journal,** pointing out that it is a low-stakes writing opportunity with no requirements other than to write, filling as much of the page as possible. • Give students five minutes to write. Then ask them to turn to a partner and share what they feel comfortable sharing.	• Complete the **Quick Journal.** • Share the parts of their journals they feel comfortable sharing.

Feedback Focus: Provide informal feedback to students verbally, affirming the personal connection they make in their **Quick Journals** and reminding them to write without concern for correctness.

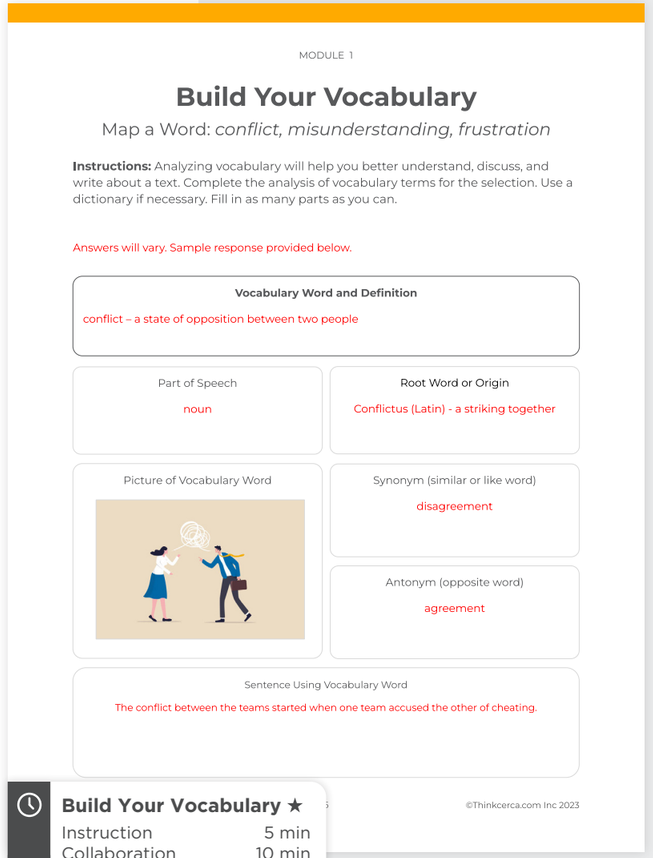
Build Your Vocabulary

Purpose: Understand key terms.

Teacher Tip: Teach students quick and effective transitions between activities. Have students practice the routine of moving from a whole class setup to a small group in under 30 seconds. Students can vote on their favorite transitional prompt such as a phone timer, snapping, or clapping.

Support for Students with Exceptional Needs: As students acquire new vocabulary, have them work with differentiated vocabulary lists based on needs, including sight words, Tier 1–3 vocabulary, and more advanced academic vocabulary.

See English Learner Guide for Support for Multilingual/English Language Learners: For supports for beginning, intermediate, and advanced English Language Learners.



MODULE 1

Build Your Vocabulary

Map a Word: *conflict, misunderstanding, frustration*

Instructions: Analyzing vocabulary will help you better understand, discuss, and write about a text. Complete the analysis of vocabulary terms for the selection. Use a dictionary if necessary. Fill in as many parts as you can.

Answers will vary. Sample response provided below.

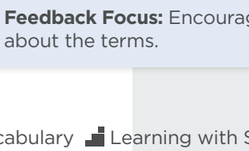
Vocabulary Word and Definition

conflict – a state of opposition between two people

Part of Speech: noun

Root Word or Origin: Conflictus (Latin) - a striking together

Picture of Vocabulary Word



Synonym (similar or like word): disagreement

Antonym (opposite word): agreement

Sentence Using Vocabulary Word

The conflict between the teams started when one team accused the other of cheating.

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Build Your Vocabulary ★
Instruction 5 min
Collaboration 10 min
Total 15 min

Explicit Vocabulary Strategy Instruction—Word Parts: Use the **Vocabulary Presentation Resources** to introduce the **Vocabulary Notebooks Routine** and the routine of **Building Your Vocabulary.** Ask: "What other words can you think of that begin with *mis-* or end with *-tion*? Discuss the possible meaning of the word part that connects the words students have generated. These are word parts that have meaning. We call them *morphemes. Morphology* is the study of word parts. Have students record the terms *morphemes* and *morphology* and the definitions in their **Vocabulary Notebooks**.

TEACHER WILL:	STUDENTS WILL:
• Introduce the **Build Your Vocabulary** task and review the example provided. • Organize students into small groups and assign them one or more words per group. • Assist each group in sharing their findings with the entire class.	• Review the example in the **Student Guide**. • Complete the note-taking task with peers for one or more of the terms. • Participate in a larger group debrief.

Feedback Focus: Encourage students to write complete definitions, examples, and other notes about the terms.

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Topic Overview

Purpose: Understand the topic overview.

Teacher Tip: Have students predict the ways that the main character, Rachel, struggles to stand up for herself. What are some positive ways a person can stand up against others?



Teacher Flex Activity:
Have students consider the ways in which a **Topic Overview** can be beneficial before reading a text.

Topic Overview
Read 2 min

Anticipation: Have students share anticipatory questions they have about the topic. Consider setting up a shared digital presentation for students to share questions, predictions, and images for the whole group. As they read, refer to the questions periodically as needed. Revisit the questions at the end of the reading. Ask students to compare their initial predictions or thoughts with what happened in the story.

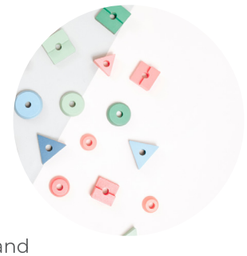
TEACHER WILL:	STUDENTS WILL:
• Have students preview the vocabulary words in blue prior to reading. • Review the **Topic Overview** and ask students to consider questions they have about the selection.	• Preview the vocabulary. • Read the **Topic Overview**, noting questions they may have about the topic.

Feedback Focus: Spot-check students' understanding of the **Topic Overview** by asking them to summarize the gist of it in their own words.

Support for Striving Readers: Background Knowledge: Provide a visual of nesting dolls for students.

Word Toss + Definition

In this fun game you will take turns "tossing" your vocabulary words to better understand them in-context.



How to play:

1. Form a circle of five peers and "toss" the Focus Words and definitions back and forth to each other, while pronouncing, repeating, and defining the words.
2. Repeat this process until you have caught, pronounced, and defined all of the Focus Words.

Vocabulary ★
Introduce Best Practice 5 min
Engage with Focus Words 10 min
Total 15 min

Learn New Vocabulary: Use the **Best Practices: Word Toss and Definition strategy**, which is designed to be fun and to give students an opportunity to get comfortable saying the words and the definitions to internalize these new terms. After they play, have students apply their knowledge of word parts to one word on the list to demonstrate how the meaning of each part of a word contributes to our understanding of its meaning. Example: *Mis-Under-Stand-Ing.*

TEACHER WILL:	STUDENTS WILL:
• Explain that students will form a circle of five peers and "toss" the **Focus Words** and definitions back and forth, giving each student an opportunity to pronounce the word, repeat it, and explain the definition. • Have students repeat this process until all of the **Focus Words** have been tossed, caught, and defined. • Have students use slide presentations for **Focus Words** activities and for review prior to module vocabulary checks.	• Form a circle of five peers and "toss" the **Focus Words** and definitions back and forth to each other, while pronouncing, repeating, and defining the words. • Repeat this process until they have caught, pronounced, and defined all of the **Focus Words**. • Use the slide presentation for **Focus Words** to engage with new vocabulary.

Feedback Focus: Check students' understanding by "tossing" a word to various students and listening for their responses to determine which students might benefit from additional support with vocabulary.

Support for Striving Readers: Key Academic Vocabulary Scaffold: Explain to students that a *simile* is a comparison between two things that uses like or as. Have students search for similes in the reading and discuss the similarities.

Vocabulary

Purpose: Acquire new vocabulary.

Focus Words

Alley (noun): small street or passageway between the backs of buildings

Coatroom (noun): small room that holds personal belongings

Emotional (adj.): having intense feelings

Misunderstanding (noun): failure to understand something accurately

Nonsense (noun): words that make no sense

Raggedy (adj.): worn out and threadbare

Rattling (adj.): bouncing around and making short knocking sounds

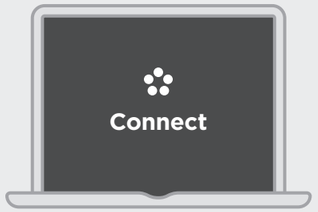
Tippy-tip (adj.): farthest possible place

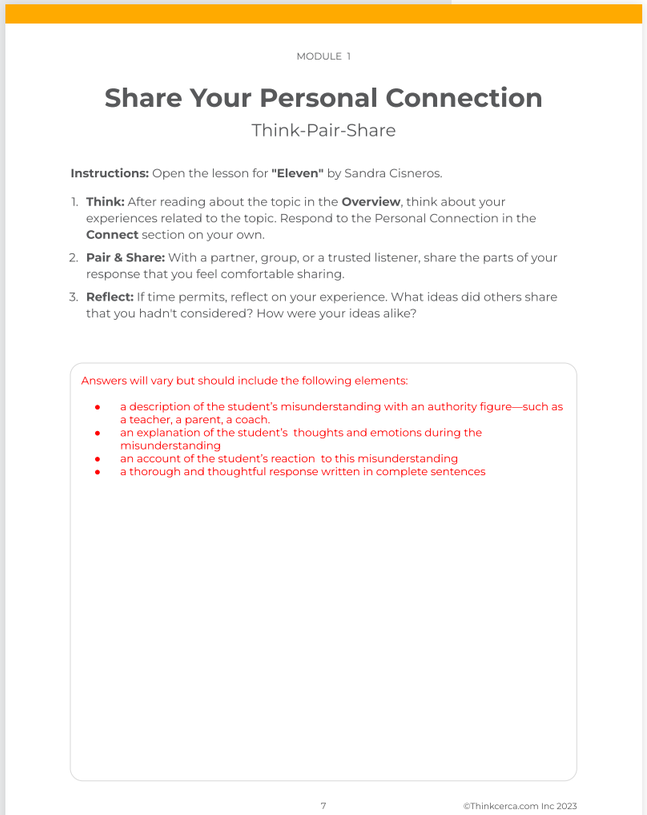
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Connect/Share Your Personal Connection

Purpose: Make personal connections.

Teacher Tip: Encourage students to include any details they remember as they write about their personal experiences.





MODULE 1

Share Your Personal Connection

Think-Pair-Share

Instructions: Open the lesson for **"Eleven"** by Sandra Cisneros.

1. **Think:** After reading about the topic in the **Overview**, think about your experiences related to the topic. Respond to the Personal Connection in the **Connect** section on your own.
2. **Pair & Share:** With a partner, group, or a trusted listener, share the parts of your response that you feel comfortable sharing.
3. **Reflect:** If time permits, reflect on your experience. What ideas did others share that you hadn't considered? How were your ideas alike?

Answers will vary but should include the following elements:

- a description of the student's misunderstanding with an authority figure—such as a teacher, a parent, a coach.
- an explanation of the student's thoughts and emotions during the misunderstanding
- an account of the student's reaction to this misunderstanding
- a thorough and thoughtful response written in complete sentences

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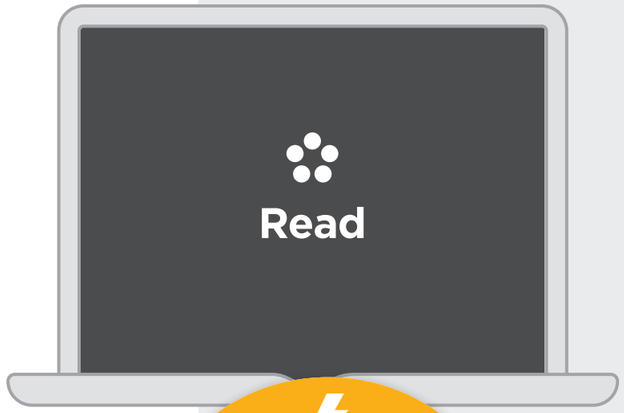
Connect/Share Your Personal Connection ★

Write	3 min
Pair and Share	2 min
Total	**5 min**

Speaking and Listening Toolkit—Introducing the Toolkit: Introduce the toolkit starting with the **Peer Collaboration** assessment tool in the **Speaking and Listening Toolkit**. As students engage in the collaboration, remind them that these are the characteristics of excellence that make the discussion more engaging and fruitful for everyone.

TEACHER WILL:	STUDENTS WILL:
• Encourage students to write freely without worrying about a "correct" response. • Facilitate students pairing with a peer and sharing what they feel comfortable sharing. • Provide time for students to reflect on similarities and differences in their peer's responses.	• Write freely and make personal connections to the text. • Share with a peer what they feel comfortable sharing. • Reflect on ideas that their peers share.

Feedback Focus: Encourage students to write freely without regard to conventions and use this as an opportunity to generate ideas for the culminating task.



Teacher Flex Activity:
Assign or have students self-direct themselves into groups of four, with each group member taking on a unique role: summarizer, questioner, clarifier, and predictor. Discuss each role and allow students to choose a role based on their personal preferences and strengths.

Read

Purpose: Comprehend the text.

See English Learner Guide for Support for Multilingual/English Language Learners: Allow for the use of bilingual glossaries and translation devices.

Support for Students with Exceptional Needs: Encourage students to listen to the selection and use technology-enabled tools for reading support.

Respond and Reteach: For students who are not yet able to read fluently, use **Choral Reading** to improve rate, accuracy, and expression by reading together aloud in unison.

Read ★
Read and Pause and Reflect 20 min

Just the Facts: As students begin reading texts in this unit, have them look for multiple levels of meaning, beginning with the literal meaning of a text using the 5Ws using a familiar story, such Aesop's fable "The Tortoise and the Hare". Ask questions to guide students through events of the story: "Who are the characters? What happens in the beginning, middle, and end? Where does the story take place?" and so on. Encourage students to reflect back on their original questions before reading to see if their questions have been answered.

TEACHER WILL:	STUDENTS WILL:
• Show students how to use the self-help tools built into the technology. • Encourage students to preview the questions at the end of the selection and leverage the scaffolds and tools to access the text. • Model who, what, where, when, why strategies and show how it helps readers comprehend explicit information that is presented in a straightforward way. Students may also revisit their anticipation from the **Topic Overview** to see what questions have been answered and what new ones have arisen.	• Preview the questions at the end of the selection and use the self-help tools to access the text. • Look for examples of the literal meaning based on the 5Ws and, as time allows, reflect on questions they had prior to reading and new questions.

Feedback Focus: Circulate and spot-check students' comprehension of the text.

Support for Striving Readers: Choral Reading: Support striving readers in a whole group setting by reading aloud in unison. Reading aloud together provides students with a low-stakes opportunity to practice reading to improve prosody and fluency, while supporting one another.

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Share Your Reflections

Purpose: Comprehend the text.

Pause and Reflect Questions:

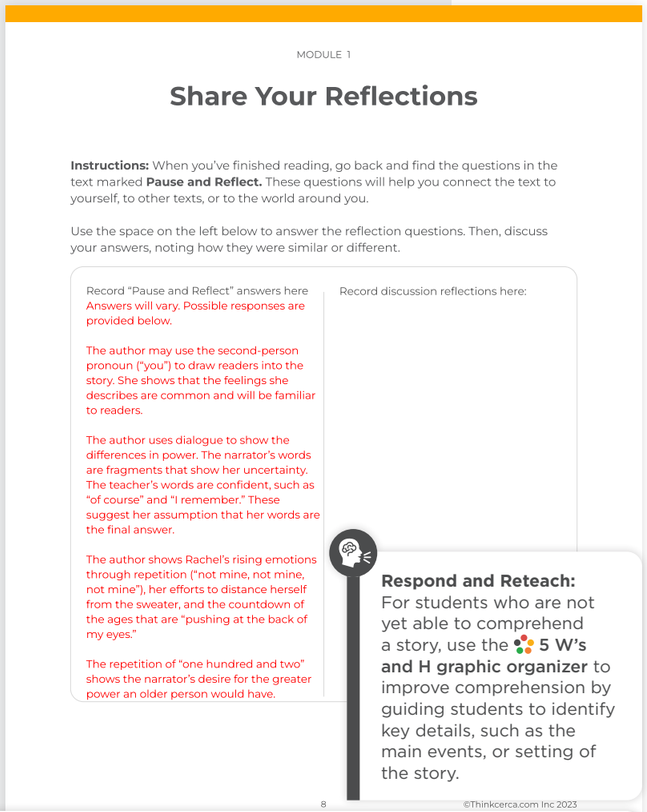
Why do you think the author uses the second-person "you" in the beginning of her memoir? **(Depth of Knowledge 2: Skill/Concept)**

How does the author use dialogue to show the difference in power between the teacher and Rachel? **(Depth of Knowledge 2: Skill/Concept)**

What techniques does the author use to show how Rachel's emotions are building to the breaking point? **(Depth of Knowledge 2: Skill/Concept)**

Why do you think that at the end, the author has Rachel repeat her wish that she was one hundred and two? **(Depth of Knowledge 2: Skill/Concept)**

Share Your Reflections
Pair and Share 10 min



MODULE 1

Share Your Reflections

Instructions: When you've finished reading, go back and find the questions in the text marked **Pause and Reflect.** These questions will help you connect the text to yourself, to other texts, or to the world around you.

Use the space on the left below to answer the reflection questions. Then, discuss your answers, noting how they were similar or different.

Record "Pause and Reflect" answers here
Answers will vary. Possible responses are provided below.

The author may use the second-person pronoun ("you") to draw readers into the story. She shows that the feelings she describes are common and will be familiar to readers.

The author uses dialogue to show the differences in power. The narrator's words are fragments that show her uncertainty. The teacher's words are confident, such as "of course" and "I remember." These suggest her assumption that her words are the final answer.

The author shows Rachel's rising emotions through repetition ("not mine, not mine, not mine"), her efforts to distance herself from the sweater, and the countdown of the ages that are "pushing at the back of my eyes."

The repetition of "one hundred and two" shows the narrator's desire for the greater power an older person would have.

Record discussion reflections here:

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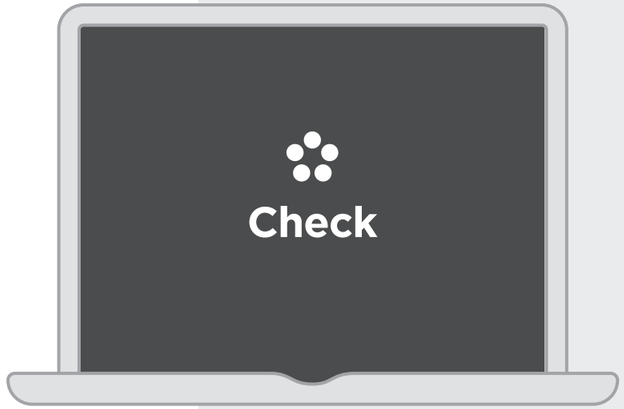
Respond and Reteach: For students who are not yet able to comprehend a story, use the **5 W's and H graphic organizer** to improve comprehension by guiding students to identify key details, such as the main events, or setting of the story.

Speaking and Listening Toolkit—Using Evidence to Build on Others' Ideas: As students engage in the "**Pause and Reflect**" activity, explain that recording questions from the text before sharing their reflections with their audience helps them explore the text they are reading together, rather than simply sharing their point of view about the topic without deeper engagement with the text. Emphasize that the point of the experience is to build knowledge together, speak respectfully, and listen attentively. Demonstrate how they will improve their contributions by grounding their reflections in the text by modeling your thinking about a specific piece of text.

Reteach: Circulate and spot-check students' comprehension of the text by observing groups and asking students to share their initial responses to the **Pause and Reflect** questions. Reinforce the 5Ws for individuals, groups, or the whole class for students who are struggling with comprehension of the story.

TEACHER WILL:	STUDENTS WILL:
• Assist students in switching between the **Pause and Reflect** questions online and recording their responses in the **Student Guide**. • Facilitate pairs or small groups for students to discuss their responses. • Remind them to record their discussion reflections in the **Student Guide**.	• Record their responses to the **Pause and Reflect** questions in the **Student Guide**. • Discuss their responses with peers.

Feedback Focus: As students discuss their responses to the **Pause and Reflect** questions, listen for connections they make to the text, to other texts, or to the world around them.



Teacher Flex Activity:
When more than 30% of students do not answer an item correctly, analyze the item with the group and clear up any misconceptions they may have.

Check

Purpose: Comprehend the text.

Teacher Tip: Use the Reset feature to allow multiple attempts.

Gifted and Talented Enrichment Opportunity—*Advanced Evaluation*: Have students take a closer look at the simile: "But when the sick feeling goes away and I open my eyes, the red sweater's still sitting there like a big red mountain."

Challenge students to defend the author's choice of figurative language with textual evidence or suggest an alternative simile to enhance the author's expression of emotions.

This can be done independently or as a Paired Argument Building Activity.

Respond and Reteach: For students who are not yet able to comprehend a text, use **Verify Your Answer** to enhance comprehension by having them locate phrases and details that support their answer choices.

Check ★ 7 min

Untimed Practice with Check Questions: Use this first reading assessment as an opportunity to practice answering multiple choice questions and navigating the Check feature. Have students complete the Check at their own pace without timing them. Allow them to refer to the text and complete the questions without concern for their grade. Use this time to ask any questions they have about the tool.

TEACHER WILL:	STUDENTS WILL:
• Instruct students to complete the multiple-choice comprehension questions, submitting after they feel confident in their answers.	• Answer the multiple-choice comprehension questions.

Feedback Focus: Encourage students to reflect on why their answers are correct or incorrect, using evidence from the text.

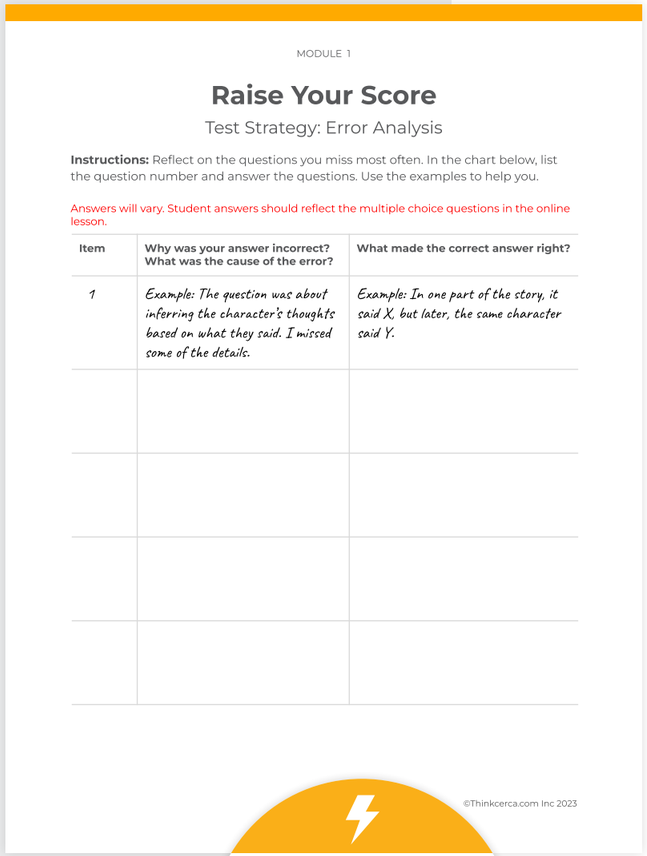
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Raise Your Score: Error Analysis

Purpose: Strengthen knowledge and skill in test-taking strategies.

Teacher Tip: After students have completed the error analysis, have them think about one tip they can use for the next assessment based on their incorrect answers and their reflections.

Support for Students with Exceptional Needs: An adjusted version of **Raise Your Score** is available in the **Student-Centered Learning Guide.**



MODULE 1

Raise Your Score

Test Strategy: Error Analysis

Instructions: Reflect on the questions you miss most often. In the chart below, list the question number and answer the questions. Use the examples to help you.

Answers will vary. Student answers should reflect the multiple choice questions in the online lesson.

Item	Why was your answer incorrect? What was the cause of the error?	What made the correct answer right?
1	*Example: The question was about inferring the character's thoughts based on what they said. I missed some of the details.*	*Example: In one part of the story, it said X, but later, the same character said Y.*

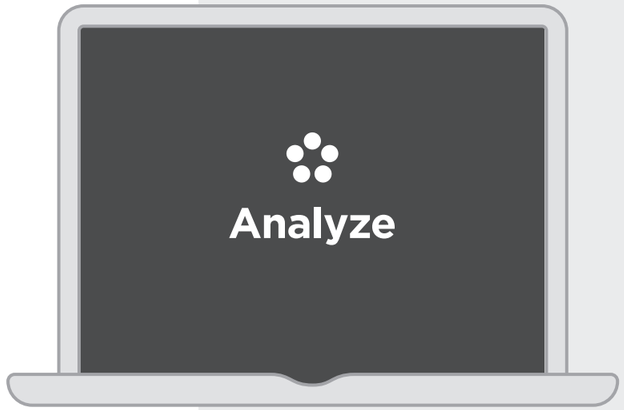
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Teacher Flex Activity:
Encourage students to reflect on the techniques they have learned, and how they can use them when they encounter difficult questions on a test.

Raise Your Score
Review and Practice 10 min

TEACHER WILL:	STUDENTS WILL:
• Have students analyze why they chose incorrect answers by conducting an error analysis.	• Check their comprehension and practice the test prep strategy: Error Analysis.

Feedback Focus: Check students' understanding by asking them to share examples of their corrected answers.



Analyze

Purpose: Analyze how an author uses descriptive details and evidence in a literary text.

Teacher Tip: Students may work together to complete the activity, but each student should record their highlighting and annotations online for later steps.

Annotating and Close Reading: Model close reading—annotating the passage in the **Student Guide** by highlighting or underlining a key phrase, a word, or a sentence that shows Rachel's internal thoughts that are reflected in her external actions. Model making a note about what these actions show about Rachel's feelings about herself, her teacher, and her situation. Have them continue to annotate the passage, either independently or in small groups, taking notes in the margins.

Analyze ★ 15 min

Visualization: Refer students to the phrase in the text, *...like the part of me that is three.* Model a think aloud: "This makes me picture someone who cries or is upset like a small child. I wonder if she is holding back her tears, or is upset because she thinks she is acting like a baby?" To help students make inferences, continue thinking aloud Rachel's more complex feelings throughout the story, providing insight and models of visualization as needed.

Analyzing: Before students begin rereading the selection and using the analyzing tool, model highlighting and annotating with the analyzing tool. Read the first highlight and annotate the prompt, then highlight *Mrs. Price takes the sweater and puts it right on my desk, but when I open my mouth nothing comes out.* Model using the annotation tool. Write: *She is unable to speak because she is so nervous.* Explain to students that their notes should explain why the evidence supports the claim, and that they can use both the highlights and the notes as evidence and reasoning as they draft their responses at the end of the module. As students complete analyzing, walk around the room to check that students are taking the time to explain and support their evidence in the notes. Correct any misconceptions or confusion about the tool before moving on to the next step.

TEACHER WILL:	STUDENTS WILL:
• Read the highlighting and annotation prompts with students, and have them complete a second, closer reading of the entire passage.	• Follow the highlighting and annotation prompts to complete a close reading of the text.

Feedback Focus: Encourage students to limit highlights to a single sentence and to write annotations in complete sentences.

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Apply Your Learning

Purpose: Analyze how an author uses descriptive details and evidence in a literary text.

Direct Instruction: Citing Evidence to Write About Literary Texts (Review)

See English Learner Guide for Support for Multilingual/ English Language Learners: Specific words to consider for translation: *cite, evidence, literary texts, narrator, internal, thoughts, feelings.*

Support for Students with Exceptional Needs: An adjusted version of this activity is available in the **Student-Centered Learning Guide**.

Model Your Thinking: "I know I will be reflecting on the evidence in the passage, paying attention to how the narrator's external actions reveal her internal thoughts and feelings. First, I will read the passage. Then I will find two pieces of evidence that show what the narrator's actions reveal."

MODULE 1

Apply Your Learning

Citing Evidence to Write About Literary Texts

Instructions: After reviewing **Citing Evidence to Write About Literary Texts** as a group, apply your learning to the close reading.

Read the passage:

> I don't know why but all of a sudden I'm feeling sick inside, like the part of me that's three wants to come out of my eyes, only I squeeze them shut tight and bite down on my teeth real hard and try to remember today I am eleven, eleven. Mama is making a cake for me for tonight, and when Papa comes home everybody will sing Happy Birthday, Happy Birthday to you.
>
> But when the sick feeling goes away and I open my eyes, the red sweater's still sitting there like a big red mountain. I move the red sweater to the corner of my desk with my ruler. I move my pencil and books and eraser as far from it as possible. I even move my chair a little to the right. Not mine, not mine, not mine. In my head I'm thinking how long till lunchtime, how long till I can take the red sweater and throw it over the schoolyard fence, or leave it hanging on a parking meter, or bunch it up into a little ball and toss it in the alley.

In this excerpt, Cisneros details the narrator's emotional reaction when her teacher mistakenly gives her a sweater that is not hers. Identify two pieces of evidence that help you better understand how the narrator's external actions reveal her internal thoughts and feelings about the misunderstanding between her and her teacher. You will use this evidence as you respond and write about this text.
Answers will vary. Sample responses are provided below.

Reflect on the Evidence	
Evidence #1:	*What do the narrator's actions reveal about her internal thoughts and feelings in this piece of evidence?*
"That's not, I don't, you're not...Not mine." I finally say in a little voice that was maybe me when I was four.	The narrator stammers a few fragments that are not complete thoughts. This dialogue shows that she is uncertain, intimidated, and powerless as she faces her teacher's authority and power.
Evidence #2:	*What do the narrator's actions reveal about her internal thoughts and feelings in this piece of evidence?*
I move the red sweater to the corner of my desk with my ruler. I move my pencil, books and eraser as far from it as possible. I even move my chair a little to the right.	The narrator wants to distance herself from the sweater that is not hers and that reminds her of her powerlessness and disappointment. She physically moves the sweater to the edge of the desk, and then she moves all of the things that are hers away from it, including her chair, to create a barrier between what she accepts and what she does not.

Apply Your Learning ★
Practice Applying 12 min

Show and Tell—Paraphrase, Summary, Quote: Ask students to share their annotations about the narrator's external actions and how they reveal her internal feelings in the passage. Then, use the annotations to model how to summarize (*The narrator's actions show her frustration and powerlessness when she closes her eyes and clenches her teeth to prevent herself from crying, pushes the sweater with her ruler, and moves all of her things and her chair as far away as she can.)* Next, paraphrase a line. (*She thinks about the cake her mother will make for her birthday and how everyone will sing to her when her father comes home.*). Finally, select text that captures the actions of the narrator and describe the feelings behind the narrator's actions. As students read the first narrative text of the unit, "Eleven," ask them to identify examples that support the narrator's perception of her birthday.

TEACHER WILL:	STUDENTS WILL:
• Review the **Direct Instruction** with students as needed. • Ask students to annotate the passage, using the extra space in each margin to note examples of the narrator's external actions and what they reveal about her thoughts. • Have students hear the prompts out loud before they begin working.	• Review the **Direct Instruction** as needed. • Complete the prompts individually or collaboratively.

Feedback Focus: Circulate to spot-check student work and make note of challenging prompts for students to review as a class.

Sharpen Your Sentences: Expand the Sentence

Purpose: Strengthen knowledge and skill in expanding sentences.

Teacher Tip: Ask students to make a list of words that they have used previously to expand sentences in their writing.

Teacher Tip: Have students choose a sentence from their previous classwork and expand it using *but*, *because*, or *so*.

See English Learner Guide for Support for Multilingual/English Language Learners: Specific words to consider for translation: *expand, frustration, incorporate, analysis, describe.*

Support for Students with Exceptional Needs: An adjusted version of **Sharpen Your Sentences** is available in the **Student-Centered Learning Guide.**

MODULE 1

Sharpen Your Sentences

Expand the Sentence

In the story, the narrator describes her inner frustration with her teacher. Practice expanding on these descriptions in your own writing.

Instructions: Expand the sentence by adding a *but, because,* and *so* statement. You can incorporate these sentences into your analysis when you write your one-paragraph CERCA. As you write, you can always apply the *but, because, so* technique to expand your sentences. Answers will vary. Sample responses are provided below.

In the story, the narrator describes her inner frustration with her teacher,	but In the story, the narrator describes her inner frustration with her teacher, but she obeys her teacher and silently submits to the sweater she knows is not hers.
In the story, the narrator describes her inner frustration with her teacher	because In the story, the narrator describes her inner frustration with her teacher because her teacher does not listen to her or trust that she would know her own clothes.
In the story, the narrator describes her inner frustration with her teacher,	so In the story, the narrator describes her inner frustration with her teacher, so readers understand how she is feeling and how her emotions are building as the day progresses.

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Sharpen Your Sentences ★
Practice 13 min

Using Conjunctions: This activity asks students to expand three sentences by using the conjunctions, *but, because,* and *so*. Begin by going over the conjunctions, which are words used to connect clauses, and how they function in expanding sentences. Then, model with example sentences: *I love English class, but it requires a lot of homework. I love English class, because my teacher is awesome. I love English class, so I usually have good grades in that class.* Explain how *but* introduces a conflicting idea, *because* introduces the cause of the preceding statement, and *so* introduces the effect of the preceding idea. Explain how this activity asks students to elaborate on this element of the text by expanding on this particular statement by using these three conjunctions. Students then complete the three prompts. Upon completing this work, have at least three students share their favorite completed sentences and discuss how the conjunctions connect and expand ideas.

TEACHER WILL:	STUDENTS WILL:
• Explain that students will practice expanding sentences using the conjugations *but*, *because*, and *so*.	• Practice expanding sentences with *but*, *because*, and *so*.

Feedback Focus: Check students' understanding by asking them to share their favorite sentences.

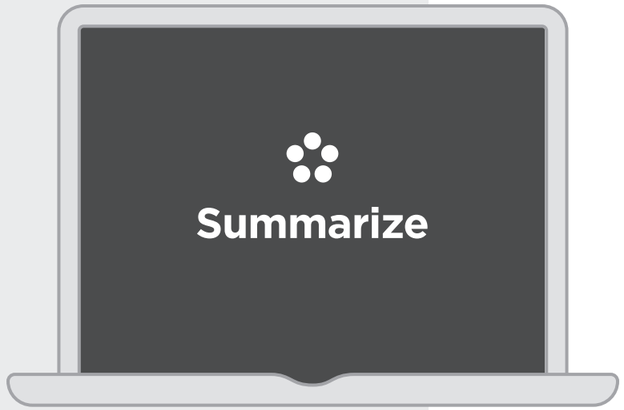
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Summarize

Purpose: Summarize the text.

Teacher Tip: Students may work together to complete the activity, but each student should record their summaries online so they are available for later steps.

Informal Reading Assessment: As students complete their summaries, they are learning an important writing skill; however, they are also providing an artifact that shows their comprehension. Use this data point to talk with students about their reading comprehension.



Respond and Reteach: For students who are not yet able to identify the main points of a story, use the **3, 2, 1 summarizing** strategy to improve comprehension by helping them capture key elements of the story.

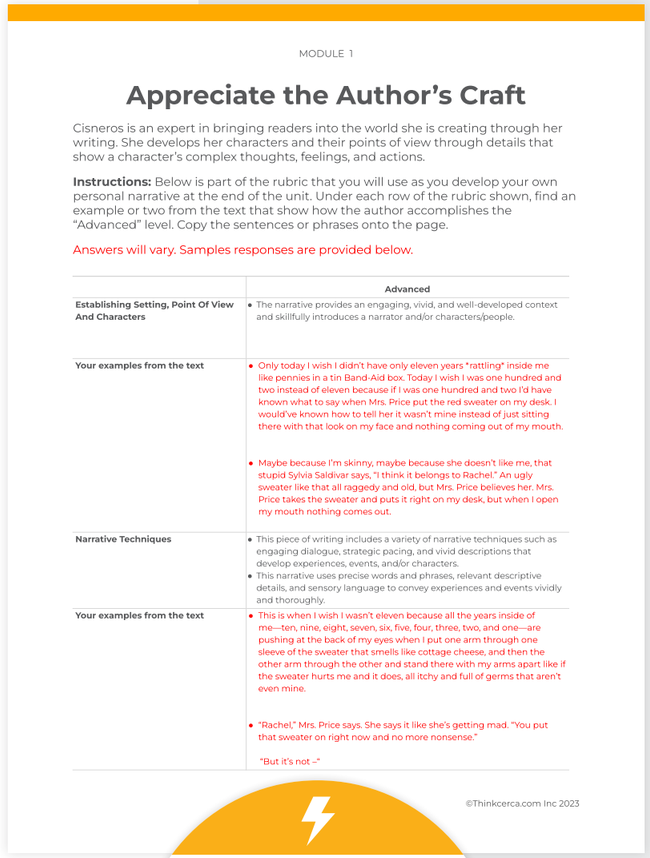
Teacher Flex Activity:
Have students compare summaries before writing a combined summary that captures the main ideas.

Summarize ★ 7 min

Three-Sentence Summary: Have students practice summarizing using 5Ws with a partner. Together, have students agree on the most important details of the text. Model a three-sentence summary based on the beginning, middle, and end of the story. Start by showing students how to summarize the beginning of the story in a single sentence, and model the use of the online sentence frames: Rachel is sad at school on her birthday and her day gets worse when the teacher and another student embarrass her by making her wear an ugly sweater.

TEACHER WILL:	STUDENTS WILL:
• Introduce the optional sentence frames online that students can use as they summarize the reading. • Model summarizing.	• Summarize the reading with the optional support of sentence frames. • Summarize the main ideas of the text in three sentences.

Feedback Focus: Assess student comprehension by asking students to share the most important details from their summaries.



MODULE 1

Appreciate the Author's Craft

Cisneros is an expert in bringing readers into the world she is creating through her writing. She develops her characters and their points of view through details that show a character's complex thoughts, feelings, and actions.

Instructions: Below is part of the rubric that you will use as you develop your own personal narrative at the end of the unit. Under each row of the rubric shown, find an example or two from the text that show how the author accomplishes the "Advanced" level. Copy the sentences or phrases onto the page.

Answers will vary. Samples responses are provided below.

	Advanced
Establishing Setting, Point Of View And Characters	• The narrative provides an engaging, vivid, and well-developed context and skillfully introduces a narrator and/or characters/people.
Your examples from the text	• Only today I wish I didn't have only eleven years *rattling* inside me like pennies in a tin Band-Aid box. Today I wish I was one hundred and two instead of eleven because if I was one hundred and two I'd have known what to say when Mrs. Price put the red sweater on my desk. I would've known how to tell her it wasn't mine instead of just sitting there with that look on my face and nothing coming out of my mouth. • Maybe because I'm skinny, maybe because she doesn't like me, that stupid Sylvia Saldivar says, "I think it belongs to Rachel." An ugly sweater like that all raggedy and old, but Mrs. Price believes her. Mrs. Price takes the sweater and puts it right on my desk, but when I open my mouth nothing comes out.
Narrative Techniques	• This piece of writing includes a variety of narrative techniques such as engaging dialogue, strategic pacing, and vivid descriptions that develop experiences, events, and/or characters. • This narrative uses precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events vividly and thoroughly.
Your examples from the text	• This is when I wish I wasn't eleven because all the years inside of me—ten, nine, eight, seven, six, five, four, three, two, and one—are pushing at the back of my eyes when I put one arm through one sleeve of the sweater that smells like cottage cheese, and then the other arm through the other and stand there with my arms apart like if the sweater hurts me and it does, all itchy and full of germs that aren't even mine. • "Rachel," Mrs. Price says. She says it like she's getting mad. "You put that sweater on right now and no more nonsense." "But it's not –"

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Teacher Flex Activity:
Have students reflect on their previous classwork writing and implement a narrative technique to establish a descriptive setting, a strong point of view, or a character. Have students write two sentences to include in their personal narratives.

Appreciate the Author's Craft

Purpose: Analyze an author's narrative techniques to establish setting, point of view, and characters.

Teacher Tip: After students have recorded their examples from the text, have them circle a word or phrase that they think is particularly powerful.

See English Learner Guide for Support for Multilingual/English Language Learners: Specific words to consider for translation: *point of view, complex, rubric, personal narrative, technique, dialogue, strategic, pacing, precise, relevant, sensory.*

Appreciate the Author's Craft
Take Notes 5 min

TEACHER WILL:	STUDENTS WILL:
• Explain that students will review the rubric they will use at the end of the unit and find examples of excellence in the selection.	• Practice expanding sentences with *but*, *because*, and *so*.

Feedback Focus: Circulate to spot-check students' ability to identify models of excellence in the text.

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Develop/Share Your Plan

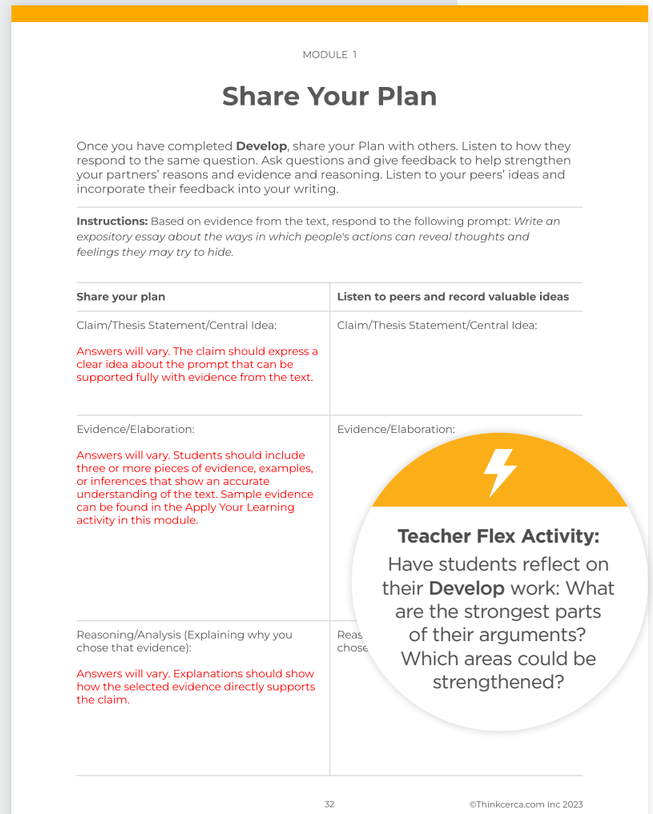
Purpose: Support a claim with evidence and reasoning both verbally and in writing.

Support for Students with Exceptional Needs: An adjusted version of the **Share Your Plan** activity is available in the **Student-Centered Learning Guide**.



Develop/Share Your Plan ★

Develop	20 min
Share Plan	10 min
Total	**30 min**



MODULE 1

Share Your Plan

Once you have completed **Develop**, share your Plan with others. Listen to how they respond to the same question. Ask questions and give feedback to help strengthen your partners' reasons and evidence and reasoning. Listen to your peers' ideas and incorporate their feedback into your writing.

Instructions: Based on evidence from the text, respond to the following prompt: *Write an expository essay about the ways in which people's actions can reveal thoughts and feelings they may try to hide.*

Share your plan	Listen to peers and record valuable ideas
Claim/Thesis Statement/Central Idea: Answers will vary. The claim should express a clear idea about the prompt that can be supported fully with evidence from the text.	Claim/Thesis Statement/Central Idea:
Evidence/Elaboration: Answers will vary. Students should include three or more pieces of evidence, examples, or inferences that show an accurate understanding of the text. Sample evidence can be found in the Apply Your Learning activity in this module.	Evidence/Elaboration:
Reasoning/Analysis (Explaining why you chose that evidence): Answers will vary. Explanations should show how the selected evidence directly supports the claim.	Reas chose

Teacher Flex Activity:
Have students reflect on their **Develop** work: What are the strongest parts of their arguments? Which areas could be strengthened?

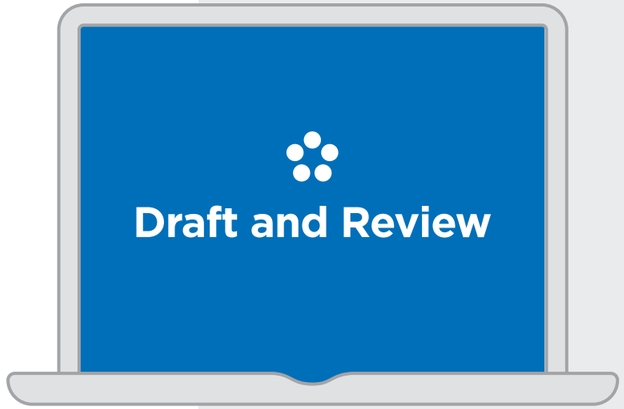
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Speaking and Listening Toolkit—Pose and Respond to Questions: Model how students will listen carefully to their peers as they share their plans and respectfully pose questions versus suggestions with the goal of helping their peers improve their plans. Then, model how students will receive and consider their peers' feedback to determine what feedback will help them to enhance their plans: "I heard you say that you used x as your evidence from the text to support your claim. I would like to understand why you chose that evidence. How might you explain why this evidence supports your claim to improve your plan?" and "Thank you for posing that question. I will consider how to answer your question to improve my plan."

TEACHER WILL:	STUDENTS WILL:
• Explain to students that their claims should answer all aspects of the prompt, provide a clear focus for the writing, and present the points they will cover in their writing. • Remind students to provide at least two reasons to support the claim. • Explain to students that no reason can be submitted without supporting evidence and that no evidence can be provided without an explanation of reasoning. • Guide students in sharing their plans with peers.	• Create a clear claim and support it with at least two reasons and supporting evidence. • Share their drafts with peers.

Feedback Focus: Check in with students to ensure their claims are supported with at least two reasons.



Draft and Review

Purpose: Draft, edit, proofread, and revise writing.

Support for Students with Exceptional Needs:

Support students' writing with predictive spelling, speech to text, voice to text, or dictation.

Encourage students to expand each paragraph/section in the copy and paste outline from the previous step as needed.

See English Learner Guide for Support for Multilingual/English Language Learners: Allow for the use of bilingual glossaries, options for recording responses, and translation devices.

Support student spelling and mechanics through automatic spelling and grammar checks, and predictive spelling.

Teacher Tip: At least one evidence-based response with teacher feedback is highly recommended per month.

Best Practices: Targeted **Direct Instruction** and Skills Practice can be assigned at 10 levels to meet students at their current level and support their growth.

Draft and Review

Draft	20 min
Review/Revise	15 min
Total	**35 min**

Automated Feedback and Scoring: During the **Draft** step, students can take advantage of automated feedback on grammar, usage, mechanics, punctuation, and spelling. After students complete their best first draft, they can move to the **Review** stage and take advantage of ThinkCERCA's automated feedback which provides nurturing and actionable feedback. Encourage students to understand that generative AI is not always perfect and they are the authors of the piece, so they should choose whether or not to act on the feedback provided and feel ownership of their own writing. Their writing is a window into their thoughts and they should be courageous in thinking their own original thoughts!

Application of New Vocabulary: Assess student understanding of their words by encouraging them to reference the synonyms and antonyms generated in the **Build Your Vocabulary** task as they complete other writing tasks related to this selection and others in the unit. Have students record the definitions of synonyms and antonyms of **Focus Words** in their **Vocabulary Notebook**.

TEACHER WILL:	STUDENTS WILL:
• Have students drop their drafts into the drafting space and develop their writing.	• Develop a full draft of an evidence-based multi-paragraph response to the prompt.

Feedback Focus: Encourage students to share different aspects of their drafts to ensure they have included a strong claim, supportive reasons, and evidence.

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Module 2



Fish Cheeks

by Amy Tan (Personal Narrative)

3-4 Sessions
(50-minute sessions)

1- Sessions
(90-minute sessions)

Guiding Question:

Why might we sometimes feel the need to separate from our family identities as we grow?

Lesson Summary

“Fish Cheeks” is a personal narrative by Amy Tan, in which she recounts an experience from her teenage years. The story revolves around a Christmas Eve dinner when Amy’s crush, Robert, and his family come over for dinner at her house.

★ Essential Prompt: Narrative Writing

Using the opening of “Fish Cheeks” as a model, write the exposition of a narrative based on a real or imagined character. You may use this to kickstart your thinking: “On the first day of [choose a particular time of year or a holiday season], [character] [character’s main feeling or key action to kick off the story].” Imagine this as a movie trailer; each step of the exposition should hint at what is to come at the beginning, middle, and end while introducing the setting, the character, and the main problem of the story.

Optional Prompt: Argumentative Evidence-Based Writing

Write an argumentative essay about the specific kinds of imagery the author uses to communicate the tension that the narrator feels about her cultural identity.

Teach Academic Writing Skills with Direct Instruction	**Analyzing Imagery in a Personal Narrative** Students will also learn how to identify examples of imagery through the **Direct Instruction** lesson, **Analyzing Imagery in a Personal Narrative.** As they identify and analyze the use of sensory details, vivid descriptions, and figurative language, they will be able to enhance their personal narratives, enrich their reader’s experience, and create a more vivid and engaging personal narrative. **Using Pronouns** The **Direct Instruction**, **Using Pronouns,** introduces students to the multiple functions and importance of pronouns and how they function in a sentence. Use the **Language and Style Toolkit** with accompanying reference guides to review these rules and concepts with students. For this module, students focus on how to use case pronouns. In Module 4, students will practice the use of intensive pronouns. **Organizing Narrative Writing** The **Direct Instruction** lesson in Module 2, Organizing Narrative Writing, introduces students to the importance of a narrative plot’s structure. Students will consider their audience, the last element of the CERCA framework, as they complete writings within the module and plan for their culminating portfolio pieces. Support students in identifying the beginning, middle, and end of “Fish Cheeks” as they read. Focus students on completing the narrative arc and labeling the distinct parts of the plot.
Learning Objective	Students will understand the use of imagery in a literary text and be able to analyze the use of imagery to develop a character and the conflict the narrator feels in a personal narrative.
Rationale	While reading this story about the impact of family on identity, students will conduct an analysis of the personal narrative genre, highlighting and annotating to examine the importance of including imagery and descriptive details. Students then create a response to the text in which they convey their interpretation of the author’s choices based on their analyses.

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3-4 Sessions
(50-minute sessions)

1-2 Sessions
(90-minute sessions)

Fish Cheeks

by Amy Tan (Personal Narrative)

Learning Objective: Students will understand the use of imagery in a literary text and be able to analyze the use of imagery to develop a character and the conflict the narrator feels in a personal narrative.

Direct Instruction: Analyzing Imagery in a Personal Narrative; Using Pronouns; Organizing Narrative Writing

How to Customize Modules Based on Your Students and Schedule: Customize your students' experiences to include **all essential tasks marked with a star** and to incorporate the other literacy options in each module as time permits.

Start Here

Direct Instruction★

Teachers facilitate the **Direct Instruction** lesson, and students complete the assessment.



Quick Journal

Students will make personal connections to the guiding question.

R

Read ★

Students will complete an initial reading of the text.

W

Topic Overview and Vocabulary ★

Students will consider the **Topic Overview** and engage with the vocabulary through a ThinkCERCA Vocabulary Best Practice activity.



V

Build Your Vocabulary★

Students will research key vocabulary to build schema and understand concepts related to the theme.

R

Connect★ and Share Your Personal Connection★



Students will write freely and make personal connections to the text.

R

Check ★

Students will take a brief assessment that supports comprehension and analysis of the text.

S



Share Your Reflections

Students will process the text in smaller chunks, stopping to reflect on targeted questions designed to support comprehension.

R

Analyze ★

Students will highlight and annotate the text.

R



Apply Your Learning★

Students will apply the **Direct Instruction** lesson to specific prompts about the text.

W

Summarize ★

Students will summarize the text with sentence frames as needed.



Write to Impress: Use Case Pronouns ★

Students will practice a targeted language skill to apply to their writing.

W

R



Appreciate the Author's Craft

Students will analyze how an author uses narrative techniques.



Share Your Plan ★

Students will share their writing with a peer to provide and receive feedback.

W

Develop ★

Students will create a clear claim and support it with at least two reasons and supporting evidence.

S

W

Draft ★

Students will fully develop an evidence-based response to the prompt.

W

Review ★

Students will revise and proofread their drafts before submitting the final version for feedback.

For Proven Results:
Students should complete at least one evidence-based response per unit with feedback.

★ **Essential**

R Reading · W Writing · S Speaking and Listening · V Vocabulary · L Language · M Multimedia · E Executive Function · Assessment

See the English Learner Guide **in this module** for editable, leveled supports and implementation guidance for beginning, intermediate, and advanced multilingual English Learners.

Teacher-Led · Paired · Online · Individual · Small Group · Offline

R Preview Key Concepts and Skills

Title: "Fish Cheeks" by Amy Tan

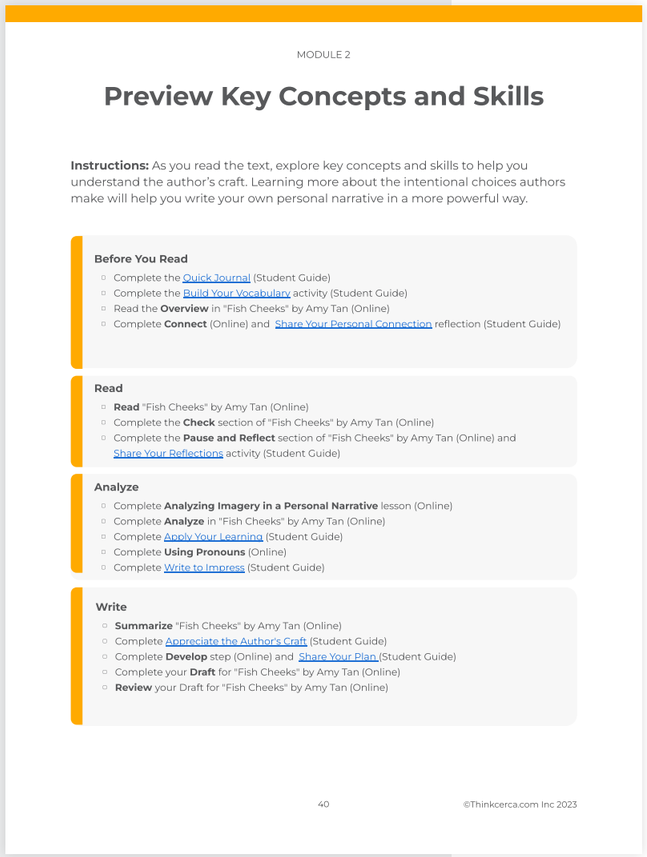
Guiding Question: Why might we sometimes feel the need to separate from our family identities as we grow?

Lesson Summary: "Fish Cheeks" is a personal narrative by Amy Tan, in which she recounts an experience from her teenage years. The story revolves around a Christmas Eve dinner when Amy's crush, Robert, and his family come over for dinner at her house.

Lesson Objective: Understand the use of imagery in a literary text and be able to analyze the use of imagery to develop a character and conflict in a personal narrative.

See English Learner Guide for Support for Multilingual/English Language Learners: Specific words to consider for translation: *explore, concepts, intentional, narrative, powerful.*

Support for Students with Exceptional Needs: These modules can be found in the **Foundational Reading and Linguistics Course** in the Courses tab. As students increase their mastery, some may benefit from engaging in only one or more parts of a module.



MODULE 2

Preview Key Concepts and Skills

Instructions: As you read the text, explore key concepts and skills to help you understand the author's craft. Learning more about the intentional choices authors make will help you write your own personal narrative in a more powerful way.

Before You Read
- Complete the Quick Journal (Student Guide)
- Complete the Build Your Vocabulary activity (Student Guide)
- Read the **Overview** in "Fish Cheeks" by Amy Tan (Online)
- Complete **Connect** (Online) and Share Your Personal Connection reflection (Student Guide)

Read
- **Read** "Fish Cheeks" by Amy Tan (Online)
- Complete the **Check** section of "Fish Cheeks" by Amy Tan (Online)
- Complete the **Pause and Reflect** section of "Fish Cheeks" by Amy Tan (Online) and Share Your Reflections activity (Student Guide)

Analyze
- Complete **Analyzing Imagery in a Personal Narrative** lesson (Online)
- Complete **Analyze** in "Fish Cheeks" by Amy Tan (Online)
- Complete Apply Your Learning (Student Guide)
- Complete **Using Pronouns** (Online)
- Complete Write to Impress (Student Guide)

Write
- **Summarize** "Fish Cheeks" by Amy Tan (Online)
- Complete Appreciate the Author's Craft (Student Guide)
- Complete **Develop** step (Online) and Share Your Plan (Student Guide)
- Complete your **Draft** for "Fish Cheeks" by Amy Tan (Online)
- **Review** your Draft for "Fish Cheeks" by Amy Tan (Online)

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Preview Key Concepts and Skills 3 min

Rationale: While reading this story about the impact of family on identity, students will conduct an analysis of the personal narrative genre, highlighting and annotating to examine the importance of including imagery and descriptive details. Students then create a response to the text in which they convey their interpretation of the author's choices based on their analyses.



W Direct Instruction

Direct Instruction: Organizing Narratives

Teacher Tip: As students read narratives, they will be able to identify and label the elements of the story and apply these elements to their own writing.

See **Best Practices**

Direct Instruction ★ 15 min

Show and Tell—Developing Imagery: After reviewing imagery, ask students to craft sentences using figurative language, sensory details, and action verbs. Have them write a sentence with a simile, an action verb, and smell imagery (*We raced through the park like champion greyhounds with the dank, rich scent of wet leaves filling the air.*). Have them practice different sentence types involving all aspects of figurative language, sensory details, and action verbs. Include these in daily warm-ups to practice the writer's craft.

TEACHER WILL:	STUDENTS WILL:
• Internalize all of the module's **Direct Instruction** lessons, so you are well equipped to facilitate instruction throughout the module where indicated by icons in the margin. See **Best Practices for Engagement Strategies**. • Lead students through the **Direct Instruction** Organizing Narratives prior to having students review it on their own and complete the assessment. Explain that pronouns allow the writer to reference people, places, animals, and other things without having to repeat words. • Explain that students will gain a working academic vocabulary for describing the elements of a narrative including key elements such as beginning, middle, and end as well as exposition, rising and falling action, conflict and other aspects of a traditional story paradigm.	• Complete the **Direct Instruction** lesson and assessment. • Learn the basics of organizing a narrative, the structure and important elements of a narrative plot.

Feedback Focus: Have students write notes with headings that allow them to refer to their notes to recall key concepts.

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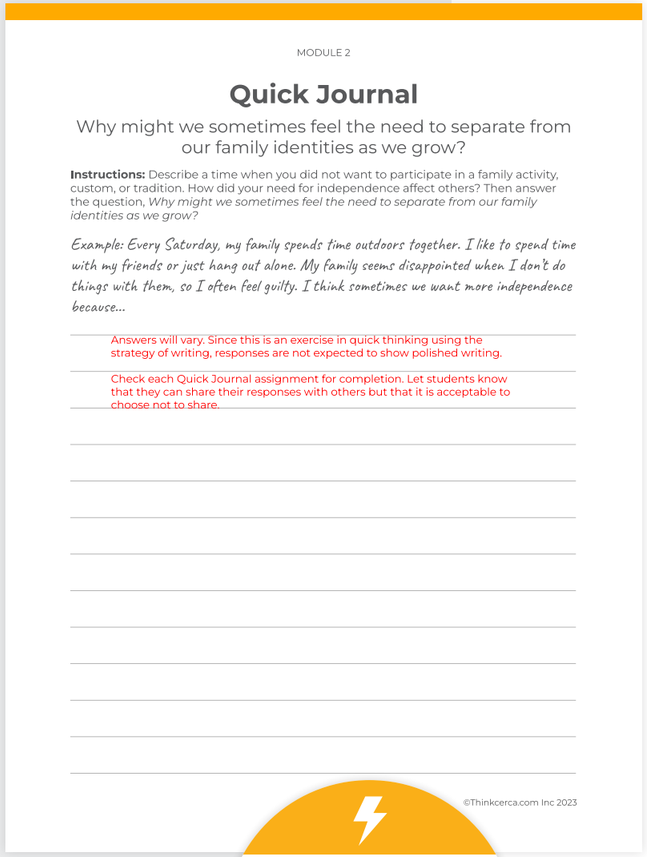
Quick Journal

Purpose: Make personal connections to the guiding question.

Teacher Tip: The guiding question found in the **Quick Journal** allows students to write about a brief personal experience and may serve as pre-writing for their portfolio assignment, a personal narrative.

See English Learner Guide for Support for Multilingual/English Language Learners: Specific words to consider for translation: *separate, identities, custom, tradition, independence.*

Support for Students with Exceptional Needs: An adjusted version of the **Quick Journal** activity is available in the **Student-Centered Learning Guide.**



MODULE 2

Quick Journal

Why might we sometimes feel the need to separate from our family identities as we grow?

Instructions: Describe a time when you did not want to participate in a family activity, custom, or tradition. How did your need for independence affect others? Then answer the question, *Why might we sometimes feel the need to separate from our family identities as we grow?*

Example: Every Saturday, my family spends time outdoors together. I like to spend time with my friends or just hang out alone. My family seems disappointed when I don't do things with them, so I often feel guilty. I think sometimes we want more independence because...

Answers will vary. Since this is an exercise in quick thinking using the strategy of writing, responses are not expected to show polished writing.

Check each Quick Journal assignment for completion. Let students know that they can share their responses with others but that it is acceptable to choose not to share.

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Teacher Flex Activity:
When students have finished writing, have them reread what they wrote and underline one favorite sentence in their writing.

Quick Journal
Write 5 min

TEACHER WILL:	STUDENTS WILL:
• Introduce the **Quick Journal**, pointing out that this is a low-stakes writing opportunity with no requirements other than to write, filling as much of the page as possible. • Give students five minutes to write. Then ask them to turn to a partner and share what they feel comfortable sharing.	• Complete the **Quick Journal**. • Share the parts of their journals that they feel comfortable sharing.

Feedback Focus: Provide informal feedback to students verbally, affirming the personal connection they make in their **Quick Journals.**

Build Your Vocabulary

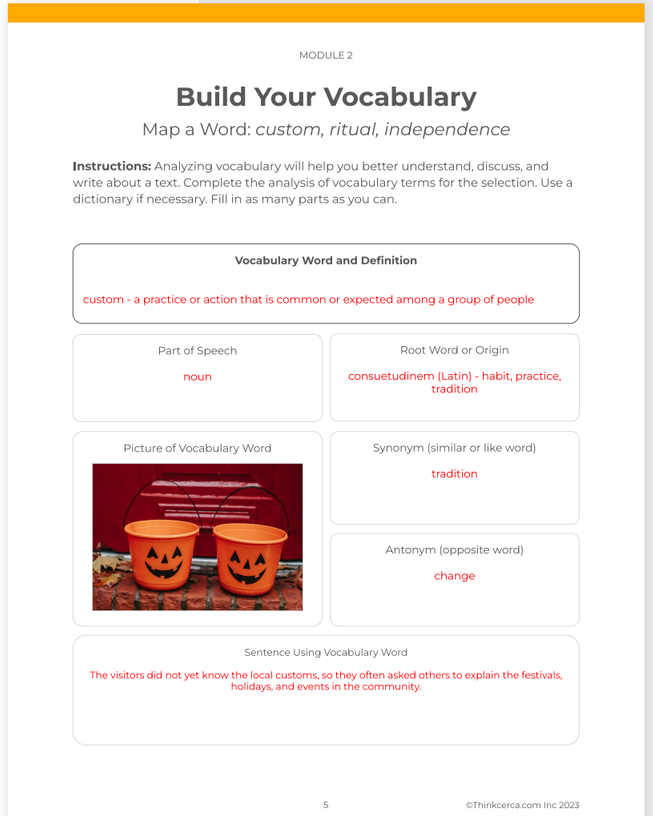
Purpose: Understand key terms.

Teacher Tip: Have students reflect on which vocabulary strategy helps them remember a new word and why.

Review the transition of students moving from a whole class to small groups in 30 seconds. Have students assess how their transitions are going and what needs to be tweaked.

See English Learner Guide for Support for Multilingual/English Language Learners: For supports for beginning, intermediate, and advanced English Language Learners.

Support for Students with Exceptional Needs: As students acquire new vocabulary words, have them work with differentiated vocabulary lists based on their needs, including sight words, Tier 1-3 vocabulary, and more advanced academic vocabulary.



MODULE 2

Build Your Vocabulary

Map a Word: *custom, ritual, independence*

Instructions: Analyzing vocabulary will help you better understand, discuss, and write about a text. Complete the analysis of vocabulary terms for the selection. Use a dictionary if necessary. Fill in as many parts as you can.

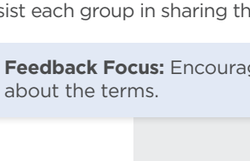
Vocabulary Word and Definition

custom - a practice or action that is common or expected among a group of people

Part of Speech: noun

Root Word or Origin: consuetudinem (Latin) - habit, practice, tradition

Picture of Vocabulary Word



Synonym (similar or like word): tradition

Antonym (opposite word): change

Sentence Using Vocabulary Word

The visitors did not yet know the local customs, so they often asked others to explain the festivals, holidays, and events in the community.

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Word Relationships: Use the **Explicit Vocabulary Strategy Instruction** resources to review the concept of word relationships. After completing the **Build Your Vocabulary** task, ask "What are some of the relationships or common ideas you see in this group of words: *custom, ritual, independence*" generate ideas such as fitting in versus stepping away from the crowd. After the word study, ask students if the words in the group are synonyms or antonyms of each other or if there is a different relationship between them. (Module words: *custom, ritual, independence*)

Build Your Vocabulary ★
Instruction 5 min
Collaboration 10 min
Total 15 min

TEACHER WILL:	STUDENTS WILL:
• Introduce the **Build Your Vocabulary** task and review the sample provided. • Organize students into small groups and assign them one or more words per group. • Assist each group in sharing their findings with the whole class.	• Review the example in the **Student Guide**. • Complete the note-taking task with peers for one or more of the terms. • Participate in a larger group debrief.

Feedback Focus: Encourage students to write complete definitions, examples, and other notes about the terms.

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R Topic Overview

Purpose: Understand the topic overview.

Teacher Tip: Ask students to consider the types of family customs that might embarrass the narrator during their holiday dinner.



Teacher Flex Activity:
Have students consider the ways in which a **Topic Overview** can be beneficial before reading a text.

Topic Overview ★
Read 2 min

Anticipation: Many students may be unfamiliar with Chinese customs and food prior to reading the story. Have students share questions regarding the topic and, if time allows, complete brief internet searches based on what makes them curious or what they have questions about. Students can collaborate and share their findings in a class slide show, which can be revisited at the end of the reading.

TEACHER WILL:	STUDENTS WILL:
• Have students preview the vocabulary words in blue prior to reading. • Review the **Topic Overview** and ask students to consider questions they have about the selection.	• Preview the vocabulary. • Read the **Topic Overview,** noting questions they may have about the topic.

Feedback Focus: Spot-check students' understanding of the **Topic Overview** by having them summarize the gist of it in their own words.

Support for Striving Readers: Background Knowledge: Access students' prior knowledge and personal experiences by comparing a special custom with the author's traditional Chinese customs.

List, Group, Label

In this activity you will be brainstorming a list of key terms from our unit, sorting the terms into categories, and then labeling each category.



How to play:

1. Use the Focus Words list and categorize the words according to their conceptual groups.
2. Label and regroup based on varying concepts.

List, Group, Label: Use the **Best Practices: List, Group, Label Strategy**. Say, "In this activity, you will be brainstorming a list of key terms from our unit, sorting the terms into categories, and then labeling each category. As we continue the unit, we will return to our lists and expand and reconsider our groups and labels as needed."

Vocabulary ★

Introduce Best Practice	5 min
Engage with Focus Words	10 min
Total	**15 min**

TEACHER WILL:	STUDENTS WILL:
• Explain that students will be using the **Focus Words** list and categorizing the words into conceptual groups with names or labels. • Have students work in small groups to regroup or relabel the words based on varying concepts. • Have students use slide presentations for **Focus Words** activities and for review prior to module vocabulary checks.	• Use the **Focus Words** list and categorize the words according to their conceptual groups. • Label and regroup based on varying concepts. • Use the slide presentation for **Focus Words** to engage with new vocabulary.

Feedback Focus: Assess students' understanding of words and definitions by spot-checking their labels and concept groups.

Support for Striving Readers: Academic Vocabulary Scaffold: Explain to students the term *personification*: a literary device in which non-living things are given human traits. Ask students to identify the examples of personification and brainstorm others as a class.

V Vocabulary

Purpose: Acquire new vocabulary.

Focus Words

Appalling (adj.): shocking or horrifying

Assimilation (noun): process of adopting something, like customs, of a dominant group

Astonished (adj.) greatly surprised or embarrassed

Grimaced (noun): made an ugly expression, showed disgust

Rituals (noun): formal ceremonies or series of acts performed in the same way

Shabby (adj.): poor quality

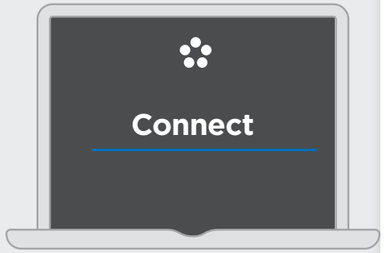
Tweed (noun): rough woven cloth

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R Connect/Share S Your Personal Connection

Purpose: Make personal connections.

Teacher Tip: Encourage students to include any details they remember as they write about their personal experiences.



MODULE 2

Share Your Personal Connection

Think-Pair-Share

Instructions: Open the lesson for **"Fish Cheeks"** by Amy Tan.

1. **Think:** After reading about the topic in the **Overview**, think about your experiences related to the topic. Respond to the Personal Connection in the **Connect** section on your own.
2. **Pair & Share:** With a partner, group, or a trusted listener, share the parts of your response that you feel comfortable sharing.
3. **Reflect:** If time permits, reflect on your experience with others. *What ideas did others share that you hadn't considered? How were your ideas alike?*

Answers will vary but should include the following elements:

- a description of something that embarrassed the student in front of their peers
- a description of how the student reacted to the embarrassment
- an analysis of the ways others reacted to the student's actions
- a thorough and thoughtful response written in complete sentences

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Connect/Share Your Personal Connection ★

Write	3 min
Pair and Share	2 min
Total	**5 min**

Speaking and Listening Toolkit—Peer Collaboration: Remind students of the various aspects of the **Peer Collaboration** tool in the **Speaking and Listening Toolkit**, especially areas where there are opportunities for growth based on your observations of discussions. Attention to collaboration skills early in the year is a critical investment in the culture of learning among peers and will accelerate the quality of learning overall. Students respond well to comments that focus on what is going right; encourage students to shine a spotlight on it rather than commenting critically on what isn't going well.

TEACHER WILL:	STUDENTS WILL:
• Encourage students to write freely without worrying about a "correct" response. • Facilitate students pairing with a peer and sharing what they feel comfortable sharing. • Provide time for students to reflect on similarities and differences in their peer's responses.	• Write freely and make personal connections to the text. • Share with a peer what they feel comfortable sharing. • Reflect on ideas that their peers share.

Feedback Focus: Encourage students to write freely without regard to conventions and use this as an opportunity to generate ideas for the culminating task.

Support for Striving Readers: Making Connections: Students make meaning of new material by connecting it with what they already know. Expressing these connections in their own words deepens learning.



R Read

Purpose: Comprehend the text.

See English Learner Guide for Support for Multilingual/English Language Learners: Allow for the use of bilingual glossaries and translation devices.

Support for Students with Exceptional Needs: Encourage students to listen to the selection and use technology-enabled tools for reading support.

Teacher Flex Activity:
Select a ThinkCERCA **Best Practices** Activity to enhance students' engagement with the text: **Storyboarding, Contextual Reading, Ensemble Performance, Choral/ Dramatic Reading, Pantomime, Tableau.**

Respond and Reteach: For students who are not yet able to comprehend at the sentence level, use **Scooping** to improve reading fluency and overall comprehension by focusing on chunking sentences into meaningful parts.

Just the Facts: Remind students to apply the 5Ws strategy from Module 1 as they read the selection.

Read ★

Read and Pause and Reflect	20 min

TEACHER WILL:	STUDENTS WILL:
• Show students how to use the self-help tools built into the technology. • Encourage students to preview the questions at the end of the selection and leverage the scaffolds and tools to access the text.	• Preview the questions at the end of the selection and use the self-help tools to access the text.

Feedback Focus: Circulate and spot-check students' comprehension of the text.

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Share Your Reflections

Purpose: Comprehend the text.

Pause and Reflect Questions:

How does the narrator describe her family home and her relatives? What emotions do these details communicate? **(Depth of Knowledge 1: Recall)**

Notice the vivid adjectives and verbs the author uses for the food her mother is preparing. What do these images convey about how her character feels? **(Depth of Knowledge 2: Skill/Concept)**

What does the narrator notice about Robert's face and behavior? How do these images mirror her own feelings about this event? **(Depth of Knowledge 2: Skill/Concept)**

What does the miniskirt symbolize to the narrator? What does it represent to the narrator's mother? **(Depth of Knowledge 2: Skill/Concept)**

MODULE 2

Share Your Reflections

Instructions: During or after you have finished reading, go back and find the questions in the text marked **Pause and Reflect.** These questions will help you connect the text to yourself, to other texts, or to the world around you.

Use the space on the left below to answer the reflection questions. Then, discuss your answers, noting how they were similar or different.

Record "Pause and Reflect" answers here:	Record discussion reflections here:
Answers will vary. Possible responses are provided below: The author describes her Christmas as "shabby," her relatives as "noisy," and their dinner a disappointment. These details show her embarrassment and the feeling that her customs are inadequate. The author's verbs and adjectives show her revulsion to the traditional foods being prepared. She sees these delicacies as disgusting, horrifying, and uncivilized. To the narrator, Robert appears grumpy, embarrassed, and disgusted at the noise, practices, and foods. She shares the disgust and embarrassment she thinks he feels. To the narrator, the mini-skirt symbolizes her transition to being one of the Americans she envies. To her mother, it symbolizes an exterior that looks American over an interior that is purely Chinese.	

Respond and Reteach: For students who are not yet able to understand the author's word choice or use of descriptive adjectives, use the **Shades of Meaning** graphic organizer to improve their ability to visualize imagery and expand their vocabulary.

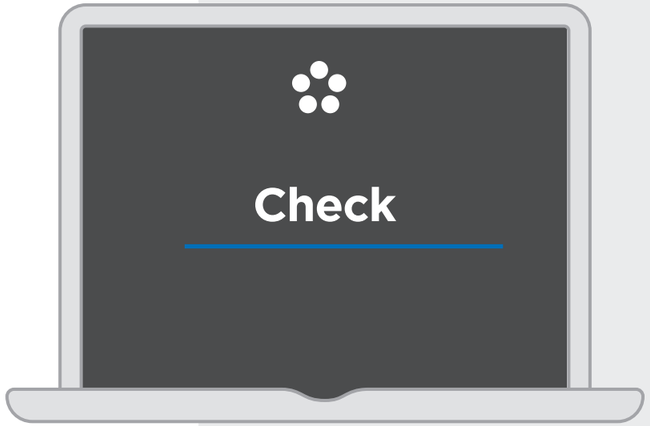
Share Your Reflections
Pair and Share 10 min

Reteach: Circulate and spot-check students' comprehension of the text by observing groups and asking students to share their initial responses to the **Pause and Reflect** questions. Reinforce the 5Ws for individuals, groups, or the whole class for students who are struggling with comprehension of the story.

Speaking and Listening Toolkit—Using Evidence to Build on Others' Ideas: Inform students that participation in an academic discussion often requires preparation and that the answers they record during the "**Pause and Reflect**" activity prepares them to share their reflections and build knowledge together. Ask students to prepare for their discussion by first determining one key idea from the text that they would like to discuss with their peers and then identifying evidence that will support their idea during the discussion. This will become quicker and more natural over time.

TEACHER WILL:	STUDENTS WILL:
• Assist students in switching between the **Pause and Reflect** questions online and recording their responses in the **Student Guide**. • Facilitate pairs or small groups for students to discuss their responses. • Remind them to record their discussion reflections in the **Student Guide**.	• Record their responses to the **Pause and Reflect** questions in the **Student Guide**. • Discuss their responses with peers.

Feedback Focus: As students discuss their responses to the **Pause and Reflect** questions, listen for connections they make to the text, to other texts, or to the world around them.



Check

Purpose: Check for understanding.

Teacher Tip: Use the Reset feature to allow multiple attempts.

Gifted and Talented Enrichment Opportunity—*Advanced Evaluation*: Challenge students to read other works by Amy Tan. Have students write down questions they would ask their partners about aspects of the work, as well as if the work explores similar themes or topics to "Fish Cheeks."

Teacher Flex Activity:

Select a ThinkCERCA **Best Practices** Activity to enhance students' ability and confidence to demonstrate their knowledge in a testing format: **Prediction, Error Distraction Analysis, or Paired Assessment Practice.**

Respond and Reteach: For students who are not yet able to eliminate distractors in multiple-choice questions, use **Prediction** to improve their ability to explain their thinking prior to making a selection.

Timed Checks: Have students time themselves as they complete the check questions and track their average time overall.

Check ★ 7 min

TEACHER WILL:	STUDENTS WILL:
• Instruct students to complete the multiple-choice comprehension questions, submitting after they feel confident in their answers.	• Answer the multiple-choice comprehension questions.

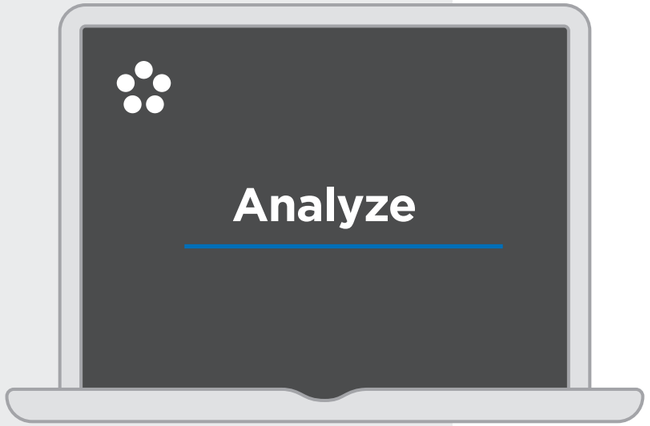
Feedback Focus: Encourage students to reflect on why their answers are correct or incorrect, using evidence from the text

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Analyze

Purpose: Analyze how an author uses imagery in a personal narrative.

Teacher Tip: Students may work together to complete the activity, but each student should record their highlighting and annotations online so they are available for later steps.



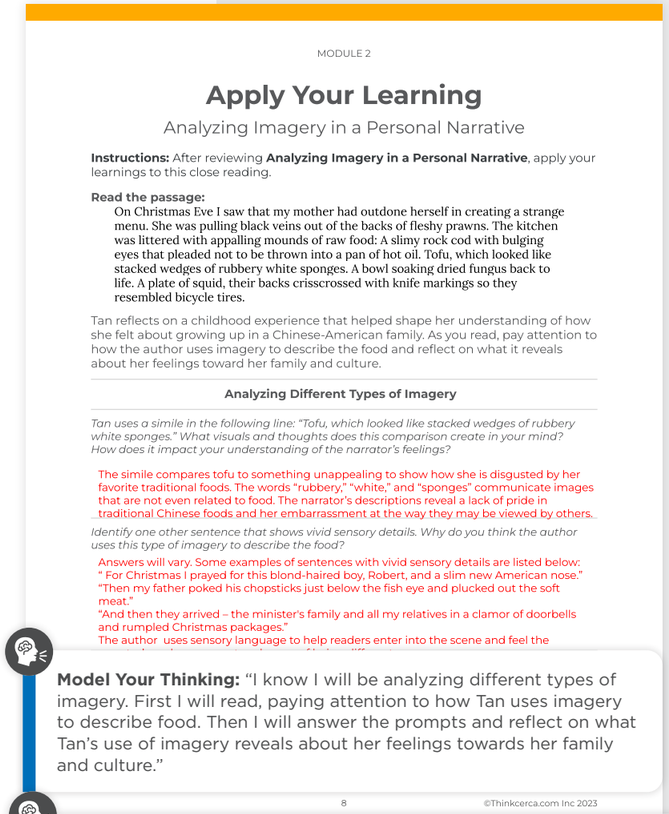
Analyze ★ 15 min

Visualization: "When I read the prompt, I know that I will be analyzing different types of imagery in the passage. First I will analyze a targeted simile, determine the visuals and thoughts this simile creates in my mind, and reflect on how this simile impacts my understanding of the narrator's feelings. Next, I will identify one sentence from the passage the illustrates vivid sensory details, and analyze the author's reason for using this type of imagery.

Analyzing: Based on the prompt, model highlighting the narrator's question in the text: "What would he think of our noisy Chinese relatives who lacked proper American manners?" Then write a note, explaining how the connotation of the word noisy shows she is embarrassed by them. Continue to explain what the narrator perceives to be the "normal behavior" of an American family.

TEACHER WILL:	STUDENTS WILL:
• Read the highlighting and annotation prompts with students, and have them complete a second, closer reading of the entire passage.	• Follow the highlighting and annotation prompts to complete a close reading of the text.

Feedback Focus: Encourage students to limit highlights to a single sentence and to write annotations in complete sentences.



MODULE 2

Apply Your Learning

Analyzing Imagery in a Personal Narrative

Instructions: After reviewing **Analyzing Imagery in a Personal Narrative**, apply your learnings to this close reading.

Read the passage:

On Christmas Eve I saw that my mother had outdone herself in creating a strange menu. She was pulling black veins out of the backs of fleshy prawns. The kitchen was littered with appalling mounds of raw food: A slimy rock cod with bulging eyes that pleaded not to be thrown into a pan of hot oil. Tofu, which looked like stacked wedges of rubbery white sponges. A bowl soaking dried fungus back to life. A plate of squid, their backs crisscrossed with knife markings so they resembled bicycle tires.

Tan reflects on a childhood experience that helped shape her understanding of how she felt about growing up in a Chinese-American family. As you read, pay attention to how the author uses imagery to describe the food and reflect on what it reveals about her feelings toward her family and culture.

Analyzing Different Types of Imagery

Tan uses a simile in the following line: "Tofu, which looked like stacked wedges of rubbery white sponges." What visuals and thoughts does this comparison create in your mind? How does it impact your understanding of the narrator's feelings?

The simile compares tofu to something unappealing to show how she is disgusted by her favorite traditional foods. The words "rubbery," "white," and "sponges" communicate images that are not even related to food. The narrator's descriptions reveal a lack of pride in traditional Chinese foods and her embarrassment at the way they may be viewed by others.

Identify one other sentence that shows vivid sensory details. Why do you think the author uses this type of imagery to describe the food?

Answers will vary. Some examples of sentences with vivid sensory details are listed below:
" For Christmas I prayed for this blond-haired boy, Robert, and a slim new American nose."
"Then my father poked his chopsticks just below the fish eye and plucked out the soft meat."
"And then they arrived – the minister's family and all my relatives in a clamor of doorbells and rumpled Christmas packages."
The author uses sensory language to help readers enter into the scene and feel the

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Model Your Thinking: "I know I will be analyzing different types of imagery. First I will read, paying attention to how Tan uses imagery to describe food. Then I will answer the prompts and reflect on what Tan's use of imagery reveals about her feelings towards her family and culture."

Apply Your Learning

Purpose: Analyze how an author uses imagery in a personal narrative.

Direct Instruction: Analyzing Imagery in a Personal Narrative

See English Learner Guide for Support for Multilingual/ English Language Learners: Specific words to consider for translation: *imagery, simile, visual, comparison, vivid, sensory, details, culture.*

Support for Students with Exceptional Needs: An adjusted version of the **Apply Your Learning** activity is available in the **Student-Centered Learning Guide.**

Apply Your Learning ★

Direct Instruction	15 min
Practice Applying	12 min
Total	**27 min**

Annotating and Close Reading: Review and model close reading—annotating the passage in the **Student Guide** by highlighting or underlining a key phrase, a word, or a sentence—that shows the figurative and sensory language the narrator uses to describe food. Then model making a note in the margins about what these descriptions show about Rachel's feelings about her family's customs and food choices. Have them continue to annotate the passage, either independently or in small groups, taking notes in the margins. As they share, correct any misperceptions or highlight exemplars.

TEACHER WILL:	STUDENTS WILL:
• Lead students through the **Direct Instruction** Analyzing Imagery in a Personal Narrative prior to having students review it on their own and complete the assessment. • Explain that authors use imagery and connotation to relay important concepts with few words. • Have students hear the prompts out loud before they begin working. • Facilitate pairs or groups for students to complete the tasks. • Model a think-aloud using the sentence: *She was pulling black veins out of the backs of fleshy prawns.* "This makes me see the imagery of black stringy lines being tugged from the backs of large, meaty shrimp."	• Complete the **Direct Instruction** and assessment. • Learn the definition and importance of imagery, the ways in which authors develop and use imagery and connotation in a personal narrative. • Complete the prompts individually or collaboratively.

Feedback Focus: Circulate to spot-check student work and make note of challenging prompts for students to review as a class.

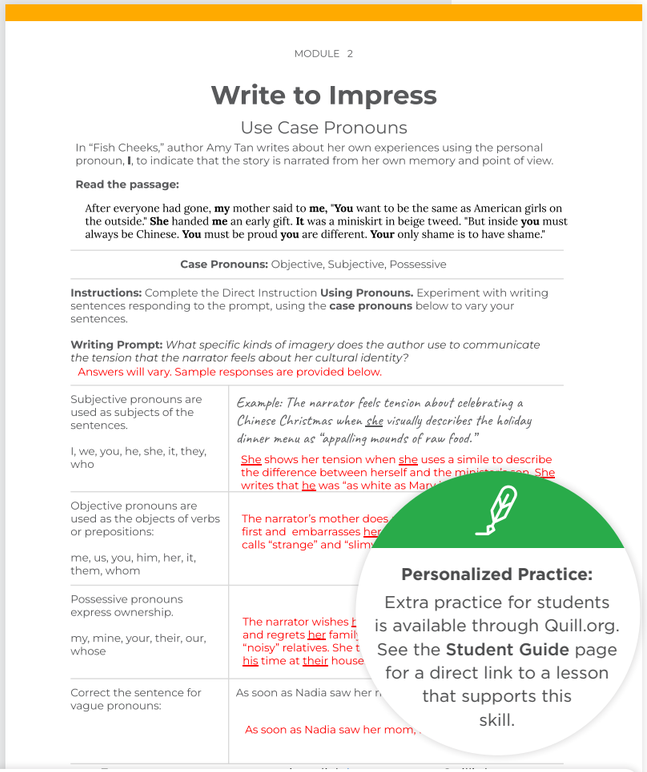
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Write to Impress: Use Case Pronouns

Purpose: Understand how to use case pronouns.

Direct Instruction: Using Pronouns

See English Learner Guide for Support for Multilingual/English Language Learners: Specific words to consider for translation: *subjunctive, objective, possessive.*



MODULE 2

Write to Impress

Use Case Pronouns

In "Fish Cheeks," author Amy Tan writes about her own experiences using the personal pronoun, **I**, to indicate that the story is narrated from her own memory and point of view.

Read the passage:

After everyone had gone, **my** mother said to **me**, "**You** want to be the same as American girls on the outside." **She** handed **me** an early gift. **It** was a miniskirt in beige tweed. "But inside **you** must always be Chinese. **You** must be proud **you** are different. **Your** only shame is to have shame."

Case Pronouns: Objective, Subjective, Possessive

Instructions: Complete the Direct Instruction **Using Pronouns.** Experiment with writing sentences responding to the prompt, using the **case pronouns** below to vary your sentences.

Writing Prompt: *What specific kinds of imagery does the author use to communicate the tension that the narrator feels about her cultural identity?*
Answers will vary. Sample responses are provided below.

Subjective pronouns are used as subjects of the sentences. I, we, you, he, she, it, they, who	*Example: The narrator feels tension about celebrating a Chinese Christmas when she visually describes the holiday dinner menu as "appalling mounds of raw food."* She shows her tension when she uses a simile to describe the difference between herself and the mini[illegible]. She writes that he was "as white as Man[illegible]
Objective pronouns are used as the objects of verbs or prepositions: me, us, you, him, her, it, them, whom	The narrator's mother does[illegible] first and embarrasses her[illegible] calls "strange" and "slim[illegible]
Possessive pronouns express ownership. my, mine, your, their, our, whose	The narrator wishes h[illegible] and regrets her famil[illegible] "noisy" relatives. She t[illegible] his time at their house[illegible]
Correct the sentence for vague pronouns:	As soon as Nadia saw her r[illegible] As soon as Nadia saw her mom, [illegible]

Personalized Practice: Extra practice for students is available through Quill.org. See the **Student Guide** page for a direct link to a lesson that supports this skill.

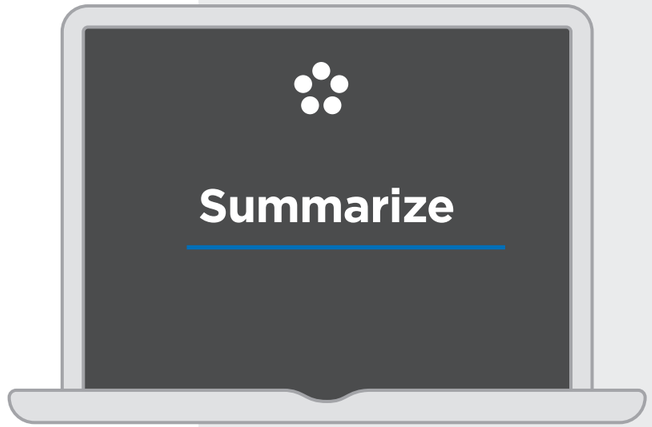
Write to Impress ★

Direct Instruction	15 min
Review	7 min
Practice	5 min
Total	**27 min**

Using Pronouns: There are many types of pronouns with a variety of functions. For further support in discussing pronouns, see the **Direct Instruction** lesson, which covers the purpose and function of pronouns, types of pronouns and their usage, antecedents (what the pronoun is referring to or replacing), and pronoun-antecedent matching. In this activity, students are asked to use a variety of case pronouns to write sentences. After completing the **Direct Instruction** lesson, review objective, subjective, and possessive pronouns with the students. Objective pronouns (*me, us, him, her*) replace the objects of sentences. Subjective pronouns *(I, we, she, he*) replace the subject or refer to the subject of a sentence. Possessive pronouns (*my, mine, your, their)* are used to show possession or ownership. Have students individually identify some objective, subjective, and possessive pronouns and play with the sentences, replacing the subjective pronoun with the objective pronouns, etc., to illustrate the need for proper pronoun use.

TEACHER WILL:	STUDENTS WILL:
• Lead students through the **Direct Instruction** Using Pronouns prior to having students review it on their own and complete the assessment. • Explain that students will use case pronouns to vary their sentences in response to the writing prompt. • If used correctly, pronouns add variety to sentences and allow them to be read more fluidly.	• Complete the **Direct Instruction** and the assessment. • Learn what a pronoun's basic purpose is, and how it should be used; how to use possessive pronouns; how to use relative pronouns; and what an antecedent is, and how it should be matched to a pronoun. • Use case pronouns to vary their sentences in response to the writing prompt.

Feedback Focus: Have students share one complete sentence to ensure their correct usage of case pronouns.



Summarize

Purpose: Summarize the text.

Teacher Tip: Students may work together to complete the activity, but each student should record their summaries online so they are available for later steps.

Informal Reading Assessment: As students complete their summaries, they are learning an important writing skill; however, they are also providing an artifact that shows their comprehension. Use this data point to talk with students about their reading comprehension.

Teacher Flex Activity: Have students compare summaries before writing a combined summary that captures the main ideas.

Respond and Reteach: For students who are not yet able to include key details in a summary, use the **Gist** strategy to improve their ability to summarize effectively by modeling a Think-Aloud.

Summarizing: Encourage students to continue to move toward writing concise summaries to use in their drafts. Let them know that while summaries are brief, the summaries should still capture the most important details. For students who are struggling with writing summaries, refer them to the online sentence stems.

Summarize ★ 7 min

TEACHER WILL:	STUDENTS WILL:
• Introduce the optional sentence frames online that students can use as they summarize the reading.	• Summarize the reading with the optional support of sentence frames.

Feedback Focus: Assess student comprehension by asking students to share the most important details from their summaries.

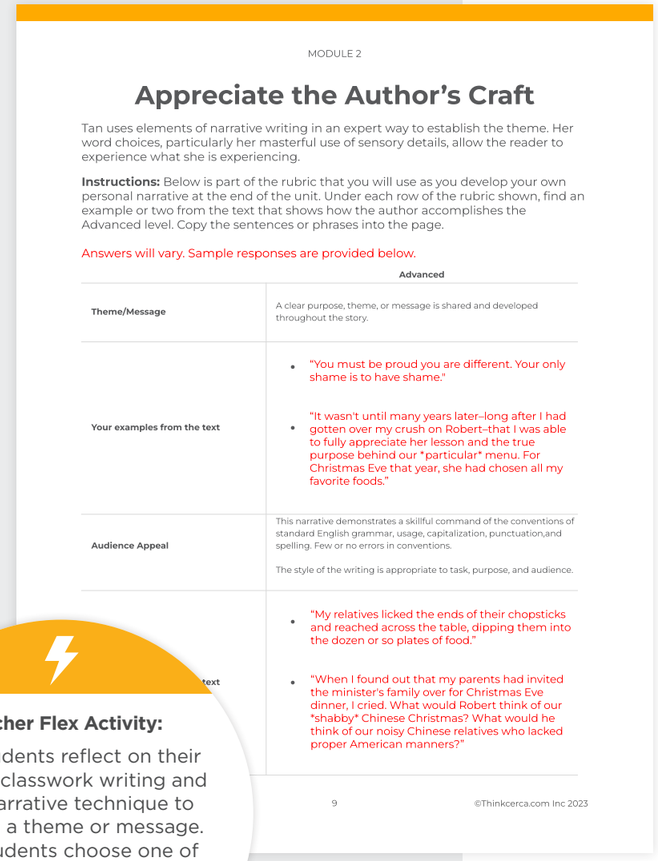
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Appreciate the Author's Craft

Purpose: Analyze how the author uses narrative techniques to establish theme and create audience appeal.

Teacher Tip: Encourage students to look for "Advanced" examples throughout the text rather than the first ones they come across.

See English Learner Guide for Support for Multilingual/English Language Learners: Specific words to consider for translation: *element, theme, message, audience appeal, sensory details.*



MODULE 2

Appreciate the Author's Craft

Tan uses elements of narrative writing in an expert way to establish the theme. Her word choices, particularly her masterful use of sensory details, allow the reader to experience what she is experiencing.

Instructions: Below is part of the rubric that you will use as you develop your own personal narrative at the end of the unit. Under each row of the rubric shown, find an example or two from the text that shows how the author accomplishes the Advanced level. Copy the sentences or phrases into the page.

Answers will vary. Sample responses are provided below.

	Advanced
Theme/Message	A clear purpose, theme, or message is shared and developed throughout the story.
Your examples from the text	• "You must be proud you are different. Your only shame is to have shame." • "It wasn't until many years later–long after I had gotten over my crush on Robert–that I was able to fully appreciate her lesson and the true purpose behind our *particular* menu. For Christmas Eve that year, she had chosen all my favorite foods."
Audience Appeal	This narrative demonstrates a skillful command of the conventions of standard English grammar, usage, capitalization, punctuation,and spelling. Few or no errors in conventions. The style of the writing is appropriate to task, purpose, and audience.
…text	• "My relatives licked the ends of their chopsticks and reached across the table, dipping them into the dozen or so plates of food." • "When I found out that my parents had invited the minister's family over for Christmas Eve dinner, I cried. What would Robert think of our *shabby* Chinese Christmas? What would he think of our noisy Chinese relatives who lacked proper American manners?"

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Teacher Flex Activity:

Have students reflect on their previous classwork writing and use a narrative technique to establish a theme or message. Have students choose one of these categories and write two sentences to include in their work to establish a theme for their personal narratives.

Appreciate the Author's Craft
Review and Note 10 min

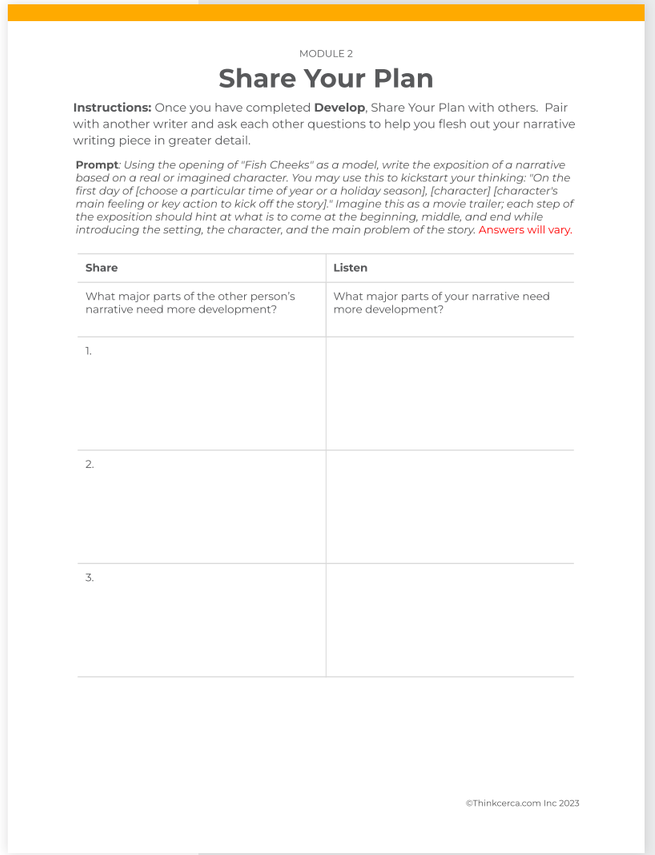
TEACHER WILL:	STUDENTS WILL:
• Explain that students will review the rubric they will use at the end of the unit and find examples of excellence in the selection.	• Review the rubric and look for examples of excellence in the selection.

Feedback Focus: Circulate to spot-check students' ability to identify models of excellence in the text.

Develop/Share Your Plan

Purpose: Support a claim with reasons and evidence both verbally and in writing.

Support for Students with Exceptional Needs: An adjusted version of the **Share Your Plan** is available in the **Student-Centered Learning Guide.**



MODULE 2

Share Your Plan

Instructions: Once you have completed **Develop**, Share Your Plan with others. Pair with another writer and ask each other questions to help you flesh out your narrative writing piece in greater detail.

Prompt: *Using the opening of "Fish Cheeks" as a model, write the exposition of a narrative based on a real or imagined character. You may use this to kickstart your thinking: "On the first day of [choose a particular time of year or a holiday season], [character] [character's main feeling or key action to kick off the story]." Imagine this as a movie trailer; each step of the exposition should hint at what is to come at the beginning, middle, and end while introducing the setting, the character, and the main problem of the story.* Answers will vary.

Share	Listen
What major parts of the other person's narrative need more development?	What major parts of your narrative need more development?
1.	
2.	
3.	

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Teacher Flex Activity:

Select a ThinkCERCA **Best Practices** Activity to enhance students' arguments: **Collaborating to Find Evidence** or **Pairing to Share Plans.**



Speaking and Listening Toolkit—Pose and Respond to Questions: Remind students that they will pose questions to their peers after listening to them share their plans and pose questions to help them enhance their plans. Remind students that they are the authors, and while they should accept the feedback with gratitude, they will ultimately have to decide what to do with it to make their pieces effective. Model how students can ask open-ended questions to support their peers: "If you were just going to explain your claim and why you believe it to me, what would it sound like out loud?" "What role do you intend that example to play in supporting your claim?"

Develop/Share Your Plan ★

Develop	20 min
Share Plan	10 min
Total	**30 min**

TEACHER WILL:	STUDENTS WILL:
• Explain to students that their claims should answer all aspects of the prompt, provide a clear focus for the writing, and present the points they will cover in their writing. • Remind students to provide at least two reasons to support the claim.	• Create a clear claim and support it with at least two reasons and supporting evidence.

Feedback Focus: Check in with students to ensure claims are supported with at least two reasons.

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Draft and Review

Purpose: Draft, edit, proofread, and revise writing.

Teacher Tip: At least one evidence-based response with teacher feedback is highly recommended per month for optimal results.

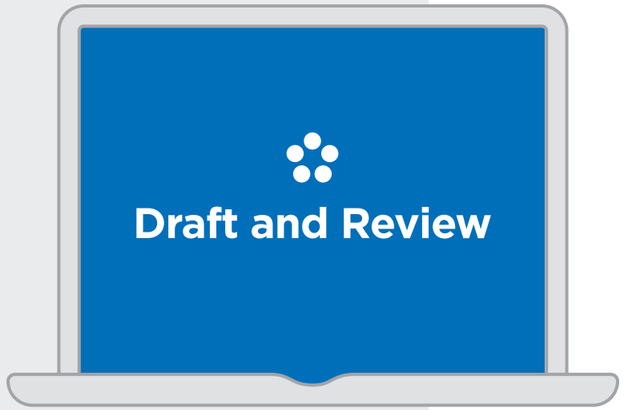
Teacher Tip: Use the **Language and Style Toolkit** with accompanying reference guides to review these rules and concepts with students as they finalize their portfolio pieces. For this unit, focus on **Using Pronouns** and **Correcting Variations of Standard English.**

Support for Students with Exceptional Needs: Support students' writing with predictive spelling, speech to text, voice to text, or dictation. Encourage students to expand each paragraph/section in the copy and paste outline from the previous step as needed.

See English Learner Guide for Support for Multilingual/English Language Learners: Allow for the use of bilingual glossaries, options for recording responses, and translation devices.

Support student spelling and mechanics through automatic spelling and grammar checks, and predictive spelling.

Best Practices: Targeted **Direct Instruction** and Skills Practice can be assigned at 10 levels to meet students at their current level and support their growth.



Draft and Review ★

Draft	20 min
Review/Revise	15 min
Total	**35 min**

Application of New Vocabulary: Assess student understanding of the new words by encouraging them to reference the synonyms and antonyms generated in the **Build Your Vocabulary** task as they complete other writing tasks related to this selection and others in the unit. Have students record the definitions of synonyms and antonyms of **Focus Words** in their **Vocabulary Notebook**.

Automated Feedback and Scoring: During the **Draft** step, students can take advantage of automated feedback on grammar, usage, mechanics, punctuation, and spelling. After students complete their best first draft, they can move to the **Review** stage and take advantage of ThinkCERCA's automated feedback which provides nurturing and actionable feedback. Encourage students to understand that generative AI is not always perfect and they are the authors of the piece, so they should choose whether or not to act on the feedback provided and feel ownership of their own writing. Their writing is a window into their thoughts and they should be courageous in thinking their own original thoughts.!

TEACHER WILL:	STUDENTS WILL:
• Have students drop their drafts into the drafting space and develop their writing.	• Develop a full draft of an evidence-based multi-paragraph response to the prompt.

Feedback Focus: Encourage students to share different aspects of their drafts to ensure they have included a strong claim, supportive reasons, and evidence.

Notes:

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Module 3



3-4 Sessions
(50-minute sessions)

1-2 Sessions
(90-minute sessions)

The Boy in the Back of the Class

by Ronald L. Smith (Personal Narrative)

Guiding Question:

Why do we sometimes fear change?

Lesson Summary

In his personal narrative, "The Boy in the Back of the Class," Ronald L. Smith reflects on the pivotal moment in middle school when he finally gets glasses. Through his reminiscing, Smith reveals that he had nothing to be afraid of, because glasses actually just improved his overall quality of life.

Optional Prompt: Narrative Writing

Rewrite the story in the selection starting from the climax. Take the climax that you just read in this module and rewrite what happens next. Change the ending, create a plot twist, or shift the focus to a different character.

Optional Prompt: Argumentative Evidence-Based Writing

Write an argumentative essay about whether people learn more about themselves through their contentment or their hardships.

W Teach Academic Writing Skills with Direct Instruction	**Making Inferences in Literary Texts** In this module, students will also develop their skills in **Making Inferences in Literary Texts**. By analyzing the characters, their actions, and the overall narrative, students can draw conclusions and uncover deeper meanings and themes within the text. This will enhance their ability to create their own inferences in their narrative writing. **Developing Events in Narrative Writing** In Module 3, students dive deeper into the events in the narrative arc. They explore how authors develop characters, setting, and conflict to expand the events in a narrative. The **Direct Instruction** lesson, **Developing Events in Narrative Writing**, guides students through the techniques writers use to develop narrative events. As students read "The Boy in the Back of the Class" by Ronald L. Smith, direct them to draw on learnings from the **Direct Instruction** lesson, and explicitly call out how the author develops key events in the text. **Correcting Variations from Standard English** Use the **Language and Style Toolkit** with accompanying reference guides to review these rules and concepts. For this unit, focus on **Using Pronouns** and **Correcting Variations of Standard English**.
Learning Objective	Students will understand the ways inferences are formed in literary texts and be able to distinguish the ideas that a text implies from those stated directly, supporting their analysis with evidence.
Rationale	In this module, students deepen their analysis by making inferences as they read. Students then apply these inferences to make an argument about the importance of appearances.

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3-4 Sessions
(50-minute sessions)
1-2 Sessions
(90-minute sessions)

The Boy in the Back of the Class

by Ronald L. Smith (Personal Narrative)

Learning Objective: Students will understand the ways inferences are formed in literary texts and be able to distinguish the ideas that a text implies from those stated directly, supporting their analysis with evidence.

Direct Instruction: Making Inferences in Literary Texts; Developing Events in Narrative Writing; Correcting Variations from Standard English

How to Customize Modules Based on Your Students and Schedule: Customize your students' experiences to include **all essential tasks marked with a star** and to incorporate the other literacy options in each module as time permits.

Start Here

Direct Instruction★

Teachers facilitate the **Direct Instruction** lesson, and students complete the assessment.



Quick Journal

Students will make personal connections to the guiding question.

Read ★

Students will complete an initial reading of the text.



Build Your Vocabulary ★

Students will research key vocabulary to build schema and understand concepts related to the theme.

Topic Overview and Vocabulary★

Students will consider the **Topic Overview** and engage with the vocabulary through a ThinkCERCA Vocabulary Best Practice activity.

Analyze ★

Students will highlight and annotate the text.

Check ★

Students will take a brief assessment that supports comprehension and analysis of the text.



Share Your Reflections

Students will process the text in smaller chunks, stopping to reflect on targeted questions designed to support comprehension.



Connect★ and Share Your Personal Connection★

Students will write freely and make personal connections to the text.



Apply Your Learning★

Students will apply the **Direct Instruction** lesson to specific prompts about the text.

For Proven Results:
Students should complete at least one evidence-based response per unit with feedback.



Write to Impress: Correcting Variations of Standard English ★

Students will practice a targeted language skill to apply to their writing.

Summarize ★

Students will summarize the text with sentence frames as needed.



Share Your Plan

Students will share their writing with a peer to provide and receive feedback.

Develop ★

Students will create a clear claim and support it with at least two reasons and supporting evidence.

Draft

Students will fully develop an evidence-based response to the prompt.

Review

Students will revise and proofread their drafts before submitting the final version for feedback.

★ **Essential** (R) Reading (W) Writing (S) Speaking and Listening (V) Vocabulary (L) Language (M) Multimedia (E) Executive Function (Assessment)

See the English Learner Guide **in this module** for editable, leveled supports and implementation guidance for beginning, intermediate, and advanced multilingual English Learners.

Teacher-Led · Individual · Paired · Small Group · Online · Offline

R Preview Key Concepts and Skills

Title: "The Boy in the Back of the Class" by Ronald L. Smith

Guiding Question: Why do we sometimes fear change?

Lesson Summary: In his personal narrative, "The Boy in the Back of the Class," Ronald L. Smith reflects on the pivotal moment in middle school when he finally gets glasses. Through his reminiscing, Smith reveals that he had nothing to be afraid of, because glasses actually just improved his overall quality of life.

Lesson Objective: Understand the ways inferences are formed in literary texts and be able to distinguish the ideas that a text implies from those stated directly, supporting their analysis with evidence.

See English Learner Guide for Support for Multilingual/English Language Learners: Specific words to consider for translation: *explore, concepts, intentional, narrative, powerful.*

Support for Students with Exceptional Needs: These modules can be found in the **Foundational Reading and Linguistics Course** in the Courses tab. As students increase their mastery, some may benefit from engaging in only one or more parts of a module.

MODULE 3

Preview Key Concepts and Skills

Instructions: As you read the text, you will also explore key concepts and skills to help you understand the author's craft. Learning more about the intentional choices authors make will help you write your own narrative in a more powerful way!

Before You Read
- Complete the Quick Journal (Student Guide)
- Complete the Build Your Vocabulary activity (Student Guide)
- Read the **Overview** in "The Boy in the Back of the Class" by Ronald L. Smith (Online)
- Complete **Connect** (Online) and the Share Your Personal Connection (Student Guide)

Read
- **Read** "The Boy in the Back of the Class" by Ronald L. Smith (Online)
- Complete the **Check** section of "The Boy in the Back of the Class" by Ronald L. Smith (Online)
- Complete the **Pause and Reflect** (Online) and Share Your Reflections activity (Student Guide)

Analyze
- Complete **Analyze** in "The Boy in the Back of the Class" by Ronald L. Smith (Online)
- Complete **Making Inferences in Literary Texts** lesson (Online)
- Complete Apply Your Learning (Student Guide)
- Complete Write to Impress (Student Guide)

Write
- **Summarize** "The Boy in the Back of the Class" by Ronald L. Smith (Online)
- Complete **Develop** step (Online) and Share Your Plan (Student Guide)
- Complete your **Draft** for "The Boy in the Back of the Class" by Ronald L. Smith (Online)
- **Review** your Draft for "The Boy in the Back of the Class" by Ronald L. Smith (Online)

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Rationale: In this module, students deepen their analysis by making inferences as they read. Students then apply these inferences to make an argument about the importance of appearances.

Preview Key Concepts and Skills 3 min

W Direct Instruction



Direct Instruction: Developing Events in Narrative Writing

Teacher Tip: As students complete evidence-based writing practice, it is a good time for them to systematically check their work, using the **Language and Style Toolkit**. This lesson will help them understand a variety of ways to correct variations in standard English for formal writing.

See **Best Practices**

Direct Instruction ★ 15 min

Show and Tell—Showing Rather Than Telling: Guide students to practice writing sentences, beginning with explicit information (*The boy ate the chocolate cookies.*) and then progressing to inferred information (*The boy ate the chocolate cookies and immediately felt guilty because his mom told him to wait until after dinner. Crumbs clung to his lips as he stared at the empty cookie jar, glancing nervously toward the kitchen where his mom was preparing dinner.*) Be sure to celebrate exemplars. Use this skill as a warm-up to help students improve their writing.

TEACHER WILL:	STUDENTS WILL:
• Internalize all of the module's **Direct Instruction** lessons, so you are well equipped to facilitate instruction throughout the module where indicated by icons in the margin. See **Best Practices for Engagement Strategies**. • Lead students through the **Direct Instruction** Developing Events in Narrative Writing prior to having students review it on their own and complete the assessment. A list of key academic terms for the unit is available in the **Student Guide**. Students may also record key definitions in their **Vocabulary Notebooks**. • Explain that events drive and are driven by the plot, which is centered around conflict.	• Complete the **Direct Instruction** lesson and assessment. • Learn why it's important to develop story events and how to develop events in a story. • Record key definitions in their **Vocabulary Notebooks**.

Feedback Focus: Have students write notes with headings that allow them to refer to their notes to recall key concepts.

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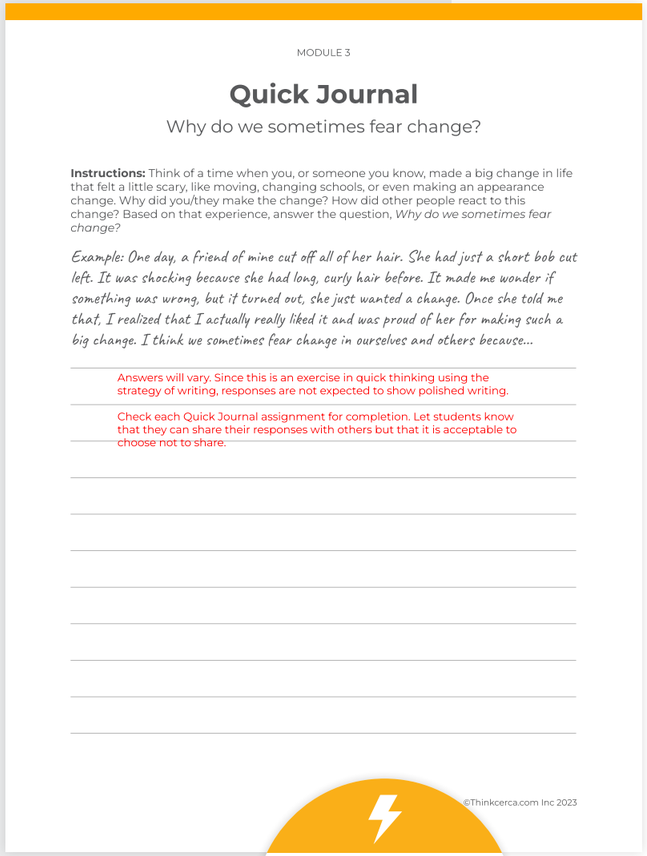
Quick Journal

Purpose: Make personal connections to the guiding question.

Teacher Tip: The guiding question found in the **Quick Journal** allows students to write about a brief personal experience and may serve as pre-writing for their portfolio assignment, a personal narrative.

See English Learner Guide for Support for Multilingual/English Language Learners: Specific words to consider for translation: *scary, appearance, react, change.*

Support for Students with Exceptional Needs: An adjusted version of the **Quick Journal** activity is available in the **Student-Centered Learning Guide.**



MODULE 3

Quick Journal

Why do we sometimes fear change?

Instructions: Think of a time when you, or someone you know, made a big change in life that felt a little scary, like moving, changing schools, or even making an appearance change. Why did you/they make the change? How did other people react to this change? Based on that experience, answer the question, *Why do we sometimes fear change*?

Example: One day, a friend of mine cut off all of her hair. She had just a short bob cut left. It was shocking because she had long, curly hair before. It made me wonder if something was wrong, but it turned out, she just wanted a change. Once she told me that, I realized that I actually really liked it and was proud of her for making such a big change. I think we sometimes fear change in ourselves and others because...

Answers will vary. Since this is an exercise in quick thinking using the strategy of writing, responses are not expected to show polished writing.

Check each Quick Journal assignment for completion. Let students know that they can share their responses with others but that it is acceptable to choose not to share.

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Teacher Flex Activity:
Have students reread what they wrote and generate a question based on their writing.

Quick Journal
Write 5 min

TEACHER WILL:	STUDENTS WILL:
• Introduce the **Quick Journal**, pointing out that this is a low-stakes writing opportunity with no requirements other than to write, filling as much of the page as possible. • Give students five minutes to write. Then, ask them to turn to a partner and share what they feel comfortable sharing.	• Complete the **Quick Journal**. • Share the parts of their journals that they feel comfortable sharing.

Feedback Focus: Provide informal feedback to students verbally, affirming the personal connection they make in their **Quick Journals**.

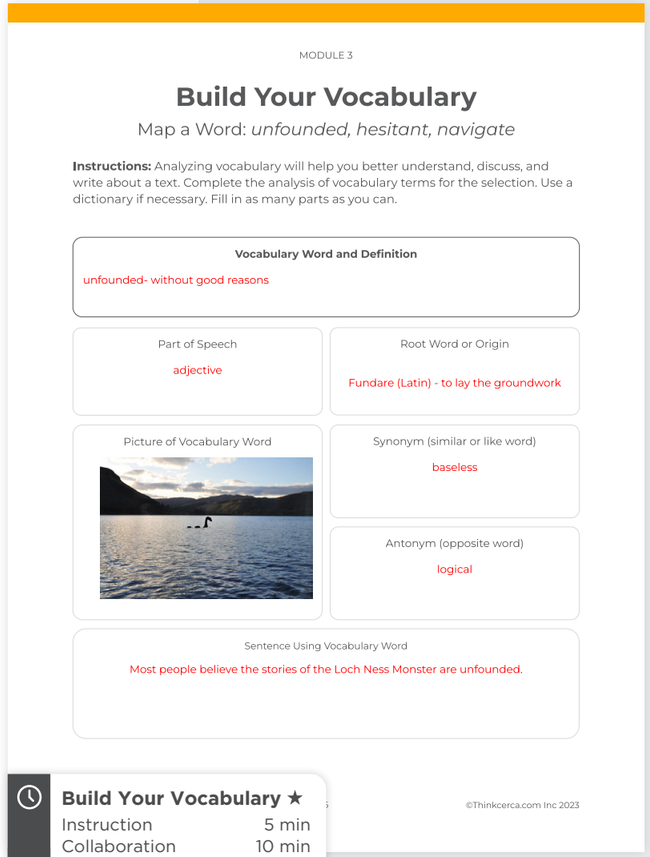
Build Your Vocabulary

Purpose: Understand key terms.

Teacher Tip: Have students reflect on which vocabulary strategy helps them remember a new word and why.
Review the transition of students moving from a whole class to small groups in 30 seconds. Have students assess how their transitions are going and what needs to be tweaked.

Support for Students with Exceptional Needs: As students acquire new vocabulary words, have them work with differentiated vocabulary lists based on their needs, including sight words, Tier 1-3 vocabulary, and more advanced academic vocabulary.

See English Learner Guide for Support for Multilingual/English Language Learners: For supports for beginning, intermediate, and advanced English Language Learners.



MODULE 3

Build Your Vocabulary

Map a Word: *unfounded, hesitant, navigate*

Instructions: Analyzing vocabulary will help you better understand, discuss, and write about a text. Complete the analysis of vocabulary terms for the selection. Use a dictionary if necessary. Fill in as many parts as you can.

Vocabulary Word and Definition

unfounded- without good reasons

Part of Speech

adjective

Root Word or Origin

Fundare (Latin) - to lay the groundwork

Picture of Vocabulary Word

Synonym (similar or like word)

baseless

Antonym (opposite word)

logical

Sentence Using Vocabulary Word

Most people believe the stories of the Loch Ness Monster are unfounded.

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Build Your Vocabulary ★
Instruction 5 min
Collaboration 10 min
Total 15 min

Prefixes: Use the **Explicit Vocabulary Strategy Instruction** resources to review the concept of prefixes Ask: "As a group of words, what are some of the immediate thoughts and feelings that come to mind when you see them all together: *unfounded, hesitant, and navigate*. Students may generate ideas such as *nervous, anxious,* etc. After the word activity, ask students to break the word unfounded into parts. Remind them that breaking a word into parts based on familiar word parts, such as the prefix *un-* can help them break down unfamiliar words. (Module words: *unfounded, hesitant, navigate*)

TEACHER WILL:	STUDENTS WILL:
• Introduce the **Build Your Vocabulary** task and review the example provided. • Organize students into small groups and assign them one or more words per group. • Assist each group in sharing their findings with the entire class.	• Review the example in the **Student Guide**. • Complete the note-taking task with peers for one or more of the terms. • Participate in a larger group debrief.

Feedback Focus: Encourage students to write complete definitions, examples, and other notes about the terms.

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Topic Overview

Purpose: Understand the topic overview.

Teacher Tip: Have students reflect on the author's personal feelings when he gets glasses. Ask students to predict how the author and his peers will react when he goes to school with his new glasses.



Teacher Flex Activity:
Have students consider the ways in which a **Topic Overview** can be beneficial before reading a text.

Topic Overview ★
Read 2 min

Anticipation: Have students share anticipatory questions they have about the topic. Continue to add to the shared digital presentation for students to share questions, predictions, and images for the whole group. As they read, refer to the questions periodically as needed. Revisit the questions at the end of the reading. Ask students to compare their initial predictions or thoughts with what happened in the story.

TEACHER WILL:	STUDENTS WILL:
• Have students preview the vocabulary words in blue prior to reading. • Review the **Topic Overview** and ask students to consider questions they have about the selection.	• Preview the vocabulary. • Read the **Topic Overview**, noting questions they may have about the topic.

Feedback Focus: Spot-check students' understanding of the **Topic Overview** by having them summarize the gist of it in their own words.

Support for Striving Readers: Background Knowledge: The author references the 1940s movie *The Wizard of Oz*, because the movie begins in black and white and switches to color when Dorothy arrives in Oz, a beautiful fantasy world. Play this clip for students and discuss the impact the transition of black and white to color has on the viewer. Ask: "How does the author's comparison of seeing clearly with glasses for the first time relate to Dorothy's arrival in Oz?"

Vocabulary Telephone

In Vocabulary Telephone you will be writing a collaborative story using vocabulary terms from the reading. When it is your turn, you will use your assigned word and add onto the story from the previous sentence.



How to play:

1. Write a sentence on a blank card using a word from the Focus Words list.
2. Pass your card to another student who will read the previous sentence and write a new sentence on the same card.
3. Repeat this process until everyone has contributed their assigned word a specific amount of time has passed.

Vocabulary Telephone: Use the **Best Practices: Vocabulary Telephone Strategy**. In this activity students will be writing a collaborative story using vocabulary terms from the reading. As students take turns, have them use their assigned word and add onto the story from the previous sentence.

Vocabulary ★
Introduce Best Practice 5 min
Engage with Focus Words 10 min
Total 15 min

TEACHER WILL:	STUDENTS WILL:
• Explain that students will write a sentence on a blank card using a word from the **Focus Words** list. • Have each student pass their card to another student, who will read the previous sentence and write a new sentence on the same card. • Have students repeat this process until all students have contributed their assigned word or a specific amount of time has passed. • Have students use slide presentations for **Focus Words** activities and for review prior to module vocabulary checks.	• Write a sentence on a blank card using a word from the **Focus Words** list. • Pass their card to another student who will read the previous sentence and write a new sentence on the same card. • Repeat this process until all students have contributed their assigned word or a specific amount of time has passed. • Use the slide presentation for **Focus Words** to engage with new vocabulary.

Feedback Focus: Gauge students' comprehension by asking them to read their sentences out loud.

Support for Striving Readers: Key Academic Vocabulary Scaffold: *Italics* are a style of text formatting where the letters are slanted to the right. Authors use italics to show thoughts and emphasize important words. Italics are also used when writing titles of books, movies, or plays. In, "The Boy in the Back of the Class," the author frequently uses italics.

Vocabulary

Purpose: Acquire new vocabulary.

Focus Words

Clunky (adj.): awkwardly shaped

Confessed (verb): admitted that something was true

Contraption (noun): oddly formed device or machine

Hesitant (adj.) unsure

Navigate (verb): steer or guide through

Optometrist (noun): eye doctor

Precision (noun): quality of being accurate

Reminiscing (verb): reflecting or remembering with happiness

Supernatural (adj.): beyond logic or understanding; mysterious or otherworldly

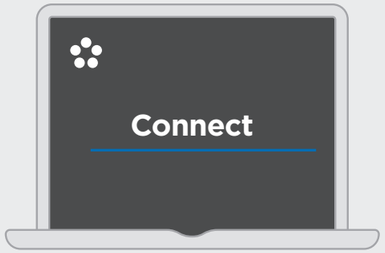
Unfounded (adj.): not based on facts

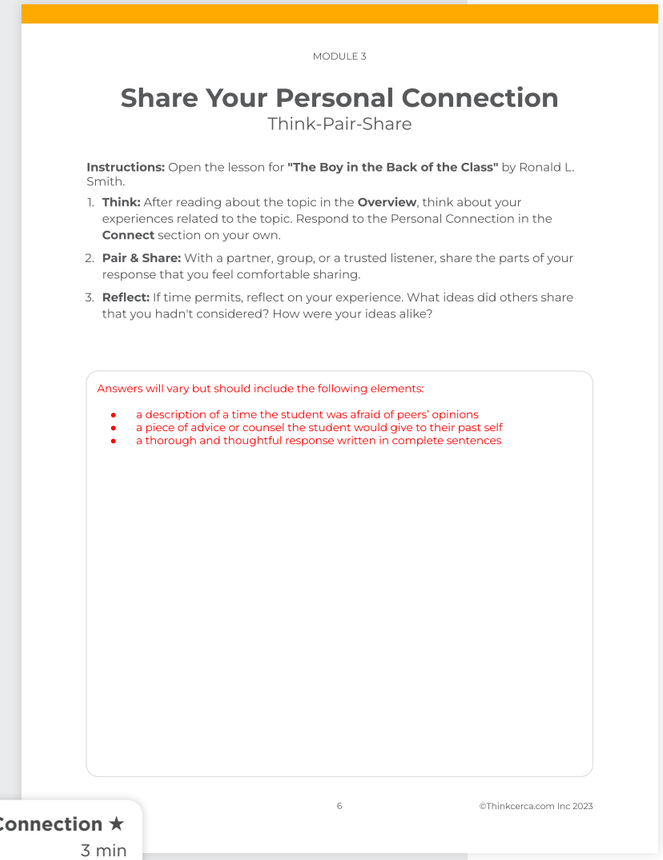
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Connect/Share Your Personal Connection

Purpose: Make personal connections.

Teacher Tip: Encourage students to include any details they remember as they write about their personal experiences.





MODULE 3

Share Your Personal Connection

Think-Pair-Share

Instructions: Open the lesson for **"The Boy in the Back of the Class"** by Ronald L. Smith.

1. **Think:** After reading about the topic in the **Overview**, think about your experiences related to the topic. Respond to the Personal Connection in the **Connect** section on your own.
2. **Pair & Share:** With a partner, group, or a trusted listener, share the parts of your response that you feel comfortable sharing.
3. **Reflect:** If time permits, reflect on your experience. What ideas did others share that you hadn't considered? How were your ideas alike?

Answers will vary but should include the following elements:

- a description of a time the student was afraid of peers' opinions
- a piece of advice or counsel the student would give to their past self
- a thorough and thoughtful response written in complete sentences

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Connect/Share Your Personal Connection ★

Write	3 min
Pair and Share	2 min
Total	**5 min**

Speaking and Listening Toolkit—Peer Collaboration: Have students use the assessment tool for **Peer Collaboration** in the **Speaking and Listening Toolkit** to assess their own collaboration skills. Have students share their findings as a whole class. Clear up misconceptions students may have about the expectations by modeling and highlighting examples of what excellence looks like as you circulate and observe.

TEACHER WILL:	STUDENTS WILL:
• Encourage students to write freely without worrying about a "correct" response. • Facilitate students pairing with a peer and sharing what they feel comfortable sharing. • Provide time for students to reflect on similarities and differences in their peer's responses.	• Write freely and make personal connections to the text. • Share with a peer what they feel comfortable sharing. • Reflect on ideas that their peers share.

Feedback Focus: Encourage students to write freely without regard for conventions and use this as an opportunity to generate ideas for the culminating task.



Read

Purpose: Comprehend the text.

See English Learner Guide for Support for Multilingual/English Language Learners: Allow for the use of bilingual glossaries and translation devices.

Support for Students with Exceptional Needs: Encourage students to listen to the selection and use technology-enabled tools for reading support.

See the **Student-Centered Learning Guide** for modified activities and leveled support.

Teacher Flex Activity:
Select a ThinkCERCA **Best Practices** Activity to enhance students' engagement with the text: **Storyboarding, Contextual Reading, Ensemble Performance, Choral/ Dramatic Reading, Pantomime, Tableau.**

Respond and Reteach: For students who are not yet able to read fluently, use **Echo Partner Reading** to improve sentence-level comprehension and reading fluency.

Read ★
Read and Pause and Reflect 20 min

Just the Facts and Chunking: As students read and then determine the facts of the texts, have them break the text into major chunks of the text, then reflect on each. Begin with chunking the narrative into a beginning, middle, and end. Model the process using a familiar tale, such as Aesop's "Tortoise and the Hare" or another story students should be familiar with, such as "The Three Little Pigs."

TEACHER WILL:	STUDENTS WILL:
• Show students how to use the self-help tools built into the technology. • Encourage students to preview the questions at the end of the selection and leverage the scaffolds and tools to access the text. • Ask students to complete the reading, reflect on the 5Ws, and then divide the text into 3 chunks and explain their rationale.	• Preview the questions at the end of the selection and use the self-help tools to access the text. • Complete the reading, reflect on the 5Ws, and then divide the text into 3 chunks and explain their rationale to a peer.

Feedback Focus: Circulate and spot-check students' comprehension of the text.

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Share Your Reflections

Purpose: Comprehend the text.

Pause and Reflect Questions:

Why do you think the author includes the one-line statements and questions above? What does this add to the story? **(Depth of Knowledge 2: Skill/Concept)**

The author includes italics throughout the essay. What purpose do you think they serve? Explain your answer. **(Depth of Knowledge 2: Skill/Concept)**

Why did the author consider his glasses just as important as his arm or leg? **(Depth of Knowledge 1: Recall)**

Respond and Reteach: For students who are not yet able to draw inferences, use a **Two-Column Chart** labeled "Inferences/Support" to improve their ability to link supporting details to their inferences.

Share Your Reflections
Pair and Share 10 min

MODULE 3

Share Your Reflections

Instructions: When you've finished reading, go back and find the questions in the text marked **Pause and Reflect.** These questions will help you connect the text to yourself, to other texts, or to the world around you.

Use the space on the left below to answer the reflection questions. Then, discuss your answers, noting how they were similar or different.

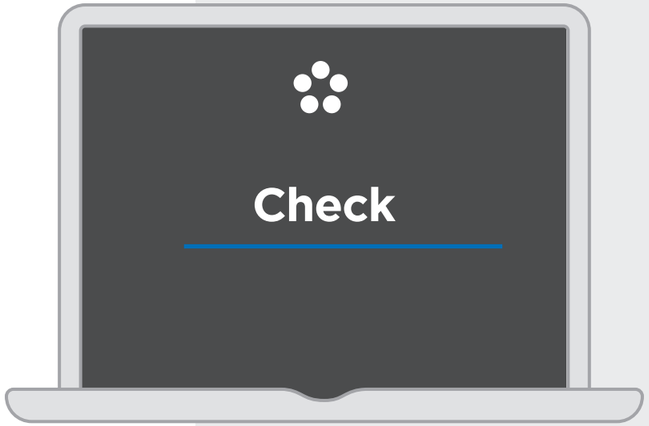
Record "Pause and Reflect" answers here:	Record discussion reflections here:
Answers will vary. Possible responses are provided below. The author may have used the one-line questions and answers here to make the text feel conversational, as if readers were talking with him. This structure also builds suspense. By spacing out the questions and answers, the author mimics the way his thoughts bounced around from fear to fear, and he boosts the suspense for readers as they wait to see what the outcome was. The italics show readers the author's thoughts. The italicized text shows the thoughts the author considered internally, rather than the words he uses to tell his story to the reader. The glasses became a vital part of his body, helping his eyes to function as well as his arms and legs, his nose or tongue. They were a tool that allowed his eyes to do their job, and as a result, he thrived.	

Speaking and Listening Toolkit—Using Evidence to Build on Others' Ideas: Explain that as they prepare to share their reflections, it is important to also prepare an explanation of their reasoning. Demonstrate how students can build upon one another's ideas by clearly explaining their reasoning: "In the text, the author states x. This leads me to believe x because x." and "I also believe x because the author goes on to state x."

Reteach: Circulate and spot-check students' comprehension of the text by observing groups and asking students to share their initial responses to the **Pause and Reflect** questions. Reinforce the 5Ws for individuals, groups, or the whole class for students who are struggling with comprehension of the story.

TEACHER WILL:	STUDENTS WILL:
• Assist students in switching between the **Pause and Reflect** questions online and recording their responses in the **Student Guide**. • Facilitate pairs or small groups for students to discuss their responses. • Remind them to record their discussion reflections in the **Student Guide**.	• Record their responses to the **Pause and Reflect** questions in the **Student Guide** • Discuss their responses with peers.

Feedback Focus: As students discuss their responses to the **Pause and Reflect** questions, listen for connections they make to the text, to other texts, or to the world around them.



Teacher Flex Activity:

Select a ThinkCERCA **Best Practices** Activity to enhance students' ability and confidence to demonstrate their knowledge in a testing format: **Prediction, Error Distraction Analysis, Paired Assessment Practice.**

Check

Purpose: Check for understanding.

Teacher Tip: Use the Reset feature to allow multiple attempts.

Gifted and Talented Enrichment Opportunity—*Advanced Evaluation*: Challenge students to annotate the text for a literary element by highlighting conflict or characterization. Ask students to review their annotations and choose one highlighted section to rewrite in third-person point of view. Students should wrap up by writing a brief reflection on how the change in point of view impacts the author's theme or message. This could be done independently or as a paired highlighting.

Respond and Reteach: For students who are not yet able to identify correct responses in multiple-choice questions, use **Error Analysis** in pairs to improve their ability to determine what makes the right response correct and the wrong response incorrect.

Check ★ 7 min

Timed Checks: Have students time themselves as they complete the check questions and track their average answer time per question.

TEACHER WILL:	STUDENTS WILL:
• Instruct students to complete the multiple-choice comprehension questions, submitting after they feel confident in their answers.	• Answer the multiple-choice comprehension questions.

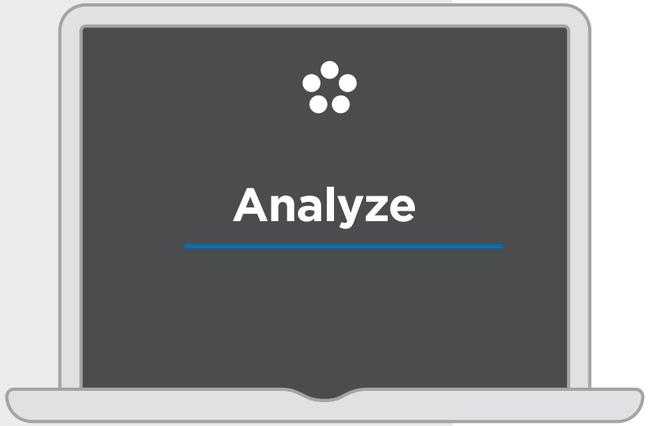
Feedback Focus: Encourage students to reflect on why their answers are correct or incorrect, using evidence from the text.

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Analyze

Purpose: Analyze evidence to make inferences in a literary text.

Teacher Tip: Students may work together to complete the activity, but each student should record their highlighting and annotations online for later steps.



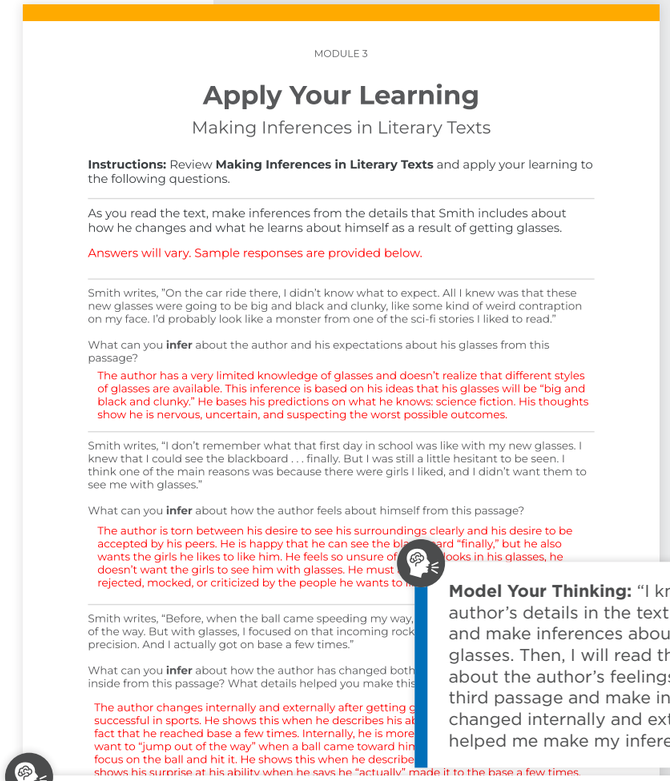
Analyze ★ 15 min

Analyzing: Based on the prompt, model highlighting this sentence in the text: *They actually fit my face quite well.* Then write a note, explaining how this evidence sharply contrasts with what the author assumes will happen, which is that the glasses will make him look ugly or ridiculous.

Visualization: Model a think-aloud using the sentence, *But I knew that glasses would just make me retreat even further into my shell, like some kind of turtle. "I can picture a turtle retreating into its shell for protection here. This simile really shows the author's fear that wearing glasses will make him more isolated and shy."*

TEACHER WILL:	STUDENTS WILL:
• Read the highlighting and annotation prompts with students, and have them complete a second, closer reading of the entire passage.	• Follow the highlighting and annotation prompts to complete a close reading of the text.

Feedback Focus: Encourage students to limit highlights to a single sentence and to write annotations in complete sentences.



MODULE 3

Apply Your Learning

Making Inferences in Literary Texts

Instructions: Review **Making Inferences in Literary Texts** and apply your learning to the following questions.

As you read the text, make inferences from the details that Smith includes about how he changes and what he learns about himself as a result of getting glasses.

Answers will vary. Sample responses are provided below.

Smith writes, "On the car ride there, I didn't know what to expect. All I knew was that these new glasses were going to be big and black and clunky, like some kind of weird contraption on my face. I'd probably look like a monster from one of the sci-fi stories I liked to read."

What can you **infer** about the author and his expectations about his glasses from this passage?

The author has a very limited knowledge of glasses and doesn't realize that different styles of glasses are available. This inference is based on his ideas that his glasses will be "big and black and clunky." He bases his predictions on what he knows: science fiction. His thoughts show he is nervous, uncertain, and suspecting the worst possible outcomes.

Smith writes, "I don't remember what that first day in school was like with my new glasses. I knew that I could see the blackboard . . . finally. But I was still a little hesitant to be seen. I think one of the main reasons was because there were girls I liked, and I didn't want them to see me with glasses."

What can you **infer** about how the author feels about himself from this passage?

The author is torn between his desire to see his surroundings clearly and his desire to be accepted by his peers. He is happy that he can see the bl[illegible]ard "finally," but he also wants the girls he likes to like him. He feels so unsure of [illegible]ooks in his glasses, he doesn't want the girls to see him with glasses. He must [illegible] rejected, mocked, or criticized by the people he wants to

Smith writes, "Before, when the ball came speeding my way, of the way. But with glasses, I focused on that incoming rock precision. And I actually got on base a few times."

What can you **infer** about how the author has changed both inside from this passage? What details helped you make this

The author changes internally and externally after getting g successful in sports. He shows this when he describes his a fact that he reached base a few times. Internally, he is more want to "jump out of the way" when a ball came toward hin focus on the ball and hit it. He shows this when he describe shows his surprise at his ability when he says he "actually" made it to the base a few times.

Apply Your Learning

Purpose: Analyze evidence to make inferences in a literary text.

Direct Instruction: Making Inferences in Literary Texts

See English Learner Guide for Support for Multilingual/English Language Learners: Specific words to consider for translation: *inferences, result, expectations, passage, details.*

Apply Your Learning ★

Direct Instruction	15 min
Practice Applying	12 min
Total	**27 min**

Model Your Thinking: "I know I will be making inferences about the author's details in the text. First, I will read the selected passage and make inferences about the author's expectations about his glasses. Then, I will read the second passage and make inferences about the author's feelings about himself. Finally, I will read the third passage and make inferences about how the author has changed internally and externally. I will include the details that helped me make my inference."

Annotating and Close Reading: Continue to review and model close reading—annotating the passages in each question on the **Student Guide** page by highlighting or underlining a key phrase, a word, or a sentence—that show the narrator's expectations, feelings, and changes. Then model making a note in the margins what these descriptions show about how the narrator changed his mind about wearing glasses. Have them continue to annotate the short passages, either independently or in small groups, taking notes in the margins. As they share out, correct any misconceptions or highlight exemplars with the class before students move on to the next step.

TEACHER WILL:	STUDENTS WILL:
• Lead students through the **Direct Instruction** Making Inferences in Literary Texts prior to having students review it on their own and complete the assessment. • Explain that learning how to make inferences allows readers to reflect upon a text's explicit meaning and understand how our brains construct implied meanings by using our prior knowledge and other details in the text. • Have students hear the prompts out loud before they begin working. • Facilitate pairs or groups for students to complete the tasks.	• Complete the **Direct Instruction** and assessment. • Learn the definition of an inference, how explicit and inferred information differ; how inferences increase a reader's understanding of a text, and how to support inferences with evidence. • Complete the prompts individually or collaboratively.

Feedback Focus: Circulate to spot-check student work and make note of challenging prompts for students to review as a class.

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L Write to Impress: Correcting Variations from Standard English

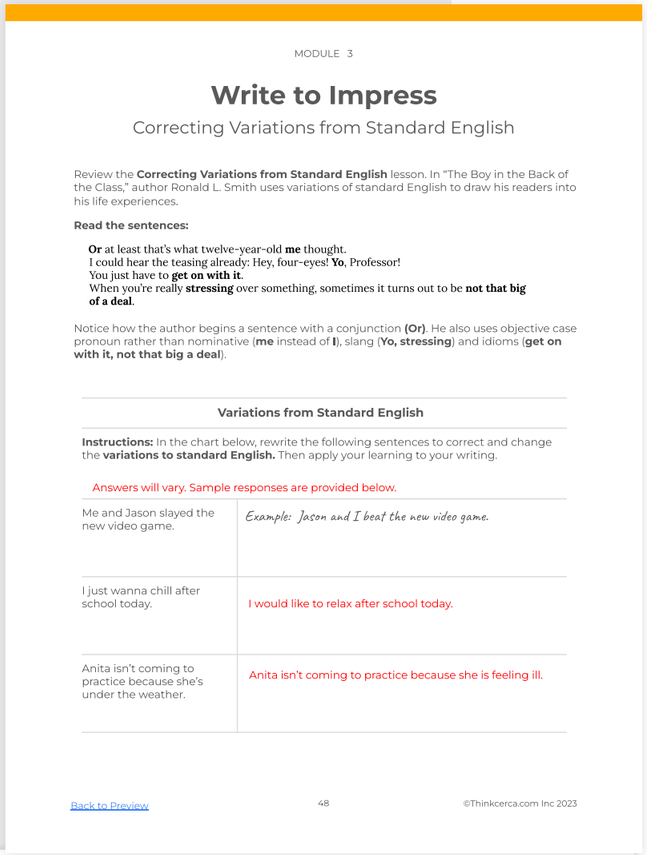
Purpose: Strengthen knowledge and skill in modern English language usage.

Direct Instruction: Correcting Variations from Standard English

See English Learner Guide for Support for Multilingual/English Language Learners: Specific words to consider for translation: *variations, standard, experiences, conjunction, objective, nominative, pronouns.*

Write to Impress ★

Direct Instruction	15 min
Review	7 min
Practice	5 min
Total	**27 min**



MODULE 3

Write to Impress

Correcting Variations from Standard English

Review the **Correcting Variations from Standard English** lesson. In "The Boy in the Back of the Class," author Ronald L. Smith uses variations of standard English to draw his readers into his life experiences.

Read the sentences:

Or at least that's what twelve-year-old **me** thought.
I could hear the teasing already: Hey, four-eyes! **Yo**, Professor!
You just have to **get on with it**.
When you're really **stressing** over something, sometimes it turns out to be **not that big of a deal**.

Notice how the author begins a sentence with a conjunction **(Or)**. He also uses objective case pronoun rather than nominative (**me** instead of **I**), slang (**Yo, stressing**) and idioms (**get on with it, not that big a deal**).

Variations from Standard English

Instructions: In the chart below, rewrite the following sentences to correct and change the **variations to standard English.** Then apply your learning to your writing.

Answers will vary. Sample responses are provided below.

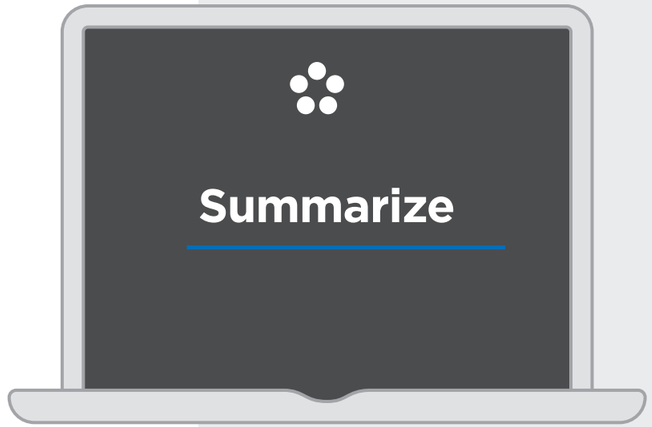
Me and Jason slayed the new video game.	*Example: Jason and I beat the new video game.*
I just wanna chill after school today.	I would like to relax after school today.
Anita isn't coming to practice because she's under the weather.	Anita isn't coming to practice because she is feeling ill.

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Variations of Standard English: Standard English is the form of English used in academic and professional settings. After completing the **Direct Instruction** lesson, have students share out examples of slang and idioms they commonly use and share who would understand these phrases and who might not. Explain that audience and occasion matters in terms of word choice. Next, review the instructions with students, pointing out that they will both identify variations and revise them using more formal language appropriate for school. Review the example and have students complete the activity individually.

TEACHER WILL:	STUDENTS WILL:
• Lead students through the **Direct Instruction** Correcting Variations from Standard English prior to having students review it on their own and complete the assessment. • Model for students how to systematically check for common errors in formal academic while still being empowered to use slang when the occasion calls for it. • Explain that students will rewrite sentences using correct standard English.	• Complete the **Direct Instruction** and assessment. • Learn about the rules of standard English and how and when to follow those rules for academic writing. • Practice writing sentences with concrete references and explicit meaning and then sentences that ask the reader to infer meaning.

Feedback Focus: Circulate and spot check students' understanding of standard English as they complete the activity.



W Summarize

Purpose: Summarize the text.

Teacher Tip: Students may work together to complete the activity, but they should record their summaries online so they are available for later steps.

Informal Reading Assessment: As students complete their summaries, they are learning an important writing skill; however, they are also providing an artifact that shows their comprehension. Use this data point to talk with students about their reading comprehension.

Teacher Flex Activity:
Have students compare summaries before writing a combined summary that captures the main ideas.

Respond and Reteach: For students who are not yet able to summarize effectively, use **Think-Pair-Share** to improve their ability to organize and articulate key ideas from a text.

Summarize ★ 7 min

Summarizing: Encourage students to continue to move toward writing concise summaries to use in their drafts. Let them know that while summaries are brief, the summaries should still capture the most important details. Have them make sure they include the most important details from each chunk: beginning, middle, and end.

TEACHER WILL:	STUDENTS WILL:
• Introduce the optional sentence frames online that students can use as they summarize the reading.	• Summarize the reading with the optional support of sentence frames.

Feedback Focus: Assess student comprehension by asking students to share the most important details from their summaries.

Support for Striving Readers: Echo Partner Reading: Support striving readers with fluency and prosody in a shared partner reading and summarizing experience.

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W Develop/Share S Your Plan

Purpose: Support a claim with reasons and evidence both verbally and in writing.



Develop/Share Your Plan ★

Develop	20 min
Share Plan	10 min
Total	**30 min**

MODULE 3

Share Your Plan

Once you have completed **Develop**, share your Plan with others. Listen to how they respond to the same question. Ask questions and give feedback to help strengthen your partners' reasons and evidence and reasoning. Listen to your peers' ideas and incorporate their feedback into your writing.

Instructions: Based on evidence from the text, respond to the following prompt:
Write an argumentative essay about whether people learn more about themselves through their contentment or their hardships.

Share your plan	Listen to peers and record valuable ideas
Claim/Thesis Statement/Central Idea: Answers will vary. The claim should express a clear idea about the prompt that can be supported fully with evidence from the text.	Claim/Thesis Statement/Central Idea:
Evidence/Elaboration: Answers will vary. Students should include three or more pieces of evidence, examples, or inferences that reveal the lesson identified in the text. Evidence will vary based on the theme identified, but examples of effective evidence would be the author's surprise when he is accepted by his peers, his excitement over his better vision, his increased involvement in class, and his ability to gain new skills in activities he used to dread.	Evidence/Elaboration:
Reasoning/Analysis (Explaining why you chose that evidence): Answers will vary. Explanations should show how the selected evidence directly supports the claim.	Reasoning/Analysis (Explaining why you chose that evidence):

Speaking and Listening Toolkit—Pose and Respond to Questions: Explain to students that when they pose questions to their peers, they will be authentic questions. Ask students to first listen to their peers share their plans, record their questions and explanations for why they are asking a particular question, and then pose the questions, including the reason they are posing those questions. Model how to pose and explain the purpose of asking a question: "What role are you intending that example from the text to play in supporting your claim? I'm wondering if you can make a clearer connection between the claim and the prompt by using some of the words from the prompt or synonyms?"

Show and Tell—Compare Your Claim to the Prompt: Model for students the process of comparing their claims to the prompt to be sure that each element of the prompt has been addressed. Point out key words *most*, important lesson, and *why* that should be answered in a strong claim. Have students revise their claims based on the evidence they found in order to be sure that they answer the prompt completely. Then have them share their plans before drafting and revising.

TEACHER WILL:	STUDENTS WILL:
• Explain to students that their claims should answer all aspects of the prompt, provide a clear focus for the writing, and present the points they will cover in their writing. • Remind students to provide at least two reasons to support the claim. • Guide students in sharing their plans with peers.	• Create a clear claim and support it with at least two reasons and supporting evidence. • Share their drafts with peers.

Feedback Focus: Check in with students to ensure their claims are supported with at least two reasons.



W Draft and Review V

Purpose: Draft, edit, proofread, and revise writing.

Draft and Review

Draft	20 min
Review/Revise	15 min
Total	**35 min**

Automated Feedback and Scoring: During the **Draft** step, students can take advantage of automated feedback on grammar, usage, mechanics, punctuation, and spelling. After students complete their best first draft, they can move to the **Review** stage and take advantage of ThinkCERCA's automated feedback which provides nurturing and actionable feedback. Encourage students to understand that generative AI is not always perfect and they are the authors of the piece, so they should choose whether or not to act on the feedback provided and feel ownership of their own writing. Their writing is a window into their thoughts and they should be courageous in thinking their own original thoughts!

Show and Tell—Answering the Prompt Fully: As students complete a final review of their drafts before submission, have them review their claim an evidence to be sure that their drafts fully answer the prompt with support. Then have them scan their drafts and review the feedback. Remind them that they are the writers and they ought to make the final decision about whether or not the feedback should be incorporated into the draft.

Application of New Vocabulary: Assess student understanding of the new words by encouraging them to reference the synonyms and antonyms generated in the **Build Your Vocabulary** task as they complete other writing tasks related to this selection and others in the unit. Have students record the definitions of synonyms and antonyms of **Focus Words** in their **Vocabulary Notebook**.

Teacher Tip: At least one evidence-based response with teacher feedback is highly recommended per month.

Teacher Tip: Use the **Language and Style Toolkit** with accompanying reference guides to review these rules and concepts with students as they finalize their portfolio piece. For this unit focus on Using Pronouns and Correcting Variations of Standard English.

Support for Students with Exceptional Needs: Support students' writing with predictive spelling, speech to text, voice to text, or dictation.

Encourage students to expand each paragraph/section in the copy and paste outline from the previous step as needed.

See the **Student-Centered Learning Guide** for modified activities and leveled support.

See English Learner Guide for Support for Multilingual/English Language Learners: Allow for the use of bilingual glossaries, options for recording responses, and translation devices.

Support student spelling and mechanics through automatic spelling and grammar checks, and predictive spelling.

Best Practices: Targeted **Direct Instruction** and Skills Practice can be assigned at 10 levels to meet students where they are and support their growth.

TEACHER WILL:	STUDENTS WILL:
• Have students drop their drafts into the drafting space and develop theirs.	• Develop a full draft of an evidence-based multi-paragraph response to the prompt.

Feedback Focus: Encourage students to share different aspects of their drafts to ensure they have included a strong claim, supportive reasons, and evidence.

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Module 4



3-4 Sessions
(50-minute sessions)

1-2 Sessions
(90-minute sessions)

Excerpt from *Little Britches*

by Ralph Moody (Autobiography)

Guiding Question:

How does taking responsibility for your actions influence how you feel about yourself?

Lesson Summary

In his autobiographical book, author Ralph Moody describes his experiences growing up on a ranch in Colorado in the early 20th century through descriptions of his adventures and family life. In this excerpt, readers learn that Moody's family is facing financial hardship. Meanwhile, Ralph, in search of fun and adventure, fights with his classmates and lies to his parents, but eventually learns a valuable lesson about the importance of honesty, hard work, and character.

Optional Prompt: Argumentative Evidence-Based Writing

Write an argumentative essay about the valuable lesson Ralph, the main character, learns from his father. How does his father's advice shape Ralph's understanding of the importance of honesty, hard work and responsibility?

Optional Prompt: Narrative Writing

Think about a challenge you might face that's inspired by the story "Little Britches." Write a descriptive paragraph that tells about a situation where you try to prove yourself, just like the main character in the story. Describe what happens when things don't go as planned, how you feel when facing the consequences, and what you learn along the way. Use detailed descriptions to make the scene come alive and think about how approval from those you care about influences your actions. Make sure to include words like myself, yourself, himself, herself, ourselves, yourselves, or themselves to show how you grew through the experience. Finally, reflect on how your actions affect not just yourself, but also the people closest to you, and how important it is to take responsibility for your choices.

Teach Academic Writing Skills with Direct Instruction	**Determining Theme and Author's Message in a Personal Narrative** In Module 4, students will learn how to analyze and determine themes in a personal narrative through the **Direct Instruction** lesson, **Determining Theme and Author's Message in a Personal Narrative**. Students will learn how to analyze the characters' actions, dialogue, and emotions, as well as the overall tone and atmosphere of the story. They should also consider how the author's choice of point of view influences the portrayal of the theme and message, and how the events and conflicts in the narrative contribute to the underlying ideas and lessons conveyed by the author. By applying the concepts of theme and message to their own narrative writing, students will be able to convey deeper meaning and purpose in their stories. They will learn how to explore universal human experiences and address important social issues through their narratives, ultimately creating impactful and resonant personal narratives. As students read the excerpt from *Little Britches*, encourage them to determine the author's theme and reflect on the author's narrative techniques that support their thinking.
Learning Objective	Students will understand the ways theme is conveyed in a literary text and be able to analyze the theme within a personal narrative, supporting their analysis with evidence from the text.
Rationale	Understanding the impact of an author's words and images in expository writing is crucial for students as it allows them to grasp the deeper meaning and intention behind the text. By analyzing and dissecting Ralph Moody's authorial choices in Module 4, students can enrich their analytical skills and construct a comprehensive understanding of how authors communicate their ideas. Through an awareness of how authors use specific words and images to engage their readers, students will be able to demonstrate their intentionality behind their choice of words and images in academic writing, thus enabling them to craft more compelling essays and express themselves more convincingly.

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Excerpt from *Little Britches*

by Ralph Moody (Autobiography)

Learning Objective: Students will understand the ways theme is conveyed in a literary text and be able to analyze the theme within a personal narrative, supporting their analysis with evidence from the text.

Direct Instruction: Determining Theme and Author's Message in a Personal Narrative

How to Customize Modules Based on Your Students and Schedule: Customize your students' experiences to include **all essential tasks marked with a star** and to incorporate the other literacy options in each module as time permits.

3-4 Sessions
(50-minute sessions)

1-2 Sessions
(90-minute sessions)

Start Here

Direct Instruction★

Teachers facilitate the **Direct Instruction** lesson, and students complete the assessment.

Quick Journal

Students will make personal connections to the guiding question.

Topic Overview and Vocabulary★

Students will consider the **Topic Overview** and engage with the vocabulary through a ThinkCERCA Vocabulary Best Practice activity.

Build Your Vocabulary★

Students will research key vocabulary to build schema and understand concepts related to the theme.

Read ★

Students will complete an initial reading of the text.

Check ★

Students will take a brief assessment that supports comprehension and analysis of the text.

Share Your Reflections

Students will process the text in smaller chunks, stopping to reflect on targeted questions designed to support comprehension.

Raise Your Score: Make Predictions

Students will practice a test prep strategy to improve test-taking skills.

Analyze ★

Students will highlight and annotate the text.

Apply Your Learning ★

Students will apply the **Direct Instruction** lesson to specific prompts about the text.

Write to Impress: Use Intensive Pronouns ★

Students will practice a targeted language skill to apply to their writing.

Summarize ★

Students will summarize the text with sentence frames as needed.

Develop ★

Students will create a clear claim and support it with at least two reasons and supporting evidence.

Connect★ and Share Your Personal Connection★

Students will write freely and make personal connections to the text.

For Proven Results:
Students should complete at least one evidence-based response per unit with feedback.

Share Your Plan

Students will share their writing with a peer to provide and receive feedback.

Draft

Students will fully develop an evidence-based response to the prompt.

Review

Students will revise and proofread their drafts before submitting the final version for feedback.

Share Your Best Writing Sample

Students will reflect on their writing from the unit and submit one sample for teacher feedback.

★ **Essential**

R Reading · W Writing · S Speaking and Listening · V Vocabulary · L Language · M Multimedia · E Executive Function · Assessment

See the English Learner Guide **in this module** for editable, leveled supports and implementation guidance for beginning, intermediate, and advanced multilingual English Learners.

Teacher-Led · Individual · Paired · Small Group · Online · Offline

Preview Key Concepts and Skills

Title: "Excerpt from *Little Britches*" by Ralph Moody

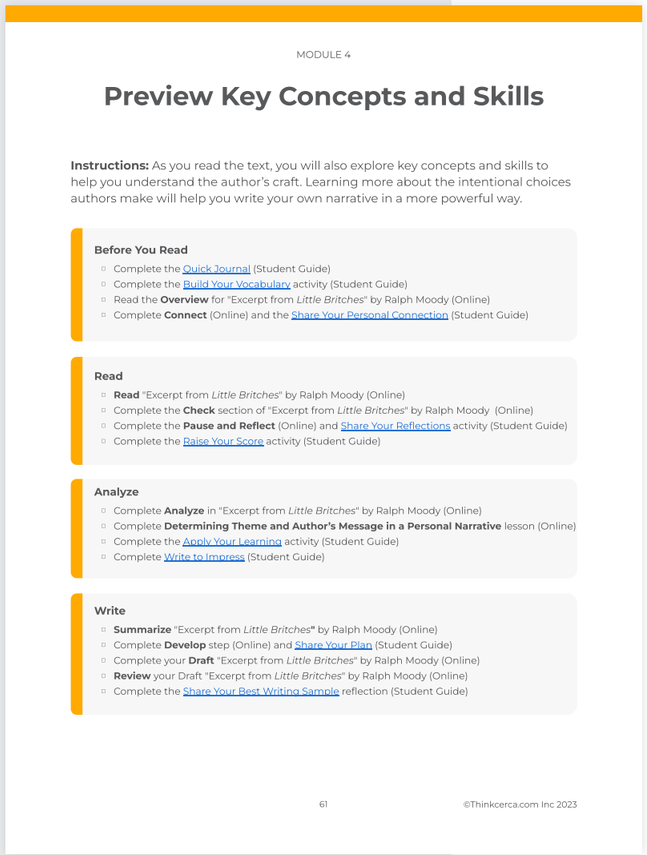
Guiding Question: Why does the approval of those closest to us sometimes feel so important?

Lesson Summary: In his autobiographical book, author Ralph Moody describes his experiences growing up on a ranch in Colorado in the early 20th century through descriptions of his adventures and family life. In this excerpt, readers learn that Moody's family is facing financial hardship. Meanwhile, Ralph, in search of fun and adventure, fights with his classmates and lies to his parents, but eventually learns a valuable lesson about the importance of honesty, hard work, and character.

Lesson Objective: Understand how words and images can convey an author's meaning and be able to evaluate an author's use of words an images to explain a complex, intangible topic.

See English Learner Guide for Support for Multilingual/English Language Learners: Specific words to consider for translation: *explore, concepts, intentional, narrative, powerful.*

Support for Students with Exceptional Needs: These modules can be found in the **Foundational Reading and Linguistics Course** in the Courses tab. As students increase their mastery, some may benefit from engaging in only one or more parts of a module.



MODULE 4

Preview Key Concepts and Skills

Instructions: As you read the text, you will also explore key concepts and skills to help you understand the author's craft. Learning more about the intentional choices authors make will help you write your own narrative in a more powerful way.

Before You Read
- Complete the Quick Journal (Student Guide)
- Complete the Build Your Vocabulary activity (Student Guide)
- Read the **Overview** for "Excerpt from *Little Britches*" by Ralph Moody (Online)
- Complete **Connect** (Online) and the Share Your Personal Connection (Student Guide)

Read
- **Read** "Excerpt from *Little Britches*" by Ralph Moody (Online)
- Complete the **Check** section of "Excerpt from *Little Britches*" by Ralph Moody (Online)
- Complete the **Pause and Reflect** (Online) and Share Your Reflections activity (Student Guide)
- Complete the Raise Your Score activity (Student Guide)

Analyze
- Complete **Analyze** in "Excerpt from *Little Britches*" by Ralph Moody (Online)
- Complete **Determining Theme and Author's Message in a Personal Narrative** lesson (Online)
- Complete the Apply Your Learning activity (Student Guide)
- Complete Write to Impress (Student Guide)

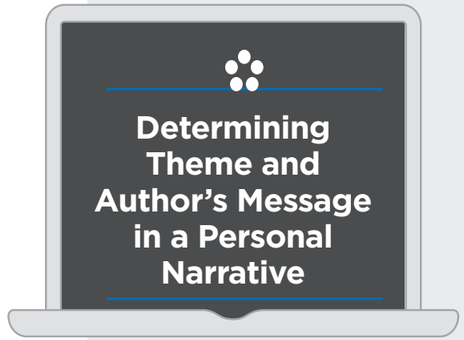
Write
- **Summarize** "Excerpt from *Little Britches*" by Ralph Moody (Online)
- Complete **Develop** step (Online) and Share Your Plan (Student Guide)
- Complete your **Draft** "Excerpt from *Little Britches*" by Ralph Moody (Online)
- **Review** your Draft "Excerpt from *Little Britches*" by Ralph Moody (Online)
- Complete the Share Your Best Writing Sample reflection (Student Guide)

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Rationale: Understanding the impact of an author's words and images in narrative writing is crucial for students as it allows them to grasp the deeper meaning and intention behind the text. By analyzing and dissecting Ralph Moody's authorial choices in Module 4, students can enrich their analytical skills and construct a comprehensive understanding of how authors communicate their ideas.

Through an awareness of how authors use specific words and images to engage their readers, students will be able to demonstrate their intentionality behind their choice of words and images in academic writing, thus enabling them to craft compelling writing and express themselves more convincingly.

Preview Key Concepts and Skills 3 min



Direct Instruction

Direct Instruction: Determining Theme and Author's Message in a Personal Narrative

Teacher Tip: Developing the skills to identify an author's message or theme supports knowledge and skill in both reading and creating one's own theme or message.

Teacher Tip: Review the Direct Instruction lesson with students throughout the module as needed.

See **Best Practices**

Direct Instruction ★ 15 min

Show and Tell—Conveying Themes: Model examples of how universal themes are explored in narrative writing. Provide two universal themes and work as a class to write lessons or messages that an author might convey about each theme.

Examples:

Loss: It's okay for people to process loss differently; people can learn different lessons from their disappointment than from their successes.

Fear: It's important to face fears rather than avoid them; fear sometimes makes people feel trapped or powerless.

Have students complete the last two examples independently: family, kindness.

Remind them to consider how authors often develop their messages from universal themes when they begin planning their own personal narratives.

TEACHER WILL:	STUDENTS WILL:
• Internalize all of the module's **Direct Instruction** lessons, so you are well equipped to facilitate instruction throughout the module where indicated by icons in the margin. See **Best Practices for Engagement Strategies**. • Lead students through the **Direct Instruction** Determining Theme and Author's Message in a Personal Narrative prior to having students review it on their own and complete the assessment. A list of key academic terms for the unit is available in the **Student Guide**. Students may also record key definitions in their **Vocabulary Notebooks**. • Explain that understanding how to determine a theme or an author's message in a personal narrative can improve knowledge about the author's message on a particular subject and the ideas authors want to convey.	• Complete the **Direct Instruction** lesson and assessment. • Learn theme and an author's message in personal narratives, how to determine theme and author's message from reading about the author's personal experience, and how multiple themes can relay a message. • Record key definitions in their **Vocabulary Notebooks.**

Feedback Focus: Have students write notes with headings that allow them to refer to the notes to recall key concepts.

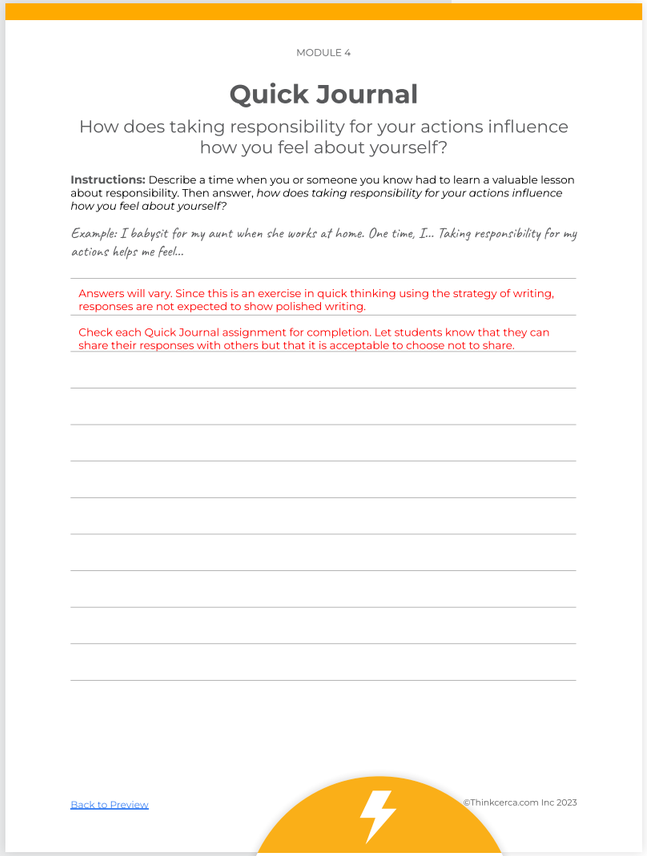
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Quick Journal

Purpose: Make personal connections to the guiding question.

Teacher Tip: The guiding question found in the **Quick Journal** allows students to write about a brief personal experience and may serve as pre-writing for their portfolio assignment, a personal narrative.

See English Learner Guide for Support for Multilingual/English Language Learners: Specific words to consider for translation: *responsibility, action, influence, valuable.*



MODULE 4

Quick Journal

How does taking responsibility for your actions influence how you feel about yourself?

Instructions: Describe a time when you or someone you know had to learn a valuable lesson about responsibility. Then answer, *how does taking responsibility for your actions influence how you feel about yourself?*

Example: I babysit for my aunt when she works at home. One time, I... Taking responsibility for my actions helps me feel...

Answers will vary. Since this is an exercise in quick thinking using the strategy of writing, responses are not expected to show polished writing.

Check each Quick Journal assignment for completion. Let students know that they can share their responses with others but that it is acceptable to choose not to share.

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Teacher Flex Activity:
Have students brainstorm other issues that are related to the topic of the **Quick Journal.**

Quick Journal
Write 5 min

TEACHER WILL:	STUDENTS WILL:
• Introduce the **Quick Journal**, pointing out that this is a low-stakes writing opportunity with no requirements other than to write, filling as much of the page as possible. • Give students five minutes to write. Then, ask them to turn to a partner and share what they feel comfortable sharing.	• Complete the **Quick Journal**. • Share the parts of their journals that they feel comfortable sharing.

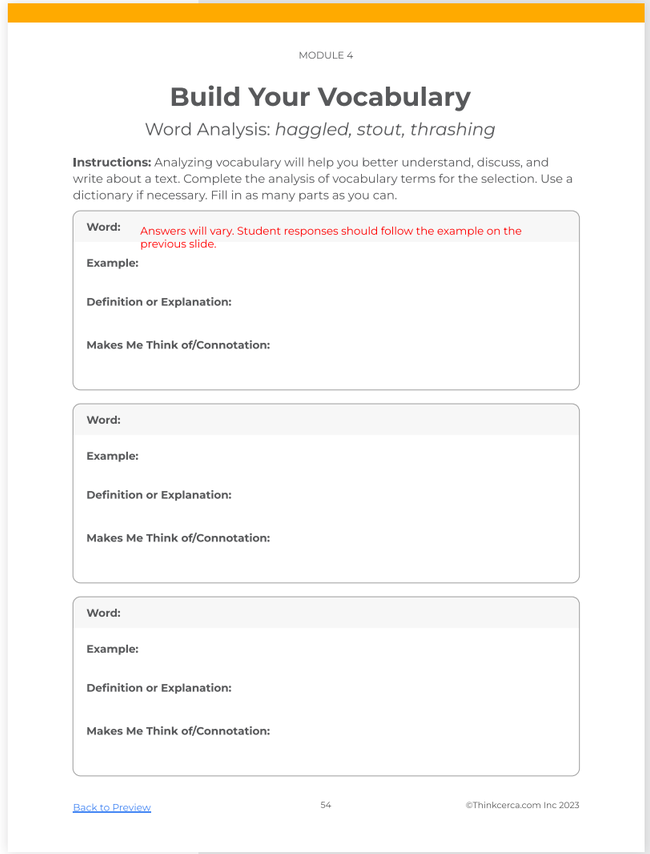
Feedback Focus: Provide informal feedback to students verbally, affirming the personal connection they make in their **Quick Journals.**

Build Your Vocabulary

Purpose: Understand key terms.

Teacher Tip: Have students reflect on which vocabulary strategy helps them remember a new word and why.

Support for Students with Exceptional Needs: As students acquire new vocabulary words, have them work with differentiated vocabulary lists based on their needs, including sight words, Tier 1-3 vocabulary, and more advanced academic vocabulary. See the **Student-Centered Learning Guide** for additional word banks.



MODULE 4

Build Your Vocabulary

Word Analysis: *haggled, stout, thrashing*

Instructions: Analyzing vocabulary will help you better understand, discuss, and write about a text. Complete the analysis of vocabulary terms for the selection. Use a dictionary if necessary. Fill in as many parts as you can.

Word: Answers will vary. Student responses should follow the example on the previous slide.
Example:
Definition or Explanation:
Makes Me Think of/Connotation:

Word:
Example:
Definition or Explanation:
Makes Me Think of/Connotation:

Word:
Example:
Definition or Explanation:
Makes Me Think of/Connotation:

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Build Your Vocabulary ★
Instruction 5 min
Collaboration 10 min
Total 15 min

Word Analysis: Use the **Explicit Vocabulary Strategy Instruction** resources to introduce the **Word Analysis** and to help students build vocabulary and deepen understanding of key concepts in a reading. Display a vocabulary word for students. Say the word. Display a sentence using the vocabulary word. Ask students to guess the definition of the word based on the way it is used in the sentence. Give the correct definition if necessary. Ask students to make a connection between this word and words they already know by asking, "What does this word make you think of?" (Module words: *haggled, stout, thrashing*)

TEACHER WILL:	STUDENTS WILL:
• Introduce the **Build Your Vocabulary** task and review the example provided. • Organize students into small groups and assign them one or more words per group. • Assist each group in sharing their findings with the entire class.	• Review the example in the **Student Guide**. • Complete the note-taking task with peers for one or more of the terms. • Participate in a larger group debrief once the task is complete.

Feedback Focus: Encourage students to write complete definitions, examples, and other notes about the terms.

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R Topic Overview

Purpose: Understand the topic overview.

Teacher Tip: As students read the **Topic Overview**, ask them to listen for a word or phrase that stands out to them and to consider why it stands out.



Teacher Flex Activity:
After students read the **Topic Overview**, ask them to consider questions they still have about the topic. What do they anticipate they will learn while reading the text?

Topic Overview ★
Read 2 min

Anticipation: Have students continue to share anticipatory questions they have about the topic, title, and possible setting shown in the image in the selection opener. Continue to add to the shared digital presentation as children share questions, predictions, and images for the whole group. As they read, refer to the questions periodically as needed. Revisit the questions at the end of the reading. Ask students to compare their initial predictions or thoughts with what happened in the story.

TEACHER WILL:	STUDENTS WILL:
• Have students preview the vocabulary words in blue prior to reading. • Review the **Topic Overview** and ask students to consider questions they have about the selection.	• Preview the vocabulary. • Read the **Topic Overview,** noting questions they may have about the topic.

Feedback Focus: Spot-check students' understanding of the **Topic Overview** by having them summarize the gist of it in their own words

Support for Striving Readers: Background Knowledge: Understanding the *historical context of rural life* in the early 20th century, including the importance of horses for farming and transportation, will help students grasp the challenges faced by the family in the passage.

Vocabulary Memory Match

In Vocabulary Memory Match you will make flashcards with vocabulary words on one side and definitions on the other. This fun game helps your remember new vocabulary by testing your memory!



How to play:

1. Prepare the memory cards containing words and definitions.
2. Shuffle them face down and take cards to find matching word and d
3. Collect pairs of cards and rotate to cards.
4. You will keep the matches you find tricky words with your classmates.

Respond and Reteach: For students who are not yet able to comprehend new vocabulary, use **Visual Vocabulary** to improve their ability to make meaning of words beyond definitions.

Vocabulary Memory Match: Use the **Best Practices: Vocabulary Memory Match strategy** using the printable/foldable versions of **Focus Word** lists for flashcards with vocabulary words on one side and definitions on the other. Find matching pairs and keep the matches you find.

Vocabulary ★
Introduce Best Practice 5 min
Engage with Focus Words 10 min
Total 15 min

TEACHER WILL:	STUDENTS WILL:
• Have students prepare memory cards containing words and definitions. They can print the slide show provided and cut the cards so definitions and words are separated to be rematched. • Have students correctly match each vocabulary word card with its corresponding definition or synonym card. • When students make a match, they collect the pair of cards until all card matches are collected. Rotate cards among groups for additional rounds.	• Prepare memory cards containing words and definitions. • Match word cards with definition cards. • Collect pairs of cards and rotate to another set of cards.

Feedback Focus: Ask students to share their thoughts on the game, what they learned, and any challenging aspects.

Support for Striving Readers: Key Academic Vocabulary Scaffold: The passage discusses the *moral and ethical development of the narrator*, using phrases like *injured your own character* and *a man's character is like his house.* These metaphors and the related vocabulary are crucial for understanding the theme of personal integrity.

V Vocabulary

Purpose: Acquire new vocabulary.

Focus Words

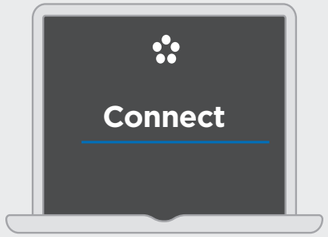
20th century (proper noun): the years between 1901 and 2000
Autobiographical (adj.): a written account of the author's own life
Character (noun): the mental and moral qualities of an individual
Crossties (noun): heavy beams used for support on railroads
Degeneracy (noun): being corrupt
Foundered (verb): a description of a horse having pain in its hoof due to disease
Gulch (noun): a steep canyon
Guttersnipe (noun): a badly behaved child
Haggled (verb): bargain over cost
Hames (noun): a piece of equipment used to attach a collar for a horse
Peddler (noun): a person who travels and sells goods
Plowing (verb): to turn up the soil in an area of land for farming
Singletree (noun): equipment used to attach a horse to a wagon
Stout (adj.): strong and sturdy
Thrashing (noun): a beating, sometimes with a stick
Trestle (noun): a wooden frame

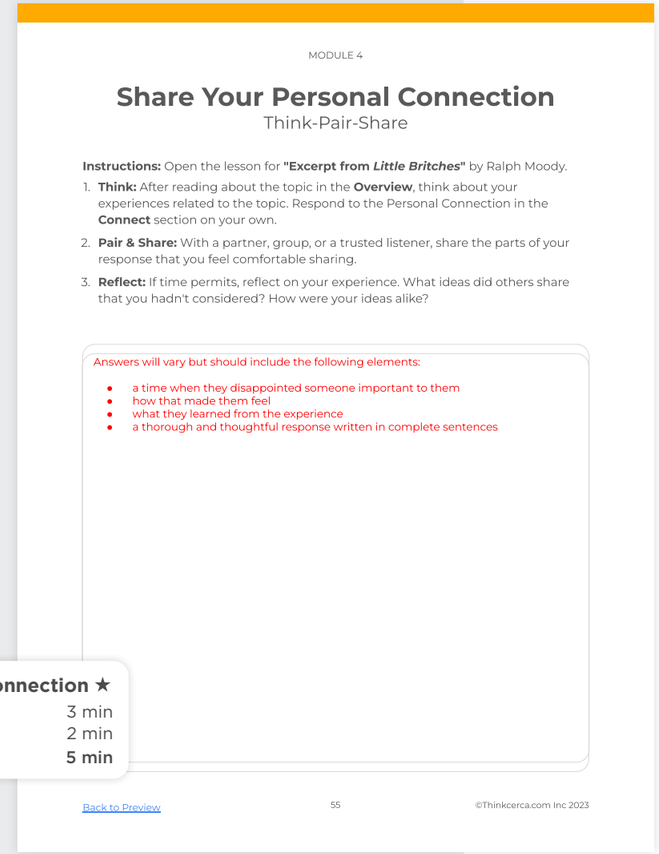
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R Connect/Share S Your Personal Connection

Purpose: Make personal connections.

Teacher Tip: Encourage students to include any details they remember as they write about their personal experiences.





MODULE 4

Share Your Personal Connection

Think-Pair-Share

Instructions: Open the lesson for **"Excerpt from *Little Britches*"** by Ralph Moody.

1. **Think:** After reading about the topic in the **Overview**, think about your experiences related to the topic. Respond to the Personal Connection in the **Connect** section on your own.
2. **Pair & Share:** With a partner, group, or a trusted listener, share the parts of your response that you feel comfortable sharing.
3. **Reflect:** If time permits, reflect on your experience. What ideas did others share that you hadn't considered? How were your ideas alike?

Answers will vary but should include the following elements:

- a time when they disappointed someone important to them
- how that made them feel
- what they learned from the experience
- a thorough and thoughtful response written in complete sentences

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Connect/Share Your Personal Connection ★

Write	3 min
Pair and Share	2 min
Total	**5 min**

Speaking and Listening Toolkit—Peer Collaboration: Have students use the **Peer Collaboration** tool in the **Speaking and Listening Toolkit** to assess each other, across pairs. Have two students observe another pair of students complete the assessment tool, then share their feedback with their peers and switch so that both pairs receive feedback. Then, have students reflect on where they are aligned in their assessment and where they see differences.

TEACHER WILL:	STUDENTS WILL:
• Encourage students to write freely without worrying about a "correct" response. • Facilitate students pairing with a peer and sharing what they feel comfortable sharing. • Provide time for students to reflect on similarities and differences in their peer's responses.	• Write freely and make personal connections to the text. • Share with a peer what they feel comfortable sharing. • Reflect on ideas that their peers share.

Feedback Focus: Encourage students to write freely without regard to conventions and use this as an opportunity to generate ideas for the culminating task.



R Read

Purpose: Comprehend the text.

See English Learner Guide for Support for Multilingual/English Language Learners: Allow for the use of bilingual glossaries and translation devices.

Support for Students with Exceptional Needs: Encourage students to listen to the selection and use technology-enabled tools for reading support.

Teacher Flex Activity:
Select a ThinkCERCA **Best Practices** Activity to enhance students' engagement with the text: **Storyboarding, Contextual Reading, Ensemble Performance, Choral/ Dramatic Reading, Pantomime, Tableau.**

Respond and Reteach: For students who are not yet able to read fluently, use **Paired Reading & Review** to improve paragraph-level comprehension and reading fluency.

Read ★

Read and Pause and Reflect	20 min

Just the Facts and Chunking: Remind students to apply the 5Ws strategy from previous modules as they read the selection. Also remind students to break the narrative into three distinct parts: beginning, middle, and end.

TEACHER WILL:	STUDENTS WILL:
• Show students how to use the self-help tools built into the technology. • Encourage students to preview the questions at the end of the selection and leverage the scaffolds and tools to access the text.	• Preview the questions at the end of the selection and use the self-help tools to access the text.

Feedback Focus: Circulate and spot-check students' comprehension of the text.

Support for Striving Readers—Scooping: Have students practice prosody and fluency by "scooping" the phrase, reading multiple words at a time, instead of reading one word at a time.

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Share Your Reflections

Purpose: Comprehend the text.

Pause and Reflect Questions:

What do we know about the family and their financial status after the opening section? **(Depth of Knowledge 1: Recall)**

How would you describe the relationships between the boys? Do you think Freddie really wanted to fight Ralph? **(Depth of Knowledge 2: Skill/Concept)**

What does this scene with the donkey show you about Ralph's personality? Why might the author have chosen to include this paragraph about the donkey ride? **(Depth of Knowledge 2: Skill/Concept)**

Why didn't the main character get a "thrashing" after he lied? What does this detail tell you about his father? **(Depth of Knowledge 2: Skill/Concept)**

MODULE 4

Share Your Reflections

Instructions: When you've finished reading, go back and find the questions in the text marked **Pause and Reflect.** These questions will help you connect the text to yourself, to other texts, or to the world around you.

Use the space on the left below to answer the reflection questions. Then, discuss your answers, noting how they were similar or different.

Record "Pause and Reflect" answers here:	Record discussion reflections here:
Answers will vary. Possible responses are provided below: Based on the opening section we know that the family is struggling with money. In the text it says that they don't think they can afford to take out money for more horses and equipment. The relationship between the boys at school is tense. They have been fighting back and forth at school. The narrator is is friends with Willie though. I don't know if they actually wanted to fight because in the end of the passage he makes an excuse to not fight him. The scene with the donkey shows that Ralph is adventurous, and likes to have new experiences. This paragraph shows some of his personality as well as his sister and Willie's personalities. He doesn't get a "thrashing" because his dad thinks he needs to learn a deeper lesson. This tells us his dad is intentional with his parenting.	

Respond and Reteach: For students who are not yet able to explain their reasoning during discussions, use **Read Between the Lines** to improve their ability to analyze the narrator's experiences and determine the author's deeper message.

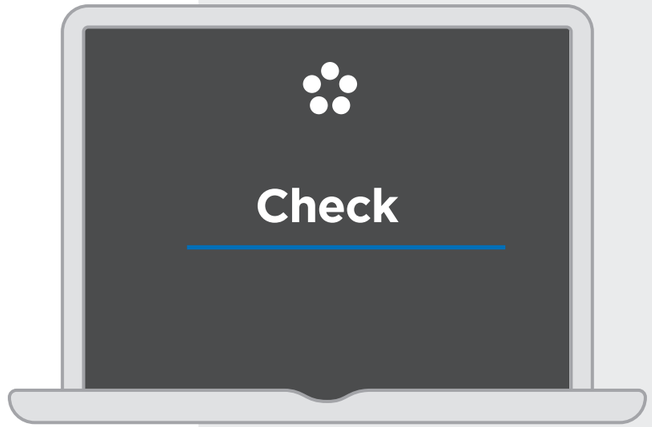
Share Your Reflections
Pair and Share 10 min

Speaking and Listening Toolkit—Using Evidence to Build on Others' Ideas: Remind students that building upon each other's ideas in a discussion includes an explanation for their reasoning. Explain to students that building on each other's ideas does not mean they must agree with each other. Demonstrate how students may share their reflections and respectfully agree or disagree as they engage in a discussion: "I agree with how you interpreted the text because x." OR "I see why you interpreted the text that way, however, the way I am reading it, the text is actually saying x because x."

Reteach: Circulate and spot-check students' comprehension of the text by observing groups and asking students to share their initial responses to the **Pause and Reflect** questions. Reinforce the 5Ws for individuals, groups, or the whole class for students who are struggling with comprehension of the story.

TEACHER WILL:	STUDENTS WILL:
• Assist students in switching between the **Pause and Reflect** questions online and recording their responses in the **Student Guide**. • Facilitate pairs or small groups for students to discuss their responses. • Remind them to record their discussion reflections in the **Student Guide**.	• Record their responses to the **Pause and Reflect** questions in the **Student Guide**. • Discuss their responses with peers.

Feedback Focus: As students discuss their responses to the **Pause and Reflect** questions, listen for connections they make to the text, to other texts, or to the world around them.



Check

Purpose: Check for understanding.

Teacher Tip: Use the Reset feature to allow multiple attempts.

Teacher Flex Activity:
Select a ThinkCERCA **Best Practices** Activity to enhance students' ability and confidence to demonstrate their knowledge in a testing format: **Prediction, Error Distraction Analysis, Paired Assessment Practice.**

Respond and Reteach: For students who are not yet able to make predictions to improve test performance, use **Predictions** to strengthen their ability to anticipate test content and respond accurately to questions.

Check ★ 7 min

Timed Checks: Have students time themselves as they complete the **Check** questions and track their average times. Invite students to celebrate any improvements they have made and why they think they have improved.

TEACHER WILL:	STUDENTS WILL:
• Instruct students to complete the multiple-choice comprehension questions, submitting after they feel confident in their answers.	• Answer the multiple-choice comprehension questions.

Feedback Focus: Encourage students to reflect on why their answers are correct or incorrect, using evidence from the text.

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R E Raise Your Score: Make Predictions

Purpose: Strengthen knowledge and skill in test-taking strategies.

Teacher Tip: Ask students to consider one way the strategy of making predictions about answers on a test might support their test-taking skills.

MODULE 4

Raise Your Score

Test Strategy: Make Predictions

Instructions: One way to prepare for assessments is to practice looking for the answers in the text before looking at the answer choices. Use prediction strategies as an opportunity to read a text more carefully.

Read each multiple choice question in the **Check** section, and choose 2-3 to study more closely. In your own words, record your prediction of the correct response in the chart below. Answers will vary. Student answers should reflect the multiple choice questions in the online lesson.

Question on ThinkCERCA	What answer do you predict?
Example: Read this sentence. "I had wanted to get there early enough to see if I could lick him again before school began, but I had to wait for morning recess." What does the word lick mean in that sentence?	*Example: Because Ralph is in feud with another boy and has already been in a fight, I think the answer probably has something to do with fighting.*

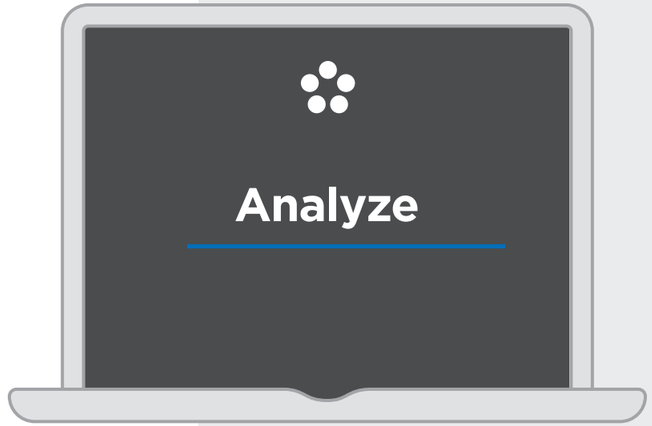
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Teacher Flex Activity:
Have students each write a multiple-choice question with answer options about the text selection, and exchange their work with a peer. Students can then practice making predictions about the correct answer to the question. See **Best Practices: Prediction.**

Raise Your Score
Review and Practice 10 min

TEACHER WILL:	STUDENTS WILL:
• Explain that students will make predictions about the correct responses to the multiple-choice questions in the Check section.	• Check their comprehension and practice the test prep strategy: Make Predictions.

Feedback Focus: Circulate and listen for students' discussions about their insights and challenges in making predictions with multiple-choice questions.



R Analyze

Purpose: Analyze an author's message and theme in a personal narrative.

Teacher Tip: Students may work together to complete the activity, but they should record their highlighting and annotations online for later steps.

Gifted and Talented Enrichment Opportunity—*Advanced Evaluation*: Challenge students to annotate the text for a literary element by highlighting conflict or characterization. Ask them to review their annotations and choose one highlighted section to rewrite in third-person point of view. Students should wrap up by writing a brief reflection on how the change in point of view impacts the author's theme or message. This could be done independently or as a paired highlighting.

Analyze ★ 15 min

Analyzing: Based on the prompt, model how statements and descriptions by the narrator allow readers to make inferences that show what his thoughts and actions reveal about his character. Be sure to explain the details of the highlighted text in complete sentences, showing how it allows readers to understand this aspect of the narrator's personality.

Visualization: Model a think-aloud using the sentence, *He had both hands in the hip pockets of his overalls and was looking at an old bay mare on the off side.* "I can picture Ralph's father looking at the old horse intently. His hands in his pockets might mean that he isn't sure about the horse and wants to take his time."

TEACHER WILL:	STUDENTS WILL:
• Read the highlighting and annotation prompts with students, and have them complete a second, closer reading of the entire passage.	• Follow the highlighting and annotation prompts to complete a close reading of the text.

Feedback Focus: Encourage students to limit highlights to a single sentence and to write annotations in complete sentences.

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Apply Your Learning

Purpose: Analyze an author's message and theme in a personal narrative.

Direct Instruction: Determining Theme and Author's Message in a Personal Narrative (Review)

See English Learner Guide for Support for Multilingual/English Language Learners: Specific words to consider for translation: *determine, theme, personal, reveal, interactions, traits, cite, specifically, influenced, memoir, responsibility, influenced.*

Model Your Thinking: "When I read the prompt, I know that I am determining the author's message and theme in a personal narrative. First, I will look at the beginning of the excerpt to determine what conflict the author is having with his classmates and what these interactions with his classmates reveal about him. Next, I will consider what character traits stick out to me or surprise me about Ralph and cite an example of the author's thoughts, feelings, actions, or decisions that reveal his traits. Then, I will think about what lesson the author learns from his family about responsibility and who or what specifically influenced him. I will then consider what the author's message is about hard work, responsibility and respect for others and why the author might have chosen this scene to share with readers in his memoir. Finally, I will reflect on the moments in my own life when I had to learn a tough lesson about responsibility and hard work and consider whether being responsible and working hard is a part of who I am or want to be."

MODULE 4

Apply Your Learning

Determining Theme and Author's Message in a Personal Narrative

Instructions: After reviewing **Determining Theme and Author's Message in a Personal Narrative** as a group, discuss:

In the beginning of the excerpt, what conflict is the author having with his classmates? Cite a piece of evidence to show his thoughts or actions that reveal these feelings. What do his interactions with his classmates reveal about him?

In the beginning, the author is having an ongoing physical altercation with Freddie. In the text it says "Everybody knew Freddie and I were going to fight again at recess time. We made faces at each other every time Miss Wheeler had her back to the class." which shows how the two boys interacted.

What character traits stick out to you or surprise you about Ralph? Cite an example of the author's thoughts, feelings, actions, or decisions that reveal his traits. How is the author as a child similar or different from you?

The character trait that sticks out to me the most in this passage is how brave he is. He is willing to break rules to pursue adventure which is something I would be too afraid to do. In the text he says "The more I thought about hauling those ties with Nancy, the more I wanted to do it." referring to his determination to do something even if it was dangerous and against the rules.

By the end of the story, what lesson does the author learn about from his family about responsibility? What person or experience specifically influenced him?

In the end of the story he learns from his dad that his actions speak his character to the world and impact the people around him. He is responsible for not only his actions but the outcomes of those actions on other people.

From this excerpt, what do you think the author's message is about hard work, responsibility and respect for others? Why might the author have chosen this scene to share with readers in his memoir?

The author probably wanted the reader to know that it is important to respect authority figures because they have your safety at heart. This ties into respect because sometimes a decision is not one that you like but you should respect it because it is for the best. This scene shows both positive and negative character traits that he had and demonstrated the room for growth that he had.

Personal Reflection: What moments do you recall in your own life in which you had to learn a tough lesson about responsibility and hard work? Describe a person or experience that influenced you. Is being responsible and working hard part of who you are or who you want to be? Explain your answer.

I learned a lot of tough lessons from my mom. She was a teacher so she always pushed me to work harder at school.

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Apply Your Learning ★
Practice Applying 12 min

Annotating and Close Reading: Model close reading in the selection—annotating the text by highlighting sections in the online selection that determine the theme, as directed by the questions on the **Student Guide** page. Model making a note about your thoughts about each notation. Have them continue to annotate the passage, either independently or in small groups. As they share out their answers, correct any misconceptions or spotlight exemplars with the class.

TEACHER WILL:	STUDENTS WILL:
• Review the **Direct Instruction** with students as needed. • Have students hear the prompts out loud before they begin working. • Facilitate pairs or groups for students to complete the tasks.	• Review the **Direct Instruction** lesson as needed. • Complete the prompts individually or collaboratively.

Feedback Focus: Circulate to spot-check student work and make note of challenging prompts for students to review as a class.

Write to Impress: Use Intensive Pronouns

Purpose: Strengthen knowledge and skill in pronoun usage.

Direct Instruction: Using Pronouns (Review)

Teacher Tip: Ask students to use 2-3 sentences from their previous classwork writing and interchange the intensive pronouns. Have them reflect on how changing the intensive pronouns shifts the meaning of their sentences.

See English Learner Guide for Support for Multilingual/English Language Learners: Specific words to consider for translation: *variations, standard, experiences, conjunction, objective, nominative, pronouns.*

MODULE 4

Write to Impress

Use Intensive Pronouns

In "Excerpt from *Little Britches*," author Ralph Moody writes about himself and his own experiences using intensive pronouns, to indicate his own personal feelings. He emphasizes these words repeatedly in order to highlight his self-reflection and reflection of others. In this passage, he uses **yourself** and **himself** to emphasize his father's message.

Read the passage:

When he spoke, his voice was deep and dry, and I knew he must have been coughing a lot on the way home. "Son, there is no question but what the thing you have done today deserves severe punishment. You might have killed **yourself** or the horse, but much worse than that, you have injured your own character. A man's character is like his house. If he tears boards off his house and burns them to keep **himself** warm and comfortable, his house soon becomes a ruin. If he tells lies to be able to do the things he shouldn't do but wants to, his character will soon become a ruin. A man with a ruined character is a shame on the face of the earth.

Intensive Pronouns

Instructions: Review **Using Pronouns** if needed. Experiment with writing sentences using **intensive pronouns** to emphasize or indicate something surprising. Then apply your learning to your writing.

myself	I myself have fallen into the pitfall of taking the easy route over working hard to achieve the result desired.
himself, herself, itself	The teacher herself created a space for reflection on the conflict that the boys faced.
ourselves, yourselves, themselves	We created the dangerous situation ourselves by doing the opposite of what our parents asked.

For more intensive pronoun practice, click her

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Personalized Practice:
Extra practice for students is available through Quill.org. See the **Student Guide** page for a direct link to a lesson that supports this skill.

Write to Impress ★
Review 7 min
Practice 5 min
Total 12 min

Using Pronouns: Intensive pronouns (*myself, himself*) are used to emphasize a noun or pronoun in a sentence. In this reading passage, the author uses intensive pronouns to reinforce personal feelings and experiences. Review the **Write to Impress** activity which asks students to write their own sentences using intensive pronouns to emphasize or indicate something surprising. Before students begin, share your own example (*I myself have never heard that song!*) and ask students to think about how the intensive pronoun adds to the meaning of the sentence. Have students complete the activity alone or with a partner. Then, have students share an example of each one before closing the activity.

TEACHER WILL:	STUDENTS WILL:
• Review the **Direct Instruction** for intensive pronouns with students as needed. • Explain that students will write sentences using intensive pronouns.	• Review the **Direct Instruction** for intensive pronouns. • Understand how to use intensive pronouns in sentences.

Feedback Focus: Solicit students' sentences to check for correct pronoun usage.

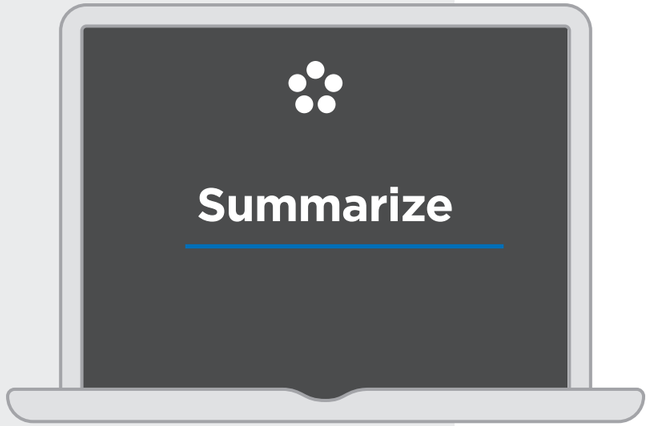
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W Summarize

Purpose: Understand key terms.

Teacher Tip: Students may work together to complete the activity, but they should record their summaries online so they are available for later steps.

Informal Reading Assessment: As students complete their summaries, they are learning an important writing skill; however, they are also providing an artifact that shows their comprehension. Use this data point to talk with students about their reading comprehension.



Teacher Flex Activity:
Have students compare summaries before writing a combined summary that captures the main ideas.

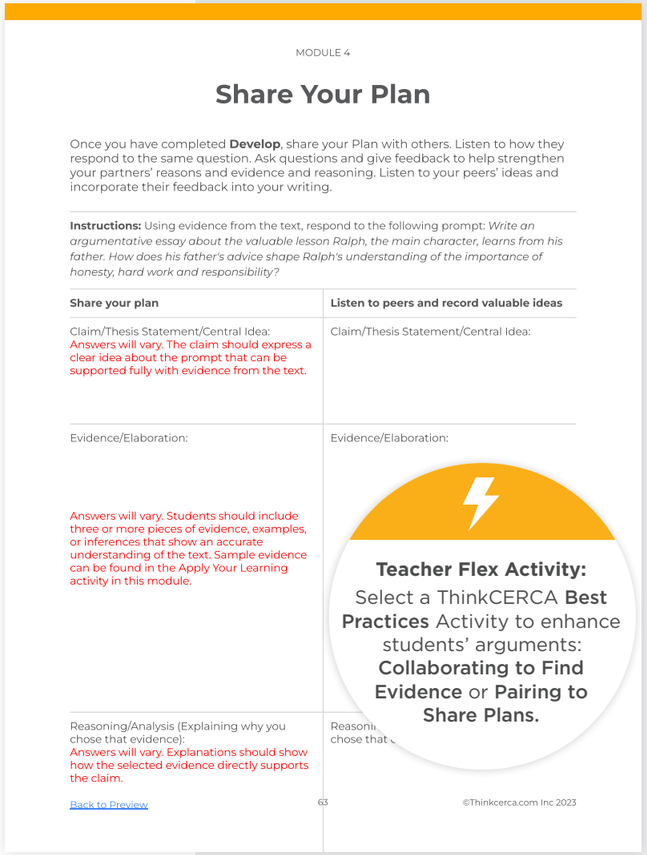
Respond and Reteach: For students who are not yet able to identify main points in a text, use the **Somebody, Wanted, But, So** strategy to improve their ability to recognize the main character's motive, conflict, and resolution.

Summarize ★ 7 min

Summarizing: Encourage students to continue to move toward writing concise summaries to use in their drafts. Let them know that while summaries are brief, the summaries should still capture the most important details. Have them make sure they include the most important details from each chunk: beginning, middle, and end.

TEACHER WILL:	STUDENTS WILL:
• Introduce the optional sentence frames online that students can use as they summarize the reading.	• Summarize the reading with the optional support of sentence frames.

Feedback Focus: Assess student comprehension by asking students to share the most important details from their summaries.



MODULE 4

Share Your Plan

Once you have completed **Develop**, share your Plan with others. Listen to how they respond to the same question. Ask questions and give feedback to help strengthen your partners' reasons and evidence and reasoning. Listen to your peers' ideas and incorporate their feedback into your writing.

Instructions: Using evidence from the text, respond to the following prompt: *Write an argumentative essay about the valuable lesson Ralph, the main character, learns from his father. How does his father's advice shape Ralph's understanding of the importance of honesty, hard work and responsibility?*

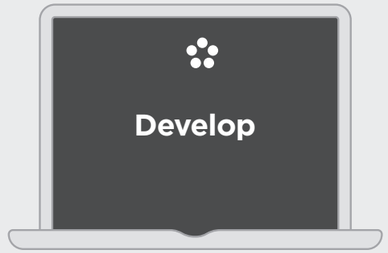
Share your plan	Listen to peers and record valuable ideas
Claim/Thesis Statement/Central Idea: Answers will vary. The claim should express a clear idea about the prompt that can be supported fully with evidence from the text.	Claim/Thesis Statement/Central Idea:
Evidence/Elaboration: Answers will vary. Students should include three or more pieces of evidence, examples, or inferences that show an accurate understanding of the text. Sample evidence can be found in the Apply Your Learning activity in this module.	Evidence/Elaboration:
Reasoning/Analysis (Explaining why you chose that evidence): Answers will vary. Explanations should show how the selected evidence directly supports the claim.	Reasoni… chose that …

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Teacher Flex Activity:
Select a ThinkCERCA **Best Practices** Activity to enhance students' arguments: **Collaborating to Find Evidence** or **Pairing to Share Plans.**

W Develop/Share S Your Plan

Purpose: Support a claim with reasons and evidence both verbally and in writing.



Speaking and Listening Toolkit—Pose and Respond to Questions: Organize students into pairs to take turns sharing their plans, including posing one question to help their partner improve their plan. Then, ask students to move around the room and find a new partner to repeat this activity. Before students begin, demonstrate how to share their plan, applying what they learned about posing and responding to questions.

Develop/Share Your Plan ★

Develop	20 min
Share Plan	10 min
Total	**30 min**

TEACHER WILL:	STUDENTS WILL:
• Explain to students that their claims should answer all aspects of the prompt, provide a clear focus for the writing, and present the points they will cover in their writing. • Remind students to provide at least two reasons to support the claim. • Guide students in sharing their plans with peers.	• Create a clear claim and support it with at least two reasons and supporting evidence. • Share their drafts with peers.

Feedback Focus: Check in with students to ensure claims are supported with at least two reasons.

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Draft and Review

Purpose: Draft, edit, proofread, and revise writing.

Teacher Tip: At least one evidence-based response with teacher feedback is highly recommended per month.

Support for Students with Exceptional Needs: Support students' writing with predictive spelling, speech to text, voice to text, or dictation.

Encourage students to expand each paragraph/section in the copy and paste outline from the previous step as needed.

See the **Student-Centered Learning Guide** for modified activities and leveled support.

See English Learner Guide for Support for Multilingual/English Language Learners: Allow for the use of bilingual glossaries, options for recording responses, and translation devices.

Support student spelling and mechanics through automatic spelling and grammar checks, and predictive spelling.

Best Practices: Targeted **Direct Instruction** and Skills Practice can be assigned at 10 levels to meet students at their current level and support their growth.



Automated Feedback and Scoring: During the **Draft** step, students can take advantage of automated feedback on grammar, usage, mechanics, punctuation, and spelling. After students complete their best first draft, they can move to the **Review** stage and take advantage of ThinkCERCA's automated feedback which provides nurturing and actionable feedback. Encourage students to understand that generative AI is not always perfect and they are the authors of the piece, so they should choose whether or not to act on the feedback provided and feel ownership of their own writing. Their writing is a window into their thoughts and they should be courageous in thinking their own original thoughts!

Application of New Vocabulary: Assess student understanding of the new words by encouraging them to reference the synonyms and antonyms generated in the **Build Your Vocabulary** task as they complete other writing tasks related to this selection and others in the unit. Have students record the definitions of synonyms and antonyms of **Focus Words** in their **Vocabulary Notebook**.

Draft and Review

Draft	20 min
Review/Revise	15 min
Total	**35 min**

TEACHER WILL:	STUDENTS WILL:
• Have students drop their drafts into the drafting space and develop their writing.	• Develop a full draft of an evidence-based multi-paragraph response to the prompt.

Feedback Focus: Encourage students to share different aspects of their drafts to ensure they have included a strong claim, supportive reasons, and evidence.

MODULE 4

Share Your Best Writing Sample

Instructions: Sharing your writing is an important step in the writing process. Now you have the opportunity to analyze your own writing and select one of the paragraphs you wrote in this unit to share for feedback. To help you decide which piece to choose, complete the three boxes below. Use the Language and Style Toolkit with accompanying reference guides to review these rules and concepts. For this unit focus on **Using Pronouns** and **Correcting Variations of Standard English.**

I believe that I did a great job with...or A new approach I tried as I was revising was...

Answers will vary. Students should identify a specific paragraph that displays their best writing.

I plan to share _____. The strongest areas of this piece of writing are...

Answers will vary. Students should describe the specific aspects of their selected writing that are the strongest.

An area for growth for me on this piece or in my writing in general is...

Answers will vary. Students should detail a specific aspect of their selected writing that shows room for growth.

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Share Your Best Writing Sample

Purpose: Reflect on writing over the course of the unit.

See English Learner Guide for Support for Multilingual/English Language Learners: Specific words to consider for translation: *share, sample, writing process, opportunity, analyze, select, feedback, areas, growth, general.*

Support for Students with Exceptional Needs: Allow students to type, use predictive spelling, or speech to text/voice to text/or dictation if needed to support their writing.

See the **Student-Centered Learning Guide** for modified activities and leveled support.

Share Your Best Writing Sample

Reflect	10 min

Show and Tell—Reflecting on Your Growth: Say, "After practicing evidence-based writing throughout this unit, reflect on the areas where you are seeing your own growth or opportunities for growth, so the feedback you receive from me can be the most helpful." Tell the students that they own both their learning and their writing, so the support you will offer is designed to help them focus on strengthening their overall writing skills, not just this particular piece.

TEACHER WILL:	STUDENTS WILL:
• Instruct students to evaluate their writing from the unit and select one of their paragraphs to share for feedback.	• Analyze their writing from the unit and choose one paragraph to share for feedback.

Feedback Focus: Check students' understanding by asking them to explain their paragraph choices.

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Module 5



3-4 Sessions
(50-minute sessions)

1-2 Sessions
(90-minute sessions)

Read Across Genres

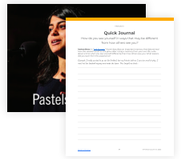
What are the rewards and challenges of staying true to yourself?

Learning Objective: Students will understand the SOAPSTone method of studying poetry and be able to analyze the use of structure and content to communicate the author's message. Students will understand the use of informational texts to support the study of a literary work and be able to analyze a broader idea related to a literary text

Direct Instruction: Analyzing Poetry through SOAPSTone; Using Informational Texts to Ask Questions About Other Genres

How to Customize Modules Based on Your Students and Schedule: Customize your students' experiences to include **all essential tasks marked with a star** and to incorporate the other literacy options in each module as time permits.

Start Here



Multimedia Quick Journal★

Students will explore the **Essential Question** through engaging with multimodal texts.

Direct Instruction★

Teachers facilitate the **Direct Instruction** lesson, and students complete the assessment.



Read and Check ★

Students will read "Day of the Refugios" by Alberto Ríos and check their comprehension.



Analyze and Compare Poetry★

Students will preview two passages that they will use in comparison activities.



Read and Check★

Students will read "I Know My Soul" by Claude McKay and check their comprehension.



Analyze Aspects of Poetry★

Students will use the SOAPSTone strategy to analyze aspects of poetry.

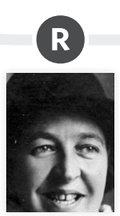


Compare Aspects of Poetry ★

Students will use the SOAPSTone strategy to compare aspects of poetry.

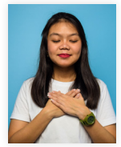
Direct Instruction ★

Teachers facilitate the **Direct Instruction** lesson, and students complete the assessment.



Read and Check ★

Students will read "Excerpt from *The Hiding Place*" by Corrie ten Boom and check their comprehension.



Read and Check ★

Students will read "Be True to Yourself, Even in the Face of Opposition" by Sharon Oosthoek and check their comprehension.



Ask Questions★

Students will examine the ways informational texts can be used to ask questions about other genres.

For Proven Results:
Students should complete at least one evidence-based response per unit with feedback.

★ **Essential** (R) Reading (W) Writing (S) Speaking and Listening (V) Vocabulary (L) Language (M) Multimedia (E) Executive Function (Assessment)

See the English Learner Guide **in this module** for editable, leveled supports and implementation guidance for beginning, intermediate, and advanced multilingual English Learners.

Teacher-Led · Paired · Online · Individual · Small Group · Offline

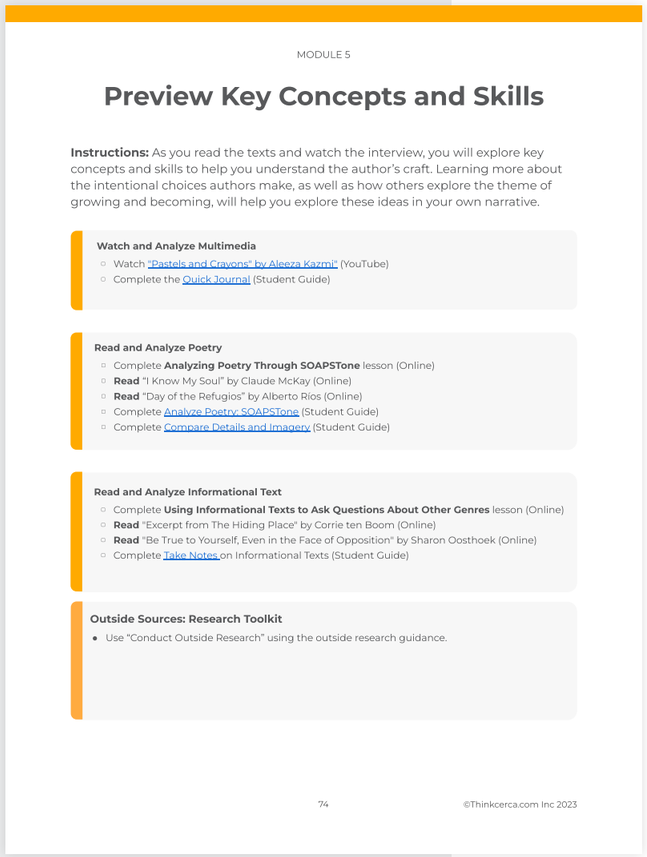
R Preview Key Concepts and Skills

Lesson Objective: Understand the **Essential Question** through multimodal texts.

Purpose: Understand lesson goals.

Teacher Tip: Have students reflect on how different perspectives impact their understanding of a topic.

See English Learner Guide for Support for Multilingual/English Language Learners: Specific words to consider for translation: *explore, author's craft, intentional, narrative, multimedia.*



MODULE 5

Preview Key Concepts and Skills

Instructions: As you read the texts and watch the interview, you will explore key concepts and skills to help you understand the author's craft. Learning more about the intentional choices authors make, as well as how others explore the theme of growing and becoming, will help you explore these ideas in your own narrative.

Watch and Analyze Multimedia
- Watch "Pastels and Crayons" by Aleeza Kazmi" (YouTube)
- Complete the Quick Journal (Student Guide)

Read and Analyze Poetry
- Complete **Analyzing Poetry Through SOAPSTone** lesson (Online)
- **Read** "I Know My Soul" by Claude McKay (Online)
- **Read** "Day of the Refugios" by Alberto Ríos (Online)
- Complete Analyze Poetry: SOAPSTone (Student Guide)
- Complete Compare Details and Imagery (Student Guide)

Read and Analyze Informational Text
- Complete **Using Informational Texts to Ask Questions About Other Genres** lesson (Online)
- **Read** "Excerpt from The Hiding Place" by Corrie ten Boom (Online)
- **Read** "Be True to Yourself, Even in the Face of Opposition" by Sharon Oosthoek (Online)
- Complete Take Notes on Informational Texts (Student Guide)

Outside Sources: Research Toolkit
- Use "Conduct Outside Research" using the outside research guidance.

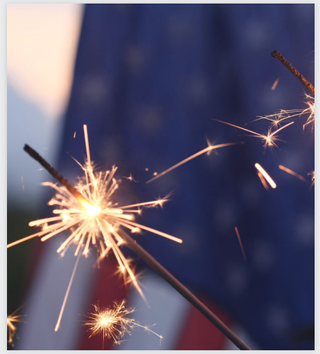
Preview Key Concepts and Skills 3 min

TEACHER WILL:	STUDENTS WILL:
• Discuss the multimodal text collections with students and explain the importance of considering the **Essential Question** from multiple perspectives. • Provide time for independent research and check in with students to make sure they are using the guidance in the **Research Toolkit**.	• Read the overview and consider key concepts and skills within the module. • Conduct independent research.

Feedback Focus: Solicit questions from students to ensure they have a sense of the scope and sequence of the module.



"I Know My Soul" by Claude McKay (Poetry)



"Day of the Refugios" by Alberto Ríos (Poetry)



"Excerpt from *The Hiding Place*" by Corrie ten Boom (Memoir)



"Be True to Yourself, Even in the Face of Opposition" by Sharon Oosthoek (Informational Text)

R Read Across V Genres

Lesson Summary: In "**I Know My Soul**," poet Claude McKay reveals his understanding of his own unique self through a moment in time. Through vivid imagery, he expresses his thoughts about how self-acceptance leads to inner peace and satisfaction.

Author Alberto Ríos describes how the Fourth of July has developed as a day of family for him over the years. He expresses his understanding, not only as an American, but also as a refugio, bringing his own unique perspective to this much celebrated holiday in "**Day of the Refugios**."

This excerpt from ***The Hiding Place*** by Corrie ten Boom provides a poignant and detailed account of the gradual escalation of Nazi oppression in Holland during the German occupation in World War II, as observed by the author and her family.

Psychologist Mark Seery's study suggests that standing firm in one's beliefs during disagreement can be rewarding, depending on individual goals. According to "**Be True to Yourself, Even in the Face of Opposition,**" author Sharon Oosthoek reveals that perceiving disagreement as a positive challenge leads to the positive experience of expressing individuality in the face of opposition.

Application of New Vocabulary Strategies: Review the concepts of vocabulary learned over the course of the unit. Identifying familiar words parts, considering synonyms and antonyms, and considering the impact of compound words. Have students complete the Reading Across Genres module paying special attention to how those strategies apply to their understanding of specific word choices in the poems and informational readings. Have students create their own list of **Focus Words** in their **Vocabulary Notebook** based on the readings.

Read Across Genres
Review Reading and Vocabulary Strategies 5 min

Essential Question:
What are the rewards and challenges of staying true to yourself?

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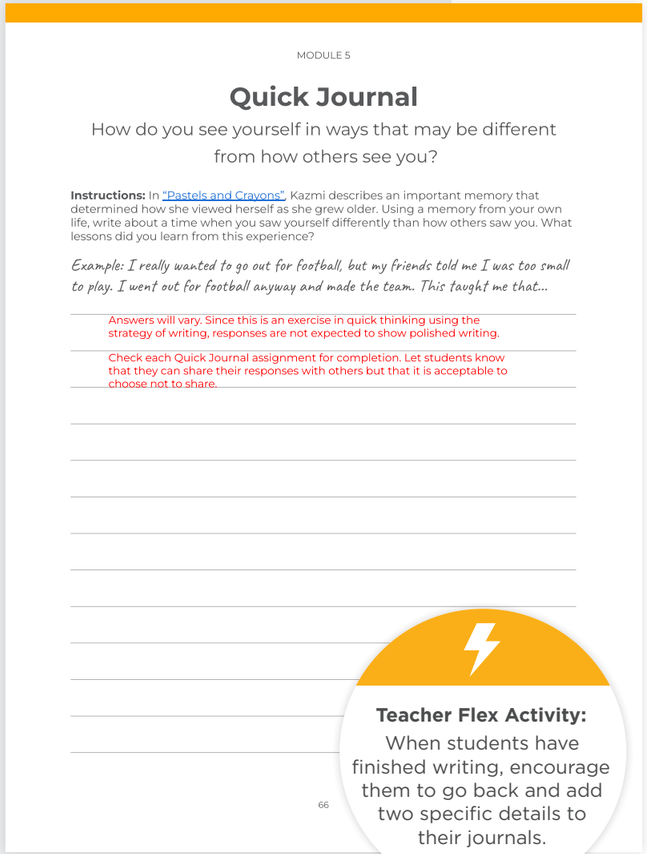
Quick Journal

Purpose: Explore the **Essential Question** through a multimodal text.

Teacher Tip: Have students reflect on how different perspectives about staying true to oneself impacts their understanding of their personal growth.

See English Learner Guide for Support for Multilingual/English Language Learners: Specific words to consider for translation: *memory, lesson, experience, determined, viewed.*

Gifted and Talented Enrichment Opportunity—*Advanced Evaluation*: Challenge students to explore the **Essential Question** through a longer and more challenging work, such as *Wonder*. See Suggested Longer Works for CORE ELAR on the ThinkCERCA platform.



MODULE 5

Quick Journal

How do you see yourself in ways that may be different from how others see you?

Instructions: In "Pastels and Crayons", Kazmi describes an important memory that determined how she viewed herself as she grew older. Using a memory from your own life, write about a time when you saw yourself differently than how others saw you. What lessons did you learn from this experience?

Example: I really wanted to go out for football, but my friends told me I was too small to play. I went out for football anyway and made the team. This taught me that...

Answers will vary. Since this is an exercise in quick thinking using the strategy of writing, responses are not expected to show polished writing.

Check each Quick Journal assignment for completion. Let students know that they can share their responses with others but that it is acceptable to choose not to share.

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Teacher Flex Activity:
When students have finished writing, encourage them to go back and add two specific details to their journals.

Quick Journal - Multimedia ★
View, Note, and Share 15 min

TEACHER WILL:	STUDENTS WILL:
• Explain that students will explore the multimodal links related to the topic. • Introduce the **Quick Journal**, pointing out that this is a low-stakes writing opportunity with no requirements other than to write, filling as much of the page as possible. • Give students five minutes to write. Then, ask them to turn to a partner and share what they feel comfortable sharing. • Have students complete research throughout their exploration of readings across genres and be prepared to share it during the upcoming unit speaking and listening performance task.	• Complete the **Quick Journal** in response to the **Essential Question**. • Share the parts of their journals that they feel comfortable sharing. • Conduct research using the Inquiry-Driven Research

Feedback Focus: Encourage students to share a sentence from their journals that best captures their responses to the **Essential Question**.

Direct Instruction

Purpose: Analyze and compare aspects of poetry using SOAPSTone.

Direct Instruction: Analyzing Poetry through SOAPSTone

Lesson Objective: Understand the SOAPSTone method of studying poetry and be able to analyze the use of structure and content to communicate the author's message.



"I Know My Soul" by Claude McKay
In this poem, the poet reveals his understanding of his own unique self through a moment in time. Through vivid imagery, he expresses his thoughts about how self-acceptance leads to inner peace and satisfaction.



"Day of the Refugios" by Alberto Ríos
In this poem, the poet describes how the Fourth of July has developed as a day of family for him over the years. He expresses his understanding, not only as an American, but also as a *Refugio*, bringing his own unique perspective to this much celebrated holiday.

Direct Instruction ★ 15 min

Rationale: After reading **"Excerpt from The Hiding Place"** by Corrie ten Boom and **"Be True to Yourself, Even in the Face of Opposition"** by Sharon Oosthoek, students make connections to the anchor texts and generate questions based on the **Essential Question** of the unit.

Teach Academic Writing Skills: In Module 5, students will engage with poetry and informational texts that further explore the unit's theme. Students will analyze and compare the elements of poetry in two poems and explore how the poets' details, word choices, and imagery convey feelings and ideas. Additionally, students will note the connections they find between the two informational texts and the anchor texts.

MODULE 5

Analyze Poetry: SOAPSTone

"I Know My Soul" by Claude McKay and "Day of the Refugios" by Alberto Ríos

TEACHER WILL:	STUDENTS WILL:
• Internalize all of the module's **Direct Instruction** lessons, so you are well equipped to facilitate instruction throughout the module where indicated by icons in the margin. See **Best Practices for Engagement Strategies**. • Lead students through the **Direct Instruction** Analyzing Poetry through SOAPSTone prior to having students review it on their own and complete the assessment. A list of key academic terms for the unit is available in the **Student Guide**. Students may also record key definitions in their **Vocabulary Notebooks**. • Explain that using the SOAPSTone strategy enhances understanding of deeper meanings and how the pieces of a poem fit together artfully to convey multiple levels of meaning; the framework allows students to practice the inferencing about the speaker, occasion, audience, purpose, subject, and tone based on various aspects of the text.	• Complete the **Direct Instruction** lesson and assessment. • Learn strategies for understanding and appreciating poetry, the different components of the SOAPSTone strategy, and how to use each component to analyze poetry. • Record key definitions in their **Vocabulary Notebooks**.

Feedback Focus: Ask students to share one aspect of the SOAPSTone strategy that will best support their future poetry analysis and explain why.

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R Read/Analyze Poetry: SOAPSTone

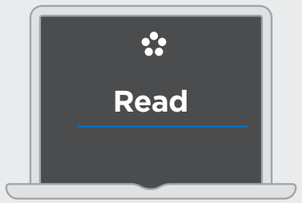
Purpose: Analyze and compare aspects of poetry using SOAPSTone.

Lesson Objective: Understand the SOAPSTone method of studying poetry and be able to analyze the use of structure and content to communicate the author's message.

See English Learner Guide for Support for Multilingual/English Language Learners: Specific words to consider for translation: *speaker*, *occasion*, *audience*, *purpose*, *subject*, *tone*.

Support for Students with Exceptional Needs: Allow students to work in pairs or small groups.

See the **Student-Centered Learning Guide** for additional modified activities and leveled support.



Analyze Poetry: SOAPSTone

The SOAPSTone strategy uses an acronym to help you remember each aspect of a poem to analyze.

Instructions: Complete **Analyzing Poetry Through SOAPSTone** online. Imagine you are the actual speaker of each of the poems. Use your voice to savor the sensory details and images. Use the guiding questions below to help you explore each aspect of the poetry.

Speaker
Consider who the speaker is. How would you describe some basic facts about the speaker based on what you read?

Occasion
What occasion might have prompted the speaker to share these thoughts?

Audience
With whom is the speaker sharing these thoughts?

Purpose
Why might the speaker be sharing these thoughts with others? What value might the speaker believe the audience will gain?

Subject
While the literal subject of the poem is what is being described in the details and images, what might the metaphorical meaning of the poem be? What other ideas might the speaker be exploring?

Tone
As you practiced saying the poem out loud, what tone, subject, did you imagine the speaker using at various p the speaker's tone change from one section to the next tone sound like?

Respond and Reteach: For students who are not yet able to visualize aspects of poetry, use **Tableau** to improve their ability to perform close readings by collaboratively showcasing characters, emotions, key moments, and themes from the text.

Read/Analyze Poetry ★

Read and Check	15 min
Read and Check	15 min

Summarizing Poetry: Have students build toward the practice of summarizing related texts. For this first unit, have them try summarizing one of the poems in one to two sentences before they begin analyzing, comparing, and applying depth of meaning to the poems. After the analysis activities, have students revisit their summaries to see how they might revise them to include the most important details they gained from their analyses.

TEACHER WILL:	STUDENTS WILL:
• Explain that students will hear or speak aloud the selected poems and check their comprehension. • Guide students to imagine themselves as the speakers of the poems as they respond to the prompt questions.	• Hear or read aloud the selected poems and check their comprehension. • Consider the speakers' perspectives when answering the question prompts.

Feedback Focus: Encourage students to demonstrate understanding by sharing one answer to the question prompts.

Analyze Poetry: SOAPSTone

Instructions: Using the SOAPSTone strategy, say each of the poems out loud at least twice, record your evidence, then discuss your evidence with peers.

Answers will vary. Sample responses are provided below.

What are you exploring?	"I Know My Soul" by Claude McKay	"Day of the Refugios" by Alberto Ríos
Speaker	The speaker finds peace in knowing their own soul"Conspires to rob me of sweet joy and grace," "futile dread," "comforted," "I know my soul"	The speaker is someone who feels strongly rooted in her culture. "I come from a family of people with names,/ Real names, not-afraid names, with colors/ Like the fireworks"
Occasion	Possibly a moment of fear, doubt about the future, or uncertainty: "This awful key to my infinity/ Conspires to rob me of sweet joy and grace."	The Fourth of July: "Still, we were in the United States now,/ And the Fourth of July,/ Well, it was the Fourth of July."
Audience	The speaker seems to be musing in a personal way: "I need not gloom my days with futile dread,"	People who don't realize July 4th's importance in other cultures: "The Fourth of July, like everything else,/ It meant more than just one thing."
Purpose	Sharing the comfort of knowing their own soul: "I'm comforted/ By this narcotic thought: I know my soul."	To express the importance of July 4th in other cultures: "In this border place and time,/ it was a matter of opinion in my family.
Subject	Literal: studying one's own soul Metaphorical: understanding oneself to withstand the hardships of life	Literal: Two ways to celebrate the 4th of July: Metaphorical: The ways people retain their traditions while accepting others
Tone	Line 1-5: Admiring Line 6-9: troubled, heavier Line 10-end: optimistic, strong	Stanzas 1-16: celebration of the poet's culture and history 17-18: thoughtful, accepting the differences in cultures and places

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Analyze Poetry ★

Take Notes	15 min
Collaborate	15 min
Total	**30 min**

Speaking and Listening Toolkit—Preparing for Discussion: As students record evidence from the poems, explain that note-taking will help them refer to the text to support their analyses during a discussion. Encourage students to prepare two-three key points that they would like to share in their discussions as well as evidence that supports their analyses.

TEACHER WILL:	STUDENTS WILL:
• Explain that students will analyze aspects of poetry within the selected poems. • Guide students in exploring the selected poems using the SOAPSTone strategy.	• Use the SOAPSTone strategy to analyze the selected poems. • Demonstrate a deeper understanding of poetry with specific details and emerging themes from the selected poems.

Feedback Focus: Circulate and spot-check students' work to see which aspect of the SOAPSTone strategy students find challenging or motivating.

R Analyze Poetry: S SOAPSTone

Purpose: Analyze and compare aspects of poetry using the SOAPSTone strategy.

Lesson Objective: Understand the SOAPSTone method of studying poetry and be able to analyze the use of structure and content to communicate the author's message.

See English Learner Guide for Support for Multilingual/English Language Learners: Specific words to consider for translation: *evidence, discuss, exploring, speaker, occasion, audience, purpose, subject, tone*.

Teacher Flex Activity:
Have students perform one of the poems. See **Best Practices: Performance Strategies/Ensemble Performance.**

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R Compare S Details and Imagery: Poetry

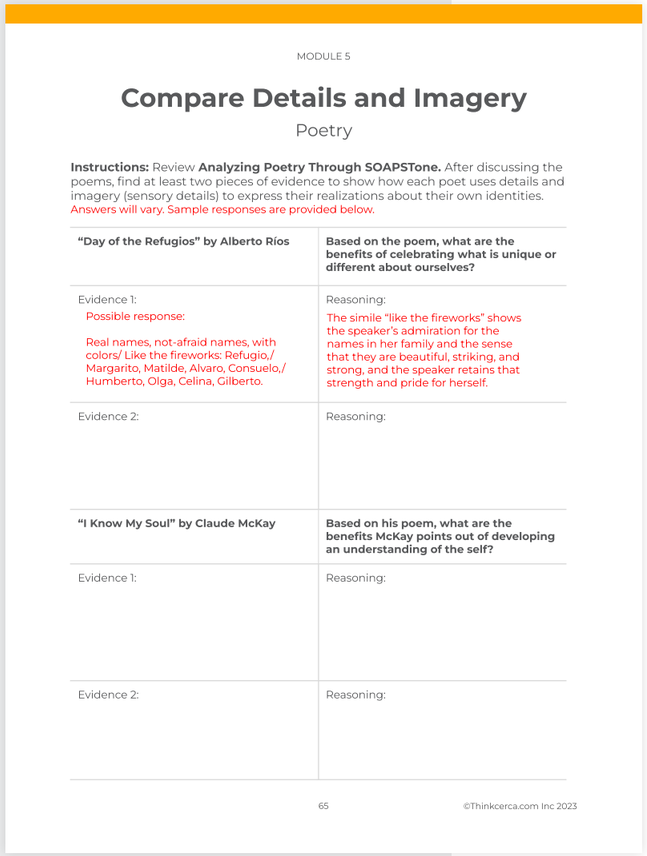
Purpose: Analyze and compare aspects of poetry using SOAPSTone.

Lesson Objective: Understand the SOAPSTone method of studying poetry and be able to analyze the use of structure and content to communicate the author's message.

See English Learner Guide for Support for Multilingual/English Language Learners: Specific words to consider for translation: *evidence, details, imagery, appreciation, complexity, identity, self-awareness, perceptions*.

Support for Students with Exceptional Needs: Allow students to complete three of the five sections for each argument, or to complete the graphic organizer for one argument.

See the **Student-Centered Learning Guide** for additional modified activities and leveled support.



MODULE 5

Compare Details and Imagery

Poetry

Instructions: Review **Analyzing Poetry Through SOAPSTone.** After discussing the poems, find at least two pieces of evidence to show how each poet uses details and imagery (sensory details) to express their realizations about their own identities.
Answers will vary. Sample responses are provided below.

"Day of the Refugios" by Alberto Ríos	**Based on the poem, what are the benefits of celebrating what is unique or different about ourselves?**
Evidence 1: Possible response: Real names, not-afraid names, with colors/ Like the fireworks: Refugio,/ Margarito, Matilde, Alvaro, Consuelo,/ Humberto, Olga, Celina, Gilberto.	Reasoning: The simile "like the fireworks" shows the speaker's admiration for the names in her family and the sense that they are beautiful, striking, and strong, and the speaker retains that strength and pride for herself.
Evidence 2:	Reasoning:
"I Know My Soul" by Claude McKay	**Based on his poem, what are the benefits McKay points out of developing an understanding of the self?**
Evidence 1:	Reasoning:
Evidence 2:	Reasoning:

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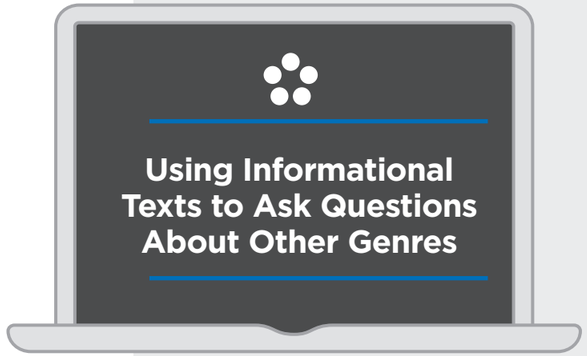
Compare Details and Imagery ★

Take Notes	10 min
Collaborate	10 min
Total	**20 min**

TEACHER WILL:	STUDENTS WILL:
• Explain that students will compare sensory details and imagery within the selected poems. • Guide students to use evidence with supportive reasoning to compare the details and imagery in each poem.	• Compare sensory details and imagery in each poem, using evidence and reasoning to support their thinking. • Respond to the questions, and discuss their responses in pairs or small groups.

Feedback Focus: Observe and listen to group discussions about the supporting evidence and reasoning, to evaluate students' understanding of comparative analysis.

R Direct Instruction



Direct Instruction ★ 15 min

Rationale: After reading "Excerpt from *The Hiding Place*" by Corrie ten Boom and "Be True to Yourself, Even in the Face of Opposition" by Sharon Oosthoek, students make connections to the anchor texts and generate questions based on the **Essential Question**.

Lesson Objective: Understand the use of informational texts to support the study of a literary work and be able to interpret or reinterpret a personal narrative based on the ideas in an informational text.

Purpose: Use informational texts to ask questions about other genres.

Direct Instruction: Using Informational Texts to Ask Questions About Other Genres

Teacher Tip: Practice with informational texts builds reading skills, but also a student's capacity to explore the **Essential Question** from a new angle while honing in particular ideas for developing their personal narratives.

See **Best Practices**

TEACHER WILL:	STUDENTS WILL:
• Internalize all of the module's **Direct Instruction** lessons, so you are well equipped to facilitate instruction throughout the module where indicated by icons in the margin. See **Best Practices for Engagement Strategies**. • Lead students through the **Direct Instruction** Using Informational Texts to Ask Questions About Other Genres prior to having students review it on their own and complete the assessment. Students may also record key definitions in their **Vocabulary Notebooks**. • Explain that understanding the value of using texts to illuminate to other texts across genres supports a deeper understanding of themes and essential questions.	• Complete the **Direct Instruction** lesson and assessment. • Learn how nonfiction texts can add to the experience of reading fiction by illuminating themes found in imaginative literature and promoting the examination of more complex questions. • Record key definitions in their **Vocabulary Notebooks**.

Feedback Focus: Encourage students to relay a connection they made between a topic in the informational text and a topic in one of the unit's narratives.

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Ask Questions: Informational Text

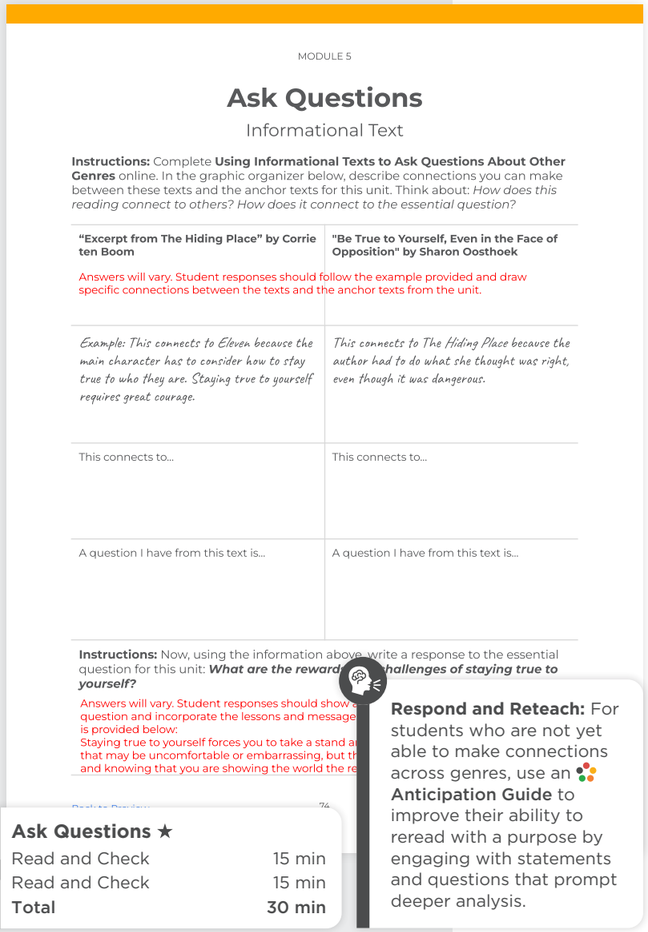
Lesson Objective: Understand the use of informational texts to support the study of a literary work and be able to interpret or reinterpret a personal narrative based on the ideas in an informational text.

Purpose: Compare connections between different genres.

See English Learner Guide for Support for Multilingual/English Language Learners: Words to consider for translation: *graphic organizer, connections, mentor texts, essential question.*

Support for Students with Exceptional Needs: Allow students to complete two of the rows or one column of the graphic organizer.

See the **Student-Centered Learning Guide** for additional modified activities and leveled support.



MODULE 5

Ask Questions

Informational Text

Instructions: Complete **Using Informational Texts to Ask Questions About Other Genres** online. In the graphic organizer below, describe connections you can make between these texts and the anchor texts for this unit. Think about: *How does this reading connect to others? How does it connect to the essential question?*

"Excerpt from The Hiding Place" by Corrie ten Boom	**"Be True to Yourself, Even in the Face of Opposition" by Sharon Oosthoek**
Answers will vary. Student responses should follow the example provided and draw specific connections between the texts and the anchor texts from the unit.	
Example: This connects to Eleven because the main character has to consider how to stay true to who they are. Staying true to yourself requires great courage.	*This connects to The Hiding Place because the author had to do what the thought was right, even though it was dangerous.*
This connects to...	This connects to...
A question I have from this text is...	A question I have from this text is...

Instructions: Now, using the information above, write a response to the essential question for this unit: ***What are the rewards and challenges of staying true to yourself?***

Answers vary. Student responses should show s
question and incorporate the lessons and message
is provided below:
Staying true to yourself forces you to take a stand a
that may be uncomfortable or embarrassing, but th
and knowing that you are showing the world the re

Ask Questions ★

Read and Check	15 min
Read and Check	15 min
Total	**30 min**

Respond and Reteach: For students who are not yet able to make connections across genres, use an **Anticipation Guide** to improve their ability to reread with a purpose by engaging with statements and questions that prompt deeper analysis.

Just the Facts: Consider having students choose one of the informational readings to apply the 5Ws strategy as they read.

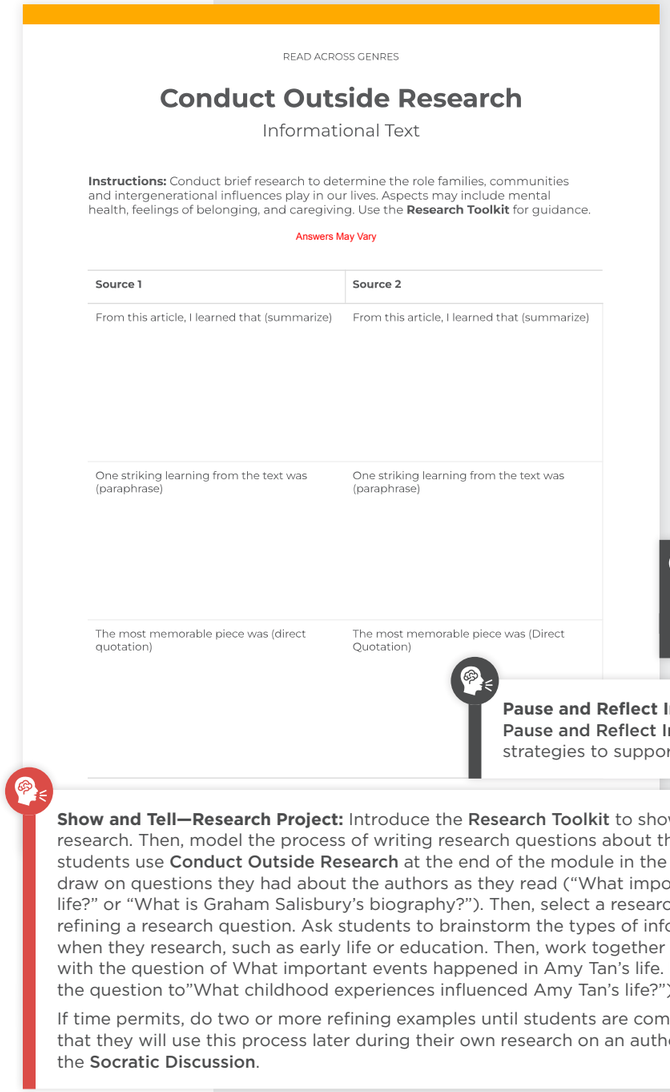
TEACHER WILL:	STUDENTS WILL:
• Guide students in understanding how informational topics relate to narrative topics. • Support students' engagement, understanding, and connection with texts through the provided sentence frames.	• Read the two informational texts and complete the comprehension questions. • Take notes on their understanding and connections from the texts with provided sentence frames.

Feedback Focus: Have students share their responses in small groups and listen for evidence of their connections and understanding.

Support for Striving Readers: Paired Reading & Review: This strategy increases student engagement with unfamiliar topics presented in a challenging text.

Conduct Outside Research

Purpose: Learn about the **Research Toolkit** and develop and refine research questions to conduct outside research.



READ ACROSS GENRES

Conduct Outside Research

Informational Text

Instructions: Conduct brief research to determine the role families, communities and intergenerational influences play in our lives. Aspects may include mental health, feelings of belonging, and caregiving. Use the **Research Toolkit** for guidance.

Answers May Vary

Source 1	**Source 2**
From this article, I learned that (summarize)	From this article, I learned that (summarize)
One striking learning from the text was (paraphrase)	One striking learning from the text was (paraphrase)
The most memorable piece was (direct quotation)	The most memorable piece was (Direct Quotation)

Conduct Outside Research ★

Instruction	15 min
Research	15 min
Total	**30 min**

Pause and Reflect Independently: See the **Best Practices: Pause and Reflect Independently** for additional instructional strategies to support independent reading and research.

Show and Tell—Research Project: Introduce the **Research Toolkit** to show students the support it offers as they research. Then, model the process of writing research questions about the authors of the texts in this unit. Have students use **Conduct Outside Research** at the end of the module in the **Student Guide.** Encourage students to draw on questions they had about the authors as they read ("What important events happened in Amy Tan's life?" or "What is Graham Salisbury's biography?"). Then, select a research question to model the process of refining a research question. Ask students to brainstorm the types of information they might find on the question when they research, such as early life or education. Then, work together to refine the research question ("I started with the question of What important events happened in Amy Tan's life. Based on our examples, I want to refine the question to"What childhood experiences influenced Amy Tan's life?")

If time permits, do two or more refining examples until students are comfortable with the process. Then, explain that they will use this process later during their own research on an author from this unit which they will share in the **Socratic Discussion**.

TEACHER WILL:	STUDENTS WILL:
• Introduce and model the **Research Toolkit.** Explain that this is a resource they will use throughout the year. Begin by reviewing the **Inquiry-Driven Research** resource and ask students to develop initial questions before beginning research.	• Develop initial questions about the author and refine questions based on initial research for each author.

Feedback Focus: Help students refine questions to get to something narrow enough to provide focus but not so narrow that only a small part of a single source would be enough to answer it. The question should be specific and open ended or debatable.

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Module 6



3-4 Sessions
(50-minute sessions)

1-2 Sessions
(90-minute sessions)

Spark Courageous Thinking

Learning Objective: Students will understand the structure and methods of a **Socratic Discussion** and be able to formulate a personal response to a Socratic question and support it with evidence from multiple sources.

Direct Instruction: Socratic Discussion; Rules of Discussion

How to Customize Modules Based on Your Students and Schedule: Customize your students' experiences to include **all essential tasks marked with a star** and to incorporate the other literacy options in each module as time permits.

Start Here

Direct Instruction★

Teachers facilitate the **Direct Instruction** lesson, and students complete the assessment.



Preview Key Concepts and Skills

Students will understand the expectations of the formal listening and speaking experience.

S

R



Socratic Discussion★

Students will understand key terms for a **Socratic Discussion**.

S



Reflect on the Essential Question★

Students will journal a personal response to the unit's **Essential Question** to help guide their thinking.

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W

S



Prepare for the Discussion ★

Students will prepare claims in response to the unit's **Essential Question** using evidence from texts throughout the unit.

R



Texts to Analyze and Discuss ★

Students will review the unit texts in preparation for the discussion.



Build Knowledge Together★

Students will practice using the provided sentence stems to support their listening and engagement with peers during the **Socratic Discussion**.

S



Conduct the Poll Again

Students will conduct the introductory poll again to gauge how their peers' thinking has changed throughout the unit.

S



Reflect on the Discussion

Students will reflect on their participation and the strongest ideas presented throughout the **Socratic Discussion**.

E

★ **Essential** Ⓡ Reading Ⓦ Writing Ⓢ Speaking and Listening Ⓥ Vocabulary Ⓛ Language Ⓜ Multimedia Ⓔ Executive Function Assessment

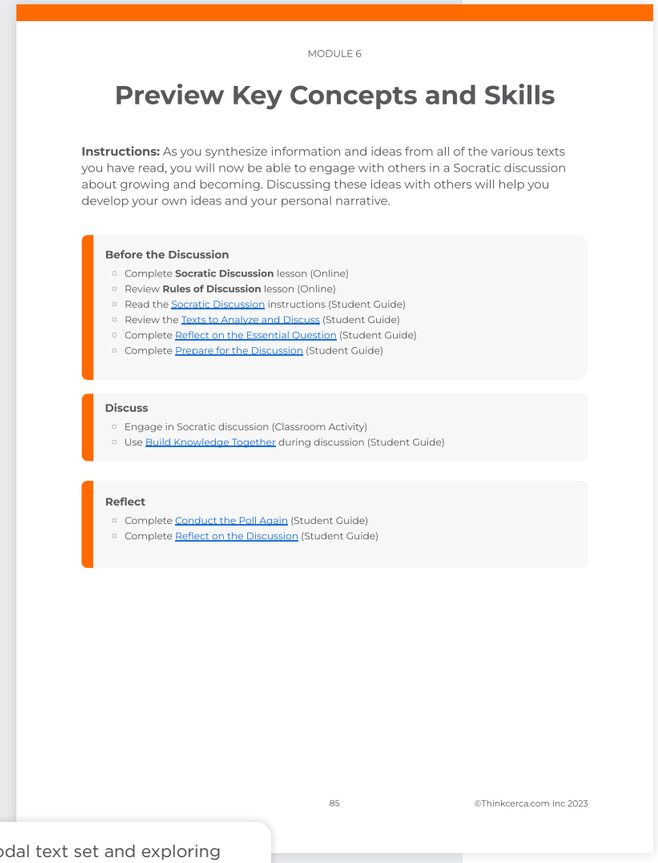
See the English Learner Guide **in this module** for editable, leveled supports and implementation guidance for beginning, intermediate, and advanced multilingual English Learners.

Teacher-Led Individual
Paired Small Group
Online Offline

R Preview Key Concepts and Skills

Lesson Objective: Understand the structure and methods of a **Socratic Discussion** and be able to formulate a personal response to a Socratic question, supported with evidence from multiple sources.

Purpose: Understand formal Socratic listening and speaking practices.



MODULE 6

Preview Key Concepts and Skills

Instructions: As you synthesize information and ideas from all of the various texts you have read, you will now be able to engage with others in a Socratic discussion about growing and becoming. Discussing these ideas with others will help you develop your own ideas and your personal narrative.

Before the Discussion

- Complete **Socratic Discussion** lesson (Online)
- Review **Rules of Discussion** lesson (Online)
- Read the Socratic Discussion instructions (Student Guide)
- Review the Texts to Analyze and Discuss (Student Guide)
- Complete Reflect on the Essential Question (Student Guide)
- Complete Prepare for the Discussion (Student Guide)

Discuss

- Engage in Socratic discussion (Classroom Activity)
- Use Build Knowledge Together during discussion (Student Guide)

Reflect

- Complete Conduct the Poll Again (Student Guide)
- Complete Reflect on the Discussion (Student Guide)

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Rationale: After analyzing the multi-modal text set and exploring themes related to the **Essential Question**, students will have the opportunity to engage in their first **Socratic Discussion**.

Preview Key Concepts and Skills 3 min

W

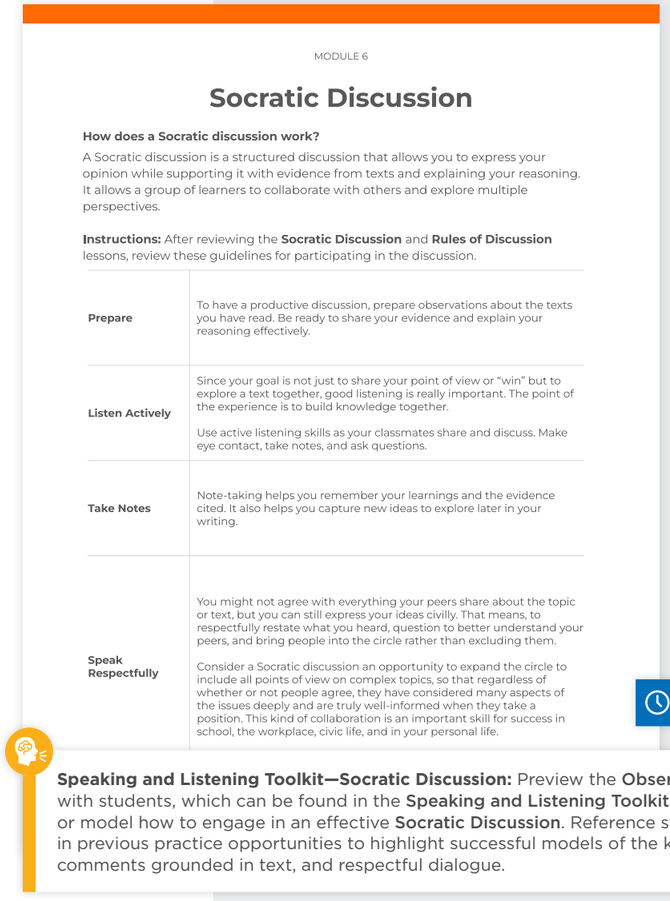
Teach Academic Writing Skills: In Module 6, students prepare for the culminating Speaking and Listening activity: the **Socratic Discussion**. The **Direct Instruction** lesson reviews the components and features of a **Socratic Discussion**, including speaking respectfully and listening actively and effectively. Participating in the **Socratic Discussion** activities helps students prepare for their culminating writing assignment, as they practice using evidence to inform and build on ideas connected to the **Essential Question**.

S Direct Instruction

Purpose: Understand formal Socratic listening and speaking practices.

Direct Instruction: Socratic Discussion

Teacher Tip: After this introduction to the rules, students begin to develop this skill, they can use the **Speaking and Listening Toolbox** to assess themselves and others to begin developing and strengthening their skills.



MODULE 6

Socratic Discussion

How does a Socratic discussion work?

A Socratic discussion is a structured discussion that allows you to express your opinion while supporting it with evidence from texts and explaining your reasoning. It allows a group of learners to collaborate with others and explore multiple perspectives.

Instructions: After reviewing the **Socratic Discussion** and **Rules of Discussion** lessons, review these guidelines for participating in the discussion.

Prepare	To have a productive discussion, prepare observations about the texts you have read. Be ready to share your evidence and explain your reasoning effectively.
Listen Actively	Since your goal is not just to share your point of view or "win" but to explore a text together, good listening is really important. The point of the experience is to build knowledge together. Use active listening skills as your classmates share and discuss. Make eye contact, take notes, and ask questions.
Take Notes	Note-taking helps you remember your learnings and the evidence cited. It also helps you capture new ideas to explore later in your writing.
Speak Respectfully	You might not agree with everything your peers share about the topic or text, but you can still express your ideas civilly. That means, to respectfully restate what you heard, question to better understand your peers, and bring people into the circle rather than excluding them. Consider a Socratic discussion an opportunity to expand the circle to include all points of view on complex topics, so that regardless of whether or not people agree, they have considered many aspects of the issues deeply and are truly well-informed when they take a position. This kind of collaboration is an important skill for success in school, the workplace, civic life, and in your personal life.

Direct Instruction ★ 15 min

Speaking and Listening Toolkit—Socratic Discussion: Preview the **Observation Tool for Socratic Discussion** with students, which can be found in the **Speaking and Listening Toolkit** in the Resource Center. Role play and/or model how to engage in an effective **Socratic Discussion**. Reference students' work with peer collaboration in previous practice opportunities to highlight successful models of the key rubric traits, such as preparation, comments grounded in text, and respectful dialogue.

TEACHER WILL:	STUDENTS WILL:
• Internalize all of the module's **Direct Instruction** lessons, so you are well equipped to facilitate instruction throughout the module where indicated by icons in the margin. See **Best Practices for Engagement Strategies**. • Lead students through the **Direct Instruction** Socratic Discussion prior to having students review it on their own and complete the assessment. • Preview the **Observation Tool** for **Socratic Discussion** with your students. The tool can be found in the **Speaking and Listening Toolkit** in the Resource Center. Have students share questions and clear up misconceptions. • Explain that learning the form of a **Socratic Discussion** fosters a shared understanding of a healthy and effective collaborative learning environment in which all participants are heard and respected, so all participants can benefit from the thinking of others.	• Complete the **Direct Instruction** lesson and assessment. • Learn the elements and rules of a **Socratic Discussion**, as well as elements that are not included in a **Socratic Discussion**, how to use evidence to inform and build on ideas, and how to listen and speak respectfully.

Feedback Focus: Have students sum up two takeaways after reading the guidelines.

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Texts to Analyze and Discuss

Purpose: Review the texts from the unit.

Direct Instruction: Rules of Discussion

Teacher Tip: To refresh their memories, students can write a few words or draw an image next to each text selection.

Gifted and Talented Enrichment Opportunity—*Advanced Evaluation*: Challenge gifted students to include information to support their answer to the Socratic Question from at least one other text or multimedia source of their own choosing related to the **Essential Question**. Remind students that this text should build on and enhance their takeaways from the texts in the unit.



MODULE 6

Texts to Analyze and Discuss

Instructions: Use the following texts to prepare for your Socratic discussion.

Essential Question

What are the rewards and challenges of staying true to yourself?

Anchor Texts
- "Eleven" by Sandra Cisneros
- "Fish Cheeks" by Amy Tan
- "The Boy in the Back of the Class" by Ronald L. Smith
- "Excerpt from Little Britches" by Ralph Moody

Multimedia
- "Self Portrait" by Aleeza Kazmi

Poetry
- "I Know My Soul" by Claude McKay
- "Day of the Refugios" by Alberto Ríos

Informational Texts
- "Excerpt from The Hiding Place" by Corrie ten Boom
- "Be True to Yourself, Even in the Face of Opposition" by Sharon Oosthoek

Back to Preview

Texts to Analyze and Discuss ★

Direct Instruction	15 min
Review Readings	20 min
Total	**35 min**

Summarizing Collections of Related Texts: Have students build toward the practice of a larger summary that includes one to two sentences about each of the texts they read in the unit. Students can also refer to their original summaries in each module and edit them for more concise language in order to prepare them for their **Socratic Discussion**.

TEACHER WILL:	STUDENTS WILL:
• Lead students through the **Direct Instruction** Rules of Discussion prior to having students review it on their own and complete the assessment. • Explain to students that following the rules of discussion helps create respectful, organized conversations where all participants can share ideas, listen actively, and build on one another's thinking. • Review **Texts to Analyze and Discuss.** • Give students time to review the texts and refresh their memories of the selections. • Have students orally summarize one of the poems.	• Complete the **Direct Instruction** and the assessment. • Learn about the benefits of following rules in a Socratic discussion. • Review the texts from the unit. • Provide a one to two sentence oral summary of one of the poems.

Feedback Focus: As a class, have students share a quick summary of any text that students don't recall.

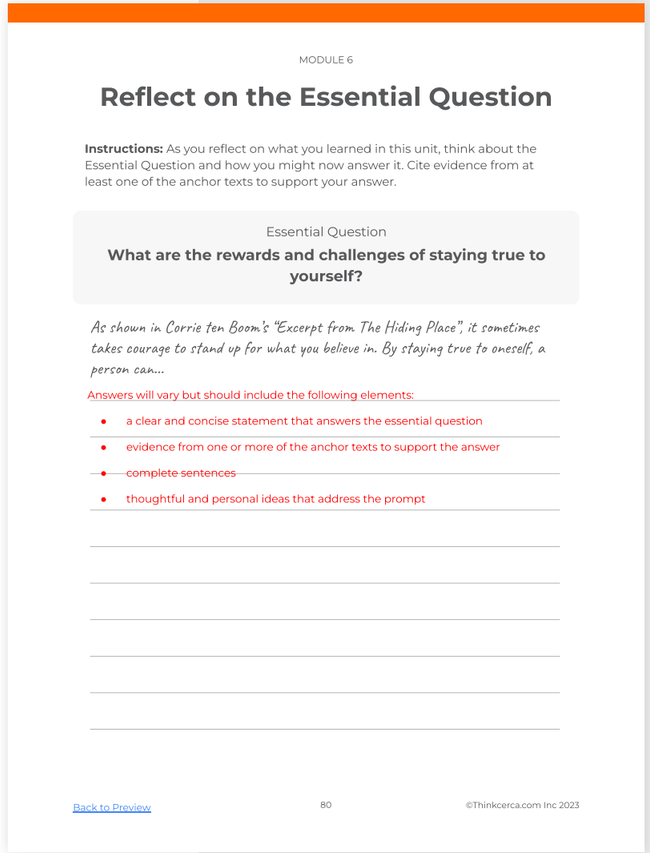
Reflect on the Essential Question

Purpose: Review the **Essential Question** from the unit.

See English Learner Guide for Support for Multilingual/English Language Learners: Allow for the use of bilingual glossaries, options for recording responses, and translation devices.

Allow students to discuss their ideas in their native language and to share their answers verbally.

Teacher Tip: Remind students to cite evidence from at least one of the unit texts in their **Quick Journals**.



MODULE 6

Reflect on the Essential Question

Instructions: As you reflect on what you learned in this unit, think about the Essential Question and how you might now answer it. Cite evidence from at least one of the anchor texts to support your answer.

Essential Question

What are the rewards and challenges of staying true to yourself?

As shown in Corrie ten Boom's "Excerpt from The Hiding Place", it sometimes takes courage to stand up for what you believe in. By staying true to oneself, a person can...

Answers will vary but should include the following elements:

- a clear and concise statement that answers the essential question
- evidence from one or more of the anchor texts to support the answer
- complete sentences
- thoughtful and personal ideas that address the prompt

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Reflect on the Essential Question ★

Take Notes	5 min

TEACHER WILL:	STUDENTS WILL:
• Review the **Essential Question** with students, which will serve as the topic of the **Socratic Discussion**.	• Develop a response to the Socratic question using the **Reflect on the Essential Question Quick Journal**.

Feedback Focus: Assess students' understanding of the **Essential Question** by asking them to describe how their answers have changed throughout the unit.

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W S Prepare for the Discussion

Purpose: Prepare for and engage in a **Socratic Discussion**.

Teacher Tip: Determine the discussion format you will use. You can choose from the options below:

- Two discussions that change in intervals of 10–15 minutes with an inner and outer circle that switch places.
- One discussion with the whole class. Prepare your classroom by putting the chairs in a circle.
- Fishbowl discussion where 4–6 students engage in discussion. Others tap in at intervals to join the discussion.
- Independent student groups engage in discussions.

Prepare for the Discussion

Instructions: Using all of the selections from the unit, complete the chart below with a response to the Socratic Question (or claim), reasons, evidence and reasoning, and notes for providing a possible counterargument.

Socratic Question

What are the rewards and challenges of staying true to yourself?

Response to the Socratic Question

Claim — Answers will vary. Claims should express a clear idea about the prompt that can be supported fully with evidence from the text.

Reasons supporting your response to the question	Evidence and reasoning to support your argument
Reason 1 Answers will vary. Each reason should be specific and unique and support the claim. Students should support each reason with evidence, examples, or inferences from the anchor texts.	Evidence and Reasoning 1 Answers will vary. Explanations should show how the selected evidence directly supports the claim.
Reason 2	Evidence and Reasoning 2
Reason 3	Evidence and Reasoning 3

Counterargument Notes:

Answers will vary. Students should list ideas that support an opposing idea, along with notes on the weaknesses of those opposing ideas. These notes will allow them to counter or rebut these ideas when they arise in discussion.

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Prepare for the Discussion ★

Review Socratic Discussion Rubric	10 min
Prepare for Discussion	20 min
Total	**30 min**

Show and Tell—Share Your Research: As students engage in their Socratic preparation, they should plan to discuss the brief research they collected on the writer they studied. They can incorporate that information and research into a key comment and verbally cite the source before submitting it to a shared folder.

TEACHER WILL:	STUDENTS WILL:
• Instruct students to review their notes and develop a response to the Socratic question with reasons, evidence, reasoning, and possible counterarguments. • Provide information about the format that will be used.	• Review their notes and selections. • Prepare for the discussion with specific notes and key points they will present.

Feedback Focus: Spot-check students' work to ensure they have developed their responses to the Socratic question with reasons, text evidence, and reasoning.

S E Build Knowledge Together

Purpose: Prepare for and engage in a **Socratic Discussion**.

See English Learner Guide for Support for Multilingual/ English Language Learners: Key words to consider for translation: *arguments, counterarguments, captures, alludes, opposing, alternate, interpret.*

Designate an order for opening remarks and allow students to practice with a partner before sharing.

Support for Students with Exceptional Needs: Build in a designated "wait time," giving students a minute to process and brainstorm before anyone can speak.

See the **Student-Centered Learning Guide** for additional modified activities and leveled support.

Build Knowledge Together

Instructions: Use these sentences for arguments and counter arguments.

Sentence Stems for Discussion:

- ***Presenting an idea and evidence to support it:***

  When the author/poet/interviewer said, "_____," it suggests that _____.

  In the text it says, "_____" which captures perfectly the idea that _____.

  The use of the image of _____ throughout the text alludes to _____.

- ***Sharing an opposing or alternative view or questioning respectfully:***

  You said, "_____." Is that because _____? Can you say more about that?

  Let me see if I understand. You are suggesting that _____ based on _____?

  I see how you might interpret _____ as _____, but I would also say that

  _____ could be viewed as _____.

Respond and Reteach: If students are not yet able to engage fully in evidence-based discussion, have them use the **I Like, I Wish, I Wonder** strategy to express their thoughts about the comments of others.

Application of New Vocabulary: As students engage in their first **Socratic Discussion**, have them use at least three words from their **Build Your Vocabulary** Activities. Also, encourage them note at least one word expressed by a peer and have them like, wonder, or challenge their peer based on their use of the word or phrase as part of their engagement in the dialogue.

Build Knowledge Together ★

Discuss	30 min

Speaking and Listening Toolkit—Build Knowledge Together: Prior to kicking off the discussion, allow students to practice addressing each other directly without prompting from you and to use add-on statements such as, "I really liked what [student A] said and to build on that, I would add…". "Could you share a little more about what you meant when you said, "x."

TEACHER WILL:	STUDENTS WILL:
• Explain that students will use the provided sentence starters to support their thinking with evidence from the texts. • Using a class roster, take notes on student performance across the 5 criteria, using the evidence indicators to evaluate whether students Do Not Meet, Meet, or Exceed grade-level expectations. In the first **Socratic Discussion** of the year, expect that there will be significant room for growth. When possible make note of a particular point of praise for each participant. • When appropriate, highlight excellent examples of the evidence. "I don't want to interrupt, but I wanted to briefly mention that [Student] did a great job of [behavior], which really helps the whole class better understand [concept]."	• Use their notes and resources to participate in the **Socratic Discussion**.

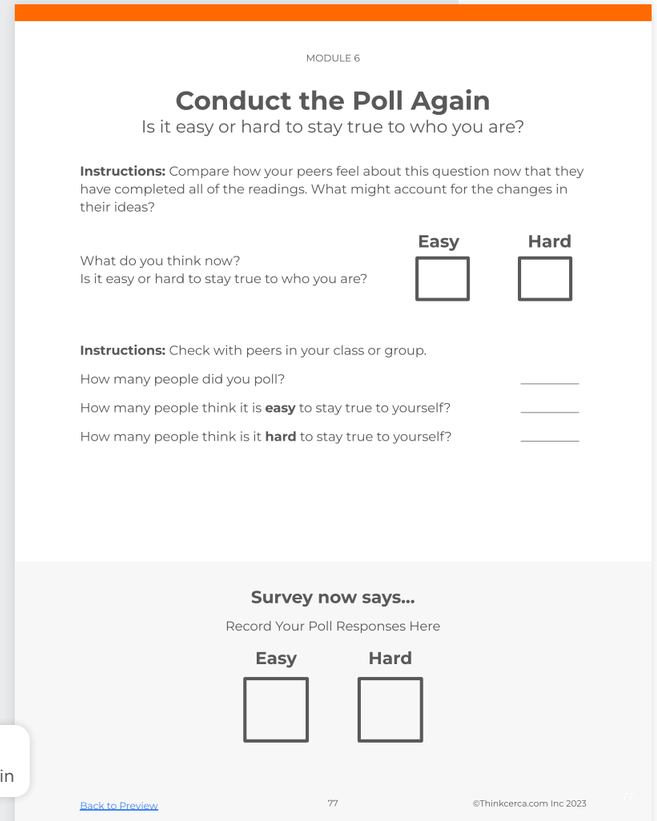
Feedback Focus: Ensure students' understanding by asking them to share one completed sentence starter.

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S Conduct the Poll Again

Purpose: Revisit a key question from the unit.

Teacher Tip: Ask students to consider how and why we change our minds on key questions.



MODULE 6

Conduct the Poll Again

Is it easy or hard to stay true to who you are?

Instructions: Compare how your peers feel about this question now that they have completed all of the readings. What might account for the changes in their ideas?

	Easy	Hard
What do you think now? Is it easy or hard to stay true to who you are?	☐	☐

Instructions: Check with peers in your class or group.

How many people did you poll? _____

How many people think it is **easy** to stay true to yourself? _____

How many people think is it **hard** to stay true to yourself? _____

Survey now says...

Record Your Poll Responses Here

Easy	Hard
☐	☐

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Conduct the Poll Again
Poll and Discuss 5 min

Show and Tell—Research Project: Review the **Research Toolkit,** and review the ways it supports students as they write and refine sample research questions for independent research projects. This is a skill that will be useful throughout the course. To practice their skills in writing research questions, have students independently explore the biography of any of the authors in the unit beginning with a question that they had as they read. Have them record the topic and research question in the **Inquiry-Driven Research** organizer in the **Research Toolkit.** Then, ask them to search the Internet and read 2–3 sources that relate to the topic. Have them record their research learnings, so they can refer to it later during their **Socratic Discussion**. As a final step, ask students to refine their research question to narrow its focus. Once their refined research questions are recorded, guide them through an additional search to answer the question and prepare a summary of their process and findings to share in the **Socratic Discussion**. They should summarize their findings, cite their sources, and share their more refined question with peers as part of their **Socratic Discussion**.

TEACHER WILL:	STUDENTS WILL:
• Remind students that learning often results in changing one's mind. • Conduct the poll again. • Tally the results and compare with the results of the first poll. • Discuss the changes, if any, in the poll outcome.	• Complete the poll. • Discuss the outcomes from both polls.

Feedback Focus: Encourage all students to participate and reflect on any changes in the poll results.

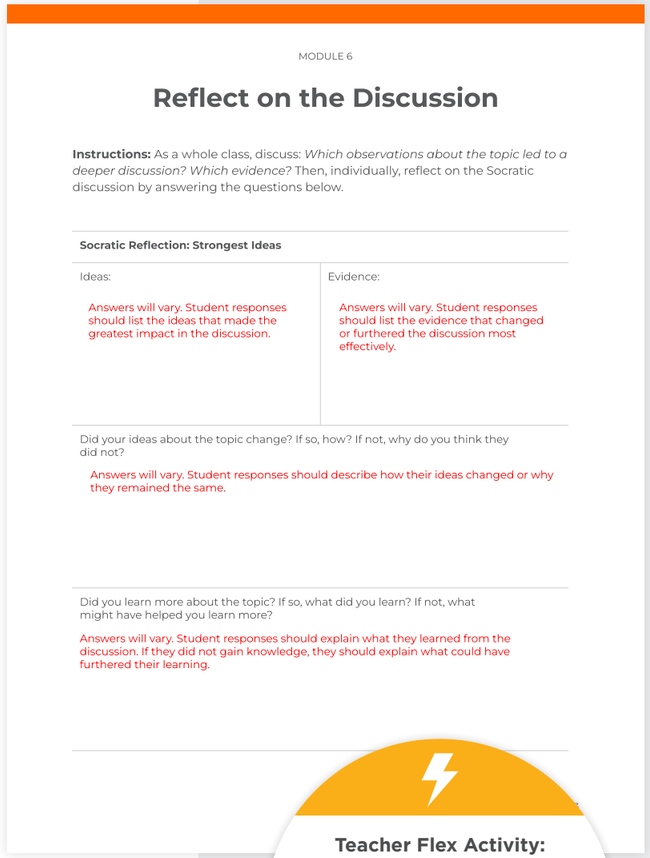
E S W Reflect on the Discussion

Purpose: Reflect on the discussion.

See English Learner Guide for Support for Multilingual/English Language Learners: Have students reflect on key words they feel comfortable using.

In a one-on-one situation, check in with students. Have students share glows and grows about the experience of participating in a **Socratic Discussion**.

An adjusted version of the **Reflect on the Discussion** activity is available in the **English Learner Guide.**



MODULE 6

Reflect on the Discussion

Instructions: As a whole class, discuss: *Which observations about the topic led to a deeper discussion? Which evidence?* Then, individually, reflect on the Socratic discussion by answering the questions below.

Socratic Reflection: Strongest Ideas	
Ideas: Answers will vary. Student responses should list the ideas that made the greatest impact in the discussion.	Evidence: Answers will vary. Student responses should list the evidence that changed or furthered the discussion most effectively.

Did your ideas about the topic change? If so, how? If not, why do you think they did not?

Answers will vary. Student responses should describe how their ideas changed or why they remained the same.

Did you learn more about the topic? If so, what did you learn? If not, what might have helped you learn more?

Answers will vary. Student responses should explain what they learned from the discussion. If they did not gain knowledge, they should explain what could have furthered their learning.

Teacher Flex Activity:
Have students share what they liked about the **Socratic Discussion**, what they wished they could have done differently, and what they wonder. See **Best Practices: "I Like, I Wish, I Wonder"** strategy.

Reflect on the Discussion
Reflect 10 min

TEACHER WILL:	STUDENTS WILL:
• Facilitate a whole-class discussion of the strongest ideas and evidence from the discussion. • Have students individually respond to the reflection questions.	• Consider the strongest ideas and evidence from the discussion. • Reflect on their ideas and learning about the topic.

Feedback Focus: Encourage students to include details in their individual responses to the prompts.

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Module 7



3-4 Sessions
(50-minute sessions)

1-2 Sessions
(90-minute sessions)

Portfolio Assignment

Learning Objective: Students will understand the elements and structure of a personal narrative and be able to compose a personal narrative in response to a prompt.

Direct Instruction: Writing the Personal Narrative; Beginnings in Narrative Writing; Giving and Using Feedback for Revision

Writing Prompt: *Write a personal narrative about a moment in your life when you shared a side of yourself that you were afraid to show others.*

How to Customize Modules Based on Your Students and Schedule: Customize your students' experiences to include **all essential tasks marked with a star** and to incorporate the other literacy options in each module as time permits.

Start Here

Direct Instruction★

Teachers facilitate the **Direct Instruction** lesson, and students complete the assessment.



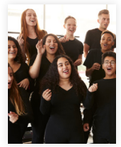
Read the Narrative Writing Rubric★

Students will review the criteria for the Narrative Writing Rubric.



Practice Feedback★

Students will provide feedback for the student exemplar.



Read and Check★

Students will read the student exemplar and complete the comprehension questions.



Score the Example★

Students will use the Narrative Writing Rubric to score the student exemplar.



Edit the Draft Together ★

Students will give and receive peer feedback on their narratives.



Reflect on Your Writing★

Students will reflect on the quality of their writing.



Share Your Personal Narrative★

Students will share their writing to develop their narratives.

Choose Your Moment ★

Students will select a personal experience that will guide the development of their narratives.

Map Your Personal Narrative★

Students will organize ideas for their narratives.



Make It Vivid★

Students will enhance their narratives with descriptive adjectives and vivid imagery.

★ **Essential** · R Reading · W Writing · S Speaking and Listening · V Vocabulary · L Language · M Multimedia · E Executive Function · Assessment

See the English Learner Guide **in this module** for editable, leveled supports and implementation guidance for beginning, intermediate, and advanced multilingual English Learners.

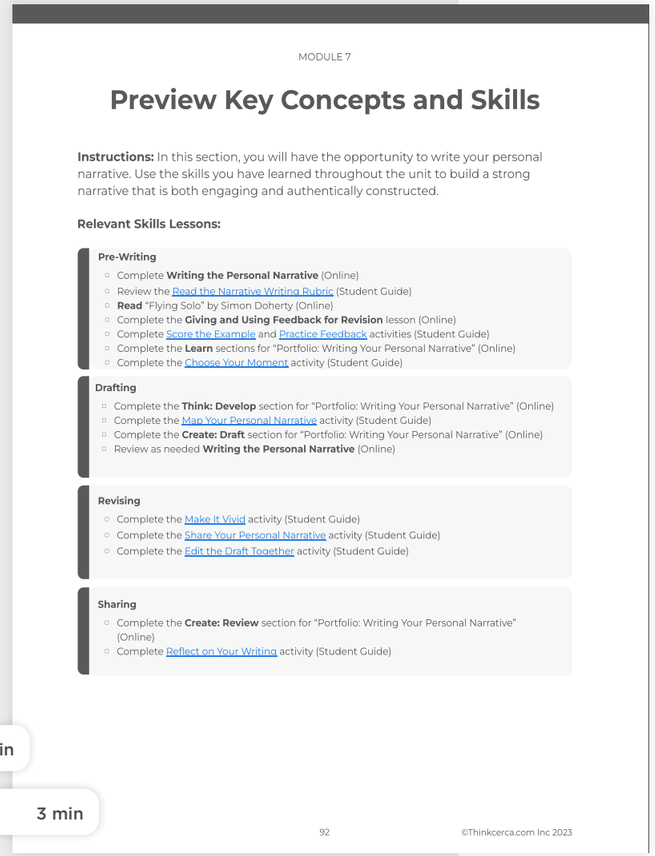
Teacher-Led · Individual · Paired · Small Group · Online · Offline

Preview Key Concepts and Skills/Direct Instruction

Lesson Objective: Understand the elements and structure of a personal narrative and be able to compose a personal narrative in response to a prompt.

Purpose: Understand the culminating task and evaluation criteria.

Direct Instruction: Writing the Personal Narrative



MODULE 7

Preview Key Concepts and Skills

Instructions: In this section, you will have the opportunity to write your personal narrative. Use the skills you have learned throughout the unit to build a strong narrative that is both engaging and authentically constructed.

Relevant Skills Lessons:

Pre-Writing
- Complete **Writing the Personal Narrative** (Online)
- Review the Read the Narrative Writing Rubric (Student Guide)
- **Read** "Flying Solo" by Simon Doherty (Online)
- Complete the **Giving and Using Feedback for Revision** lesson (Online)
- Complete Score the Example and Practice Feedback activities (Student Guide)
- Complete the **Learn** sections for "Portfolio: Writing Your Personal Narrative" (Online)
- Complete the Choose Your Moment activity (Student Guide)

Drafting
- Complete the **Think: Develop** section for "Portfolio: Writing Your Personal Narrative" (Online)
- Complete the Map Your Personal Narrative activity (Student Guide)
- Complete the **Create: Draft** section for "Portfolio: Writing Your Personal Narrative" (Online)
- Review as needed **Writing the Personal Narrative** (Online)

Revising
- Complete the Make It Vivid activity (Student Guide)
- Complete the Share Your Personal Narrative activity (Student Guide)
- Complete the Edit the Draft Together activity (Student Guide)

Sharing
- Complete the **Create: Review** section for "Portfolio: Writing Your Personal Narrative" (Online)
- Complete Reflect on Your Writing activity (Student Guide)

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Direct Instruction ★ 15 min

Preview Key Concepts and Skills 3 min

Teach Academic Writing Skills: Before students begin writing their personal narratives, have them revisit their pre-writing experiences to review details about the unit's theme. The **Direct Instruction** lesson, Beginnings in Narrative Writing, provides examples that students can leverage as they write their own narratives. The lesson also offers guidance in writing the opening of a personal narrative and highlights the importance of concrete sensory details in narrative writing.

TEACHER WILL:	STUDENTS WILL:
• Lead students through the **Direct Instruction** Writing the Personal Narrative prior to having students review it on their own and complete the assessment. A list of key academic terms for the unit is available in the **Student Guide**. Students may also record key definitions in their **Vocabulary Notebooks.** • Explain that personal narratives allow writers to share who they are as people and what experiences have led to their being that way. Knowing how to write a personal narrative will help students become more proficient writers.	• Complete the **Direct Instruction** and the assessment. • Learn what personal narratives are and how they are organized, how the first person and imagery are used in personal narratives, how sentence variety and transitions are used in personal narratives, and how to approach writing a personal narrative

Feedback Focus: Encourage students to record due dates for the assignments.

Read the Narrative Writing Rubric

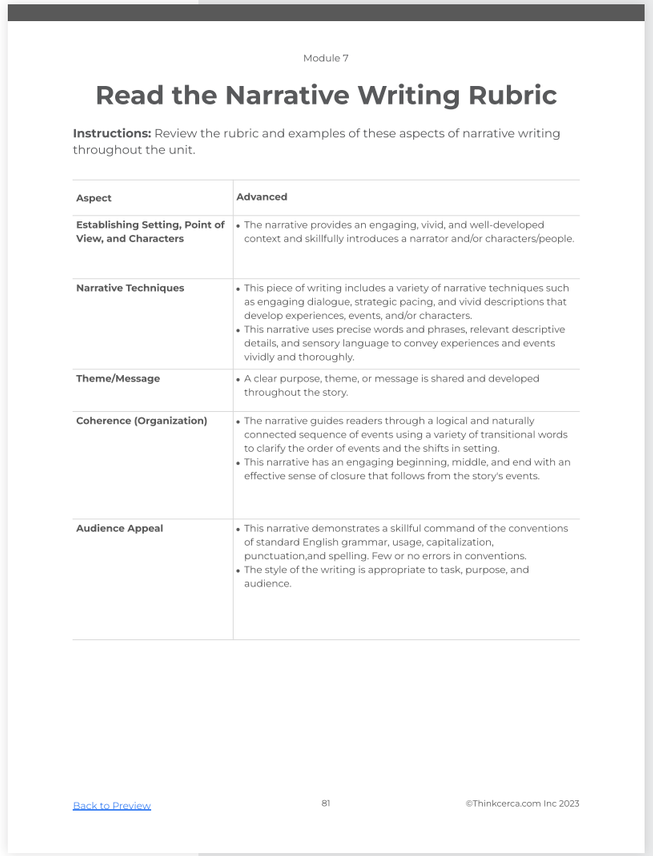
Purpose: Understand evaluation criteria for the "**Your Portfolio"** assignment.

Teacher Tip: Have students revisit the words in the rubric that were unfamiliar to them at the beginning of the unit and check for misconceptions.

See English Learner Guide for Support for Multilingual/English Language Learners: Allow for the use of bilingual glossaries and translation devices.

Specific words to consider for translation: *setting, point of view, character, theme, message, narrative technique, coherence, audience appeal.*

Support for Students with Exceptional Needs: An adjusted version of the rubric is available in the **Student-Centered Learning Guide.**



Module 7

Read the Narrative Writing Rubric

Instructions: Review the rubric and examples of these aspects of narrative writing throughout the unit.

Aspect	Advanced
Establishing Setting, Point of View, and Characters	• The narrative provides an engaging, vivid, and well-developed context and skillfully introduces a narrator and/or characters/people.
Narrative Techniques	• This piece of writing includes a variety of narrative techniques such as engaging dialogue, strategic pacing, and vivid descriptions that develop experiences, events, and/or characters. • This narrative uses precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events vividly and thoroughly.
Theme/Message	• A clear purpose, theme, or message is shared and developed throughout the story.
Coherence (Organization)	• The narrative guides readers through a logical and naturally connected sequence of events using a variety of transitional words to clarify the order of events and the shifts in setting. • This narrative has an engaging beginning, middle, and end with an effective sense of closure that follows from the story's events.
Audience Appeal	• This narrative demonstrates a skillful command of the conventions of standard English grammar, usage, capitalization, punctuation,and spelling. Few or no errors in conventions. • The style of the writing is appropriate to task, purpose, and audience.

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Read the Narrative Writing Rubric ★
Review 5 min

Show and Tell: Model for students how to understand the criteria used to determine quality writing to help them engage with the scoring process. Point to an example from the text and share how it compares to the criteria in the rubric. See answer key for ideas. See Best Practices: **Student Scoring**.

Supplement the examples in the texts with a model from your own experience. Use a hook, something that illustrates a key moment in your story and entices the reader to want to read on. (*The moment I walked across the stage and accepted my trophy, I knew that I would never feel the same about my ability to succeed.*). Then, ask students to discuss how the sentence impacted their interest in the story.

TEACHER WILL:	STUDENTS WILL:
• Instruct students to review the evaluation criteria for **"Your Portfolio."**	• Review the evaluation criteria.

Feedback Focus: Ask students to summarize one or more aspects of the rubric briefly to ensure they grasp the concept and elements.

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R Read/Score W the Example

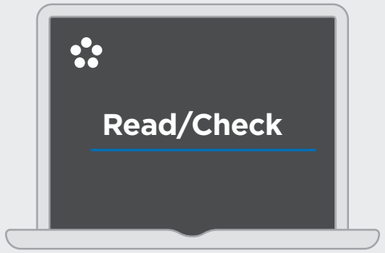
Lesson Objective: Read and analyze a student exemplar, use the rubric criteria to evaluate strengths and opportunities for growth, and practice giving feedback to a peer.

Purpose: Understand the rubric and the process of peer editing.

See English Learner Guide for Support for Multilingual/English Language Learners: Specific words to consider for translation: *aspect, discern, achievement, precise, sensory, development, sequencing, appropriate.*

Support for Students with Exceptional Needs:

Allow students to use audio support/text to speech/readers to access the **Student Exemplar**.



Read/Score the Example ★
Read and Check — 20 min

MODULE 7

Score the Example

"Flying Solo" by Simon Doherty

Instructions: Read **Student Exemplar: Flying Solo**. When you have finished reading, use the online rubric for the lesson and give each aspect of the narrative a score. Use the sentence starter to describe your reasons for each score. If you are not sure of the score, ask yourself, is it closer to 1 or to 5? Then, ask is it closer to 3 or 1? Or if it is a higher scoring piece, is it closer to 3 or 5? That will help you discern between the different levels of achievement more easily. Answers will vary, but scores and explanations are suggested below.

Category	Use the Rubric to Score Each Aspect
Establishing Setting, Point of View, and Characters	Setting: 4 Narrator/Characters: 3 Overall score: 4 **Sentence Starter:** This draft receives a score of 4 because... the setting is realistic and descriptive, and the narrator is well-developed, but other characters are not developed.
Narrative Techniques	Dialogue, pacing, description: 3 Precise words, relevant details, and sensory language: 4 Overall score: 4 **Sentence Starter:** This draft receives a score of 4 because... detailed descriptions enrich the story, but more dialogue would strengthen it.
Theme/ Message	Message: 5 Development throughout the story: 5 Overall score: 5 **Sentence Starter:** This draft receives a score of 5 because...the theme is developed gradually throughout the narrative and made explicit at the end.
Coherence (Organization)	Clear sequence: 4 Transitions: 4 Well-developed beginning, middle, and end: 5 Overall score: 4 **Sentence Starter:** This draft receives a score of 4 because... It has a clear sequence and a well-developed plot but could vary the transitions.
Audience Appeal	Standard English: 5 Appropriate for task, purpose, and audience: 5 Overall score: 5 **Sentence Starter:** This draft receives a score of 5 because... it uses clear, accurate language and fits the task, purpose, and audience

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Teacher Flex Activity:
Encourage students to engage with the scoring process and to understand the criteria used to determine quality writing. See **Best Practices: Student Scoring.**

TEACHER WILL:	STUDENTS WILL:
• Have students complete the reading "Flying Solo" by Simon Doherty and answer the comprehension questions.	• Have students complete the reading "Flying Solo" by Simon Doherty and answer the comprehension questions.

Feedback Focus: Ask students to summarize one or more aspects of the rubric briefly to ensure they grasp the concept and elements.

W Practice S Feedback

Purpose: Practice giving rubric-aligned feedback to peers.

Direct Instruction: Giving and Using Feedback for Revision for Revision

See English Learner Guide for Support for Multilingual/English Language Learners: Allow for the use of bilingual glossaries, translation devices, and options for recording responses.

Provide extended time for pre-writing and practicing feedback with partners/groups.

Support for Students with Exceptional Needs: Allow students to type, use predictive spelling, or speech to text/voice to text/or dictation if needed to support their writing.

Gifted and Talented Enrichment Opportunity—*Depth of Reflection*: Have students share one insight into what might make the piece stronger, and suggest an alternative approach the writer could take to enhance clarity, persuasiveness, or depth. Then, have them reflect on how these revisions might change the reader's perception or the overall effectiveness of the piece.

MODULE 7

Practice Feedback

"Flying Solo" by Simon Doherty

Instructions: Complete the **Giving and Using Feedback for Revision** to understand how to give appropriate and helpful feedback to a writer. List a paragraph number that shows each. For the positive notes, share feedback about what made the draft successful. For the area of growth, share one insight into what might make the piece stronger. Use the example to rehearse the way you give feedback.

Answers will vary. Sample responses are provided below.

Category	Paragraph Number	How Can the Writer Improve?
Establishing Setting, Point of View, and Characters	*Example: 2*	*Example: The narrator had a clear and unique personality, but the secondary character Kevin could have been developed more completely.*
Narrative Techniques	2, 3 4	Dialogue is used effectively, but more dialogue would help readers get to know the narrator and other characters. Precise words and sensory descriptions help readers experience the narrator's feelings.
Theme/ Message	1, 2, 4, 5	The theme is introduced and then developed step-by-step throughout the narrative, so that when the author states it explicitly, the reader has already grasped it.
Coherence (Organization)	1, 4	The writer uses the transition, "Then," dramatically in two significant events. Varying the transitions would add more interest and help readers follow the story clearly.
Audience Appeal	2, 5	The narrative uses accurate spelling, punctuation, usage, and grammar, so readers can easily understand the writing. The writing is appropriate

Practice Feedback ★
Direct Instruction — 15 min
Collaborate — 20 min
Total — 35 min

Application of New Vocabulary: Review the list of Key Academic Terms students learned through **Direct Instruction** over the course of the unit. As you present the **Exemplar** Lesson, have them practice giving feedback using the academic terms they have learned to describe the text. As they engage in the peer editing activity, have them share feedback using these precise terms.

TEACHER WILL:	STUDENTS WILL:
• Lead students through the **Direct Instruction** Giving and Using Feedback for Revision prior to having students practice feedback. • Explain that students will practice giving feedback about the **Student Exemplar**. • Guide students in sharing one area of growth, a success, or an insight about the **Student Exemplar** draft.	• Complete the **Direct Instruction** and the assessment. • Practice giving feedback about the **Student Exemplar** draft. • Reflect on an area of growth, one positive note, and an insight regarding the **Student Exemplar**.

Feedback Focus: Ask students to share one category of writing from the **Student Exemplar** that they found particularly impressive and why.

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Choose Your Moment

Lesson Objective: Complete the steps of a full writing process: pre-writing, drafting, revising, editing and proofreading, and publishing the piece.

Purpose: Brainstorm ideas for a personal narrative.

Direct Instruction: Beginnings in the Personal Narrative

See English Learner Guide for Support for Multilingual/English Language Learners: Specific words to consider for translation: *experience, aspect, brainstorm, challenging, failure, meaningful, accomplishment, impact, excluded, ashamed*.

Support for Students with Exceptional Needs: Allow students to use voice to text or speech to text/dictation to plan and pre-write their narratives.

Prompt students to edit for spelling and mechanics after they have generated ideas.

MODULE 7

Choose Your Moment

Instructions: Use your previous classwork to reflect on an experience or an aspect of who you are that you want to write about. Use the topic ideas to help you brainstorm different ways to address the prompt.

Writing Prompt: Write a personal narrative about a moment in your life when you shared a side of yourself that you were afraid to show others.

Unit Review:

- Review the Concept Map from the beginning of the unit.
- Review all of the readings from the unit.
- Read through the moments you reflected upon in your Quick Journals.
- Review your Connect steps from each lesson.

Topic Ideas:

- A moment when your family influenced how you describe yourself.
- A specific event where you learned something about your character.
- An encounter with a stranger whose perception of you surprised you.
- A time when you observed people who were very different from you and the people you know.
- A time when a particularly strong moment in your life changed you.
- An experience with a person who had a big impact on you.
- A time when you felt you truly belonged.
- A moment when you felt excluded.
- A moment when you felt very proud or ashamed of something you said or did.
- A moment when you felt very powerful or very powerless.
- Reflect on the three most important events in your life.
- Reflect on the three most important objects or possessions in your life.

Read

Direct Instruction	15 min
Topic Overview, Connect, and Read	
Portfolio Assignment	15 min
Highlight and Annotate Instructions	10 min
Check	5 min
Summarize	7 min
Total	**52 min**

TEACHER WILL:	STUDENTS WILL:
• Lead students through the **Direct Instruction** Beginnings in the Personal Narrative prior to having students review it on their own and complete the assessment. • Explain that any narrative introduction must set up the story so that readers understand what's going on from the beginning. Being aware of the many important parts of an introduction helps the writer create a successful narrative—one that builds so much interest that readers can't stop reading. • Explain to students that they should use their **Quick Journals** and **Connect** pieces from the unit as they finalize their topics and plan their personal narratives. • Give students 10 minutes to review the readings and their work and to brainstorm personal narrative ideas.	• Complete the **Direct Instruction** and assessment. • Learn what a beginning in narrative writing is, what should be in a story's beginning, and different ways to begin a narrative. • Use the **Choose Your Moment** task to reflect on their ideas and determine the experience they will include in their personal narratives.

Feedback Focus: Check students' progress by asking them to share an element of the writing prompt that they find challenging or motivating.

Map Your Personal Narrative

Purpose: Plan the main events of a personal narrative.

See English Learner Guide for Support for Multilingual/English Language Learners: Specific words to consider for translation: *values, biases, elements, memorable, striking, statistics, underlying, exemplar, discern, sufficient, syntax, attributes*.

Support for Students with Exceptional Needs: Talk through the elements of **Map Your Personal Narrative**, and allow for the use of predictive spelling or speech to text/voice to text/dictation if needed.

An adjusted version of **Map Your Personal Narrative** is available in the **Student-Centered Learning Guide**.

MODULE 7

Map Your Personal Narrative

Instructions: Once you have completed the **Writing the Personal Narrative** lesson, complete the graphic organizer below, writing as many specific sensory details as you can about this important moment. Organize your writing with a clear beginning, middle, and end. Answers will vary.

Beginning

Middle

End

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Teacher Flex Activity:
Allow students to storyboard visually by drawing or sketching to pre-plan their narratives.

Map Your Personal Narrative ★
Map and Draft Your Personal Narrative 40 min

TEACHER WILL:	STUDENTS WILL:
• Explain that students will establish a clear beginning, middle, and end for their personal narratives. • Support students as they write initial drafts of their personal narratives.	• Use **Map Your Personal Narrative** as a guide to organize their narrative writing. • Write an initial draft of their personal narratives.

Feedback Focus: Ensure students' understanding by asking them to describe the most compelling element of their narratives.

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Make It Vivid

Lesson Objective: Understand how to revise a personal narrative by including descriptive language and vivid imagery.

Purpose: Engage in the revise and edit steps in the writing process.

See English Learner Guide for Support for Multilingual/English Language Learners: Encourage students to add important pieces of dialogue and other elements from other languages when essential for preserving the essence of the experience.

Provide translation tools as needed.

Support for Students with Exceptional Needs: Provide extended time for students to complete their writing and reflection.

An adjusted version of **Make It Vivid** is available in the **Student-Centered Learning Guide**.



MODULE 7

Make It Vivid

Instructions: When you have finished an initial draft, pair with another writer and ask each other to find the most important image in the essay. Then determine how you might choose words that would help you develop the image in greater detail. For example, *instead of saying "his dog" could you be more specific? For example, "The shaggy collie with matted hair and a dirty pink bow that sat coiled at his feet."* Answers will vary.

Choose Generic Nouns in Your Essay	Paint a Picture with Adjectives
Look for the most important people, places, and things in the essay. Choose at least 3 nouns that represent images that are not specifically described.	Experiment with ways you might make the noun more specific, adding further color for your readers. Add a word that indicates the size, shape, color, age, quality or another attribute of the noun you are describing. Reveal more to readers about the person, place, or thing or how you feel about it.
1.	
2.	
3.	

Discussion: How might the descriptions you have chosen reinforce a theme you are building in your essay? Are there opportunities to make revisions to develop that theme further through revised word choice or imagery?

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Make It Vivid ★
Review and Practice 20 min

Show and Tell: Help students craft vivid paragraphs. Choose a feeling from their personal inventory, like *reflective,* and set the scene—such as a sunny day. To paint a picture, use repetition, synonyms, images, and analogies. (*In the bright sunlight, the world seemed like my palette, but I wasn't sure what to paint. Everything seemed possible, but the direction was unknown as I stood at an intersection in a quiet part of the city.*)

TEACHER WILL:	STUDENTS WILL:
• Explain that students will share detailed descriptions from their narratives with a peer. • Instruct students to use **Make It Vivid** to enrich their writing.	• Improve their writing through making their language more vivid. • Work in pairs using **Make It Vivid** to write detailed descriptions.

Feedback Focus: Spot-check students' understanding by listening for examples of specific word choices and imagery.

Share Your Personal Narrative

Purpose: Provide and receive feedback for revising and editing a personal narrative.

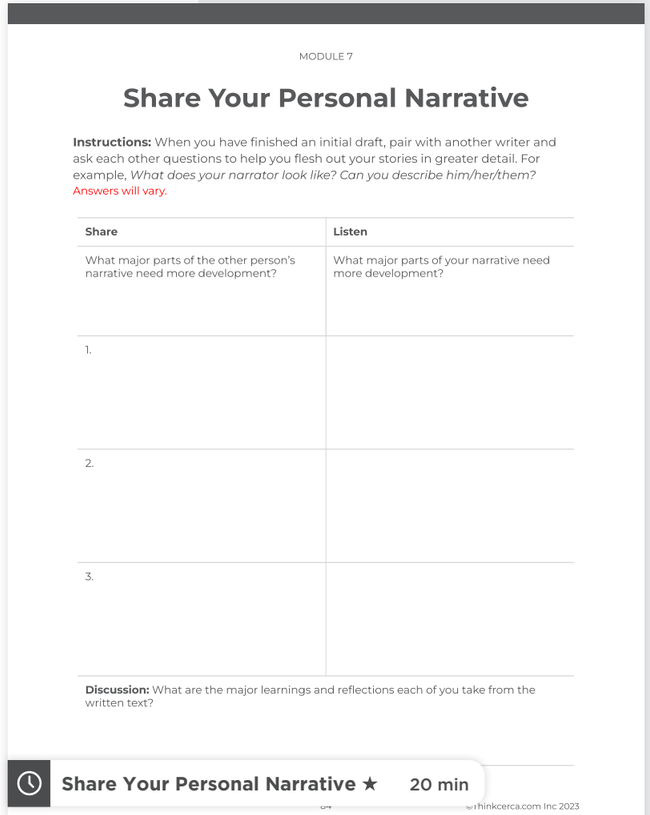
See English Learner Guide for Support for Multilingual/English Language Learners: Provide extra time for peer editing and revision.

Allow the use of bilingual glossaries and translation tools.

Allow students to use writing supports such as predictive spelling and grammar tools built into their devices or browsers to correct their errors.

Support for Students with Exceptional Needs: Allow students to type, using predictive spelling or speech to text/voice to text/dictation if needed to support their writing.

See the **Student-Centered Learning Guide** for an adjusted version of the **Share Your Personal Narrative** activity.



MODULE 7

Share Your Personal Narrative

Instructions: When you have finished an initial draft, pair with another writer and ask each other questions to help you flesh out your stories in greater detail. For example, *What does your narrator look like? Can you describe him/her/them?* Answers will vary.

Share	Listen
What major parts of the other person's narrative need more development?	What major parts of your narrative need more development?
1.	
2.	
3.	

Discussion: What are the major learnings and reflections each of you take from the written text?

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Share Your Personal Narrative ★ 20 min

Speaking and Listening Toolkit—Peer Collaboration: Review how to listen carefully to peers as they share their plans and how to provide considerate feedback by posing questions to help them improve their work. Have students reflect on peer editing experiences thus far, asking "What specific feedback from peers has been most common? most helpful to you? Can anyone give me a specific example of feedback that led to a really positive change that you are grateful for? What were the most motivating ways that peers shared that feedback? Can anyone share a specific phrase or tone that made the experience of receiving feedback work well for you?"

Application of New Vocabulary Strategies: As students share suggestions for how to revise, have them consider using more vivid synonyms and antonyms or idioms that convey characteristics of the setting and characters more effectively.

TEACHER WILL:	STUDENTS WILL:
• Explain that students will pair with a peer and share their personal narratives. • Guide students in focusing on areas where development is needed in their narratives.	• Exchange narratives and use the **Share Your Personal Narrative** guide to provide actionable feedback. • Discuss areas where development is needed in their narratives.

Feedback Focus: Ask students to share one major learning or reflection from their peer sessions.

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Edit the Draft Together

Lesson Objective: Engage in the final steps of the writing process: edit, proofread, and share.

Purpose: Provide and receive final editing suggestions for personal narratives before making final edits and proofreading for submission.

See English Learner Guide for Support for Multilingual/English Language Learners: Allow the use of bilingual glossaries and translation tools.

Provide extra time for peer editing (or working with an adult) and revision.

Allow students to use writing supports such as predictive spelling and grammar tools built into their devices or browsers to correct their errors.

Support for Students with Exceptional Needs: Limit the specific revisions that students should make in their personal narratives.

MODULE 7

Edit the Draft Together

Peer Edit: Give and Get Feedback

Instructions: After sharing your draft with a peer or an adult, begin revising your sentences. Continue to replace words and phrases that describe emotions with sensory details.

Follow these steps as you work independently and with a peer to edit each other's drafts.

1. Do a self-assessment of your draft. Use the online rubric for the lesson, checking each box where you find evidence that you have achieved the criteria.
2. Next, collaborate with a peer or peers to read each other's drafts. Again, use the rubric to evaluate each other's work.
3. Share insights into what might make your pieces stronger. Find two positive attributes and one area of growth for each draft you review.
4. Revise your piece using what you learned from your self-assessment and the feedback from your peers or an adult.

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Edit the Draft Together ★ 20 min

Capitalization and Spelling: Use the **Capitalization** slide linked in the **Toolkit** to teach capitalization rules. Make an anchor chart for your classroom covering: Proper nouns *(names, places, events, things),* Titles (*Mr., Mrs., Ms.*), Initials (*US*), Acronyms (*S.M.A.R.T.*), and first letters of sentences. Brainstorm examples and add them to the chart. Model editing by reading aloud and identifying sentence beginnings for capitalization. Show how to address spelling errors and highlight that spell check often misses homonyms (*which/witch, there/their/they're*), emphasizing careful reading for correct word usage.

Punctuation and End Punctuation: Use the **Punctuation** slide in the **Toolkit** for punctuation rules. Create an anchor chart: Use commas (,), parentheses (), dashes (—), and hyphens (-) for extra information; Ensure proper end punctuation (*periods, exclamation points, question marks*). Model with examples. Statements end with periods: *The dog is running*. Exclamations end with exclamation points: *Help! The dog is running away*! Questions end with question marks: *Do you know where the dog went*? Consider using a student's writing to practice revising for punctuation and end punctuation.

TEACHER WILL:	STUDENTS WILL:
• Explain that students will use the **Personal Narrative Writing Rubric** to edit their narratives in pairs, small groups, or with an adult. • Instruct students to read their final drafts and make specific suggestions for final edits.	• Edit their narratives together with a peer or an adult, using **Edit the Draft Together** and the **Narrative Writing Rubric** as guides.

Feedback Focus: Circulate and listen for students' insights regarding positive attributes and areas of growth in their personal narrative writing.

Reflect on Your Writing

Purpose: Reflect on the writing process and final product of the personal narrative unit.

See English Learner Guide for Support for Multilingual/English Language Learners: Provide extra time for writing and reflection.

Allow students to use writing supports such as predictive spelling and grammar tools built into their devices or browsers for additional support.

Support for Students with Exceptional Needs:

An adjusted version of **Reflect on Your Writing** is available in the **Student-Centered Learning Guide.**

MODULE 7

Reflect on Your Writing

Instructions: Before you submit your final narrative, write a brief reflection describing your experience. Answers will vary.

Through self-assessment and/or peer editing, I learned...

The strongest areas of this piece of writing are...

An area for growth for me in this piece or in my writing in general is...

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Reflect on Your Writing ★ 5 min

Respond and Reteach: For students who are not yet able to organize their narrative, have them use the **Map Your Story** organizer to sketch the action of three key moments, then use words to develop the narrative using sensory details.

Show and Tell: Say, "After practicing evidence-based writing throughout this unit, reflect on the areas where you are seeing your own growth or opportunities for growth, so the feedback you receive from me can be the most helpful. Tell the students that they own both their learning and their writing, so the support you will offer is designed to help them focus on strengthening their overall writing skills, not just this particular piece.

TEACHER WILL:	STUDENTS WILL:
• Explain that students will reflect on their experiences throughout the different phases of their narrative writing. • Remind students that they will submit their reflections along with the final, edited drafts of their personal narratives.	• Write a brief reflection describing their experiences and submit it with their final, edited personal narratives.

Feedback Focus: Ask students to share one element of their personal narratives of which they feel most proud.

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Module 8



1-2 Sessions
(50-minute sessions)

1 Session
(90-minute session)

Unit Core Assessment and Reflection

Essential Question:

What are the rewards and challenges of staying true to yourself?

Lesson Summary

Students will complete a final assessment of reading skills and overall S.M.A.R.T. goals growth based on the primary reading skills focus and the personal goals students set for the unit.

Formative and Summative Assessment Opportunities

- Check for students' understanding and vocabulary development through embedded lesson assessments and checks and the Feedback Focus statements.
- Review the proficiency data in reports.
- Use the **Speaking and Listening Toolkit** to assess speaking and listening skills; the **Socratic Discussion** in Module 6 serves as the Speaking and Listening assessment.
- Evaluate students' portfolio writing in Module 7, which serves as the culminating writing assessment.
- Use **Direct Instruction** and skills lessons to reteach as needed.
- Assign the **Unit Assessment** aligned with learning standards.

FAST Practice

Time permitting, students may take the FAST Writing Practice Test and receive automated feedback.

Teach Academic Writing Skills with Direct Instruction

Reading Independently★

In the **Direct Instruction** lesson, **Reading Independently**, students will learn the importance of independent reading, how to choose texts for independent reading, how to determine the right place to read independently, and how to monitor their independent reading. Reading longer works increases students' stamina for reading, deepens their knowledge of various topics, and builds their vocabulary. Becoming stronger readers also supports students in strengthening their writing skills, as they explore a writer's craft independently.

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1-2 Sessions
(50-minute sessions)

1 Session
(90-minute session)

Unit Core Assessment and Reflection

Learning Objective: Students will complete a final assessment of reading skills and overall S.M.A.R.T. goals growth based on the primary reading skills focus and the personal goals students set for the unit.

Direct Instruction: Reading Independently

How to Customize Modules Based on Your Students and Schedule: Customize your students' experiences to include **all essential tasks marked with a star** and to incorporate the other literacy options in each module as time permits.

Notes:

★ **Essential** (R) Reading (W) Writing (S) Speaking and Listening (V) Vocabulary (L) Language (M) Multimedia (E) Executive Function Assessment

Start Here



Preview Key Concepts and Skills

Students will preview the module.

Direct Instruction: Reading Independently ★

Teachers facilitate the **Direct Instruction** lesson, and students complete the assessment.



Quick Journal

Students will reflect on their progress on S.M.A.R.T. Goals.

Unit Core Assessment ★

Students will demonstrate their mastery of reading skills from the unit.



Reflect on Your Success

Students will reflect on their progress throughout the unit including their achievements and their opportunities for growth.



Celebrate with Others

Students will share their growth and progress with others.

See the English Learner Guide **in this module** for editable, leveled supports and implementation guidance for beginning, intermediate, and advanced multilingual English Learners.

Teacher-Led Individual
Paired Small Group
Online Offline

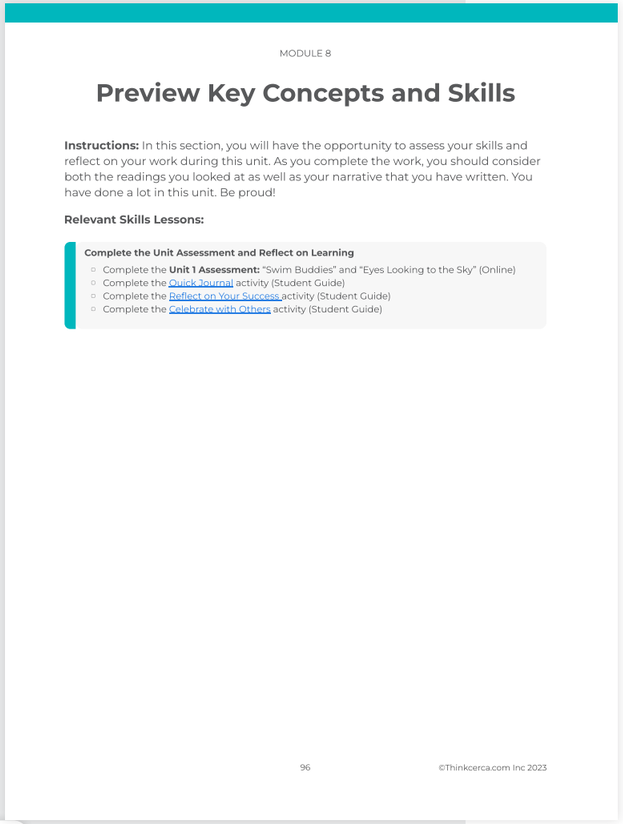
Preview Key Concepts and Skills

Lesson Objective: Complete a final assessment of reading skills and overall S.M.A.R.T. goals growth based on the primary reading skills focus and the personal goals students set for the unit.

Purpose: Complete an assessment and preview the other reflection opportunities in the module.

See English Learner Guide for Support for Multilingual/English Language Learners: Allow the use of bilingual glossaries and translation tools.

Specific words to consider for translation: *opportunity*, *assess*, *reflect*, *consider*.



MODULE 8

Preview Key Concepts and Skills

Instructions: In this section, you will have the opportunity to assess your skills and reflect on your work during this unit. As you complete the work, you should consider both the readings you looked at as well as your narrative that you have written. You have done a lot in this unit. Be proud!

Relevant Skills Lessons:

Complete the Unit Assessment and Reflect on Learning

- Complete the **Unit 1 Assessment:** "Swim Buddies" and "Eyes Looking to the Sky" (Online)
- Complete the Quick Journal activity (Student Guide)
- Complete the Reflect on Your Success activity (Student Guide)
- Complete the Celebrate with Others activity (Student Guide)

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Preview Key Concepts and Skills
Review 3 min

Illuminating Key Concepts in Language and Vocabulary: Have students reflect on the number of words they have mastered and celebrate their new vocabulary. They should aim to acquire 2000 words per year through reading and other class related tasks.

Preparing for the Assessment: Explain to students that the purpose of the assessment is to analyze the theme, the author's message, and the imagery in personal narratives and stories to understand how writers use language to share meaningful moments from their lives.

TEACHER WILL:	STUDENTS WILL:
• Preview the assessment and reflection tasks with students.	• Complete a brief reading assessment and preview the reflection tasks.

Feedback Focus: Check in with students and ask clarifying questions about the module's activities.



Direct Instruction

Direct Instruction: Reading Independently

Teacher Tip: Complete a sample reading log with students and remind them that a reading log helps them to monitor how much they are reading and for how long.

See **Best Practices**

Direct Instruction: Reading Independently
Direct Instruction lesson 15 min
Review expectations, purpose, and selection protocols 12 min
Total **27 min**

Application in the Unit: Students are encouraged to read independently throughout all units. This lesson helps students select the right texts for independent reading, encourages them to find a comfortable place to read, and guides them in reading for a certain period of time.

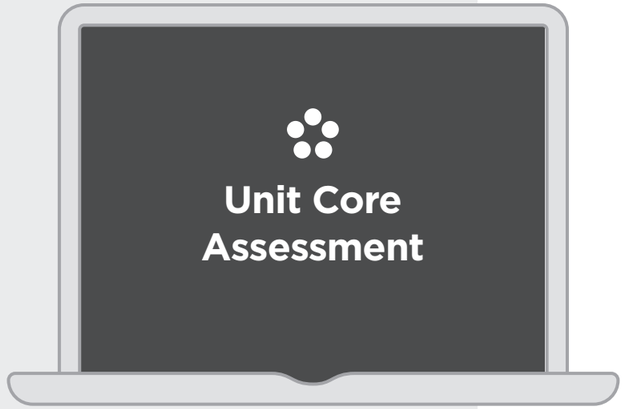
Connection to the Curriculum: Reading independently improves students' reading skills and makes them better readers. Choosing texts that interest and challenge them allows students to build confidence in reading, which fosters a lifelong habit of reading.

TEACHER WILL:	STUDENTS WILL:
• Lead students through the **Direct Instruction** Reading Independently prior to having students review it on their own and complete the assessment. • Introduce the idea of reading longer works chosen by individuals or groups of students. Assure students that the purpose of reading longer works is not merely to increase their stamina for reading, deepen their knowledge of various topics, and build their vocabulary, but to instill a lifelong love of reading.	• Complete the **Direct Instruction** lesson and assessment. • Learn the importance of independent reading, how to choose texts for independent reading, how to determine the right place to read independently, and how to monitor their independent reading.

Feedback Focus: Encourage students to reflect on their independent reading habits.

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Unit Core Assessment



Purpose: Demonstrate learning through the **Unit Core Assessment.**

See English Learner Guide for Support for Multilingual/English Language Learners: Allow for additional time; allow students to use bilingual dictionaries and translation devices; allow students to have questions and answers read aloud in their native language; allow for a flexible setting; encourage students to listen to the selections and to use technology-enabled tools for reading support.

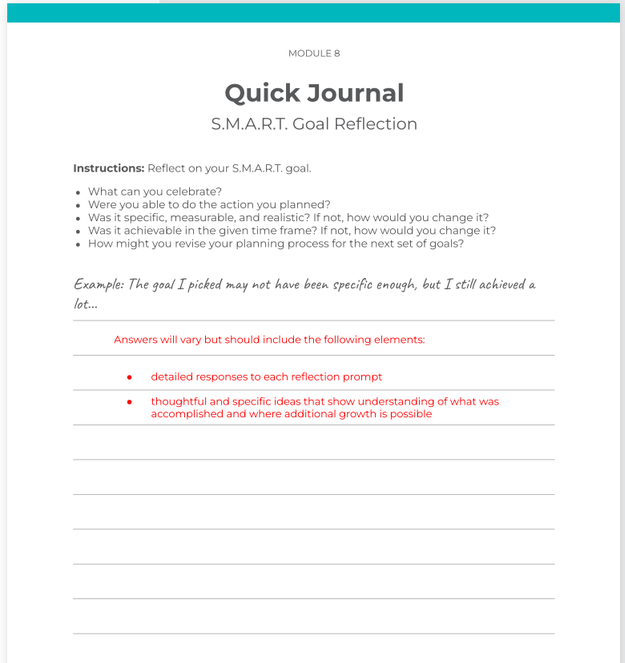
Support for Students with Exceptional Needs: Allow for additional time; allow for a flexible setting; encourage students to listen to the selections and to use technology-enabled tools for reading support.

Unit Core Assessment ★
Complete Assessment — 40 min

Respond and Reteach: For students who are not yet able to identify key ideas and details that convey the theme, have them practice **Chunking Text** using the passage from the assessment passage.

TEACHER WILL:	STUDENTS WILL:
• Direct students to complete the **Unit Core Assessment** online. • Remind students that they have strengthened their reading skills over the course of the unit and have practiced test-taking strategies to support their performance on the assessment.	• Students will read two selections and complete the **Unit Core Assessment** online.

Feedback Focus: Encourage students to reflect on how they applied the test-taking strategies that they practiced over the course of the unit.



MODULE 8

Quick Journal

S.M.A.R.T. Goal Reflection

Instructions: Reflect on your S.M.A.R.T. goal.

- What can you celebrate?
- Were you able to do the action you planned?
- Was it specific, measurable, and realistic? If not, how would you change it?
- Was it achievable in the given time frame? If not, how would you change it?
- How might you revise your planning process for the next set of goals?

Example: The goal I picked may not have been specific enough, but I still achieved a lot...

Answers will vary but should include the following elements:

- detailed responses to each reflection prompt
- thoughtful and specific ideas that show understanding of what was accomplished and where additional growth is possible

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Quick Journal

Purpose: Reflect on S.M.A.R.T. goals.

See English Learner Guide for Support for Multilingual/English Language Learners: Allow the use of bilingual glossaries and translation tools.

Specific words to consider for translation: *celebrate*, *specific*, *measurable*, *realistic*, *achievable*.

Allow students to discuss their ideas in their native language and to share their answers verbally.

Support for Students with Exceptional Needs: Give students extended time to complete their writing and reflections.

An adjusted version of the **Quick Journal** is available in the **Student-Centered Learning Guide**.

Gifted and Talented Enrichment Opportunity— *Depth of Reflection:* Have gifted students reflect on how they exceeded expectations with their S.M.A.R.T. goal, addressing unexpected challenges and the creative strategies they used to adapt. Connect their achievements to long-term personal growth and real-world applications. Finally, evaluate their planning process and identify ways to improve for future goals.

Quick Journal
S.M.A.R.T. Goal Reflection — 10 min

TEACHER WILL:	STUDENTS WILL:
• Guide students in reflecting on their progress and growth throughout the unit.	• Complete a self-reflection on their unit S.M.A.R.T. goals using the guide.

Feedback Focus: Solicit students' answers to one of the questions from their **Quick Journals**.

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W E Reflect on Your Success

Lesson Objective: Measure and evaluate progress on personal goals.

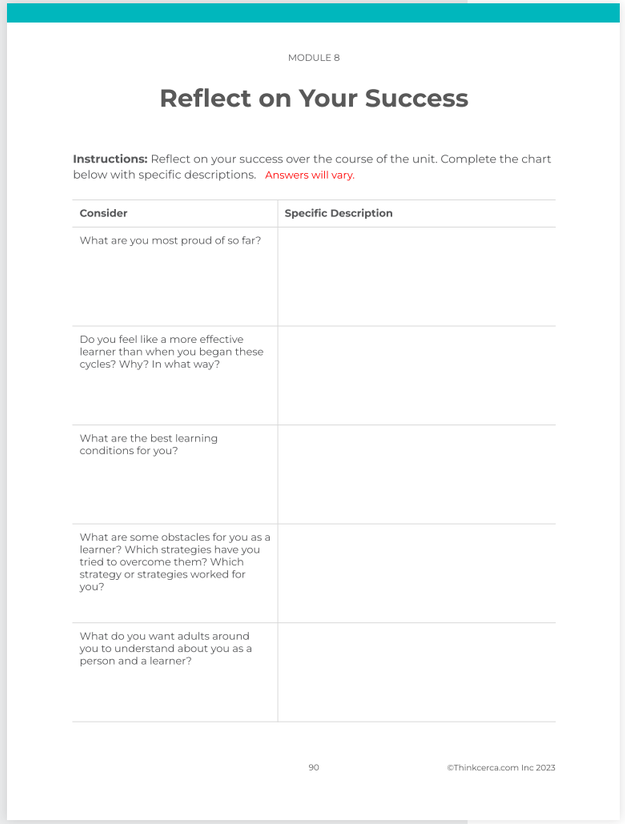
Purpose: Reflect on accomplishments and recognize growth.

See English Learner Guide for Support for Multilingual/ English Language Learners: Specific words to consider for translation: *goal*, *proud*, *effective*, *cycles*, *conditions*, *strategies*.

Allow the use of bilingual glossaries and translation tools.

Support for Students with Exceptional Needs: Provide extended time for reflection as needed.

An adjusted version of **Reflect on Your Success** is available in the **Student-Centered Learning Guide**.



MODULE 8

Reflect on Your Success

Instructions: Reflect on your success over the course of the unit. Complete the chart below with specific descriptions. Answers will vary.

Consider	Specific Description
What are you most proud of so far?	
Do you feel like a more effective learner than when you began these cycles? Why? In what way?	
What are the best learning conditions for you?	
What are some obstacles for you as a learner? Which strategies have you tried to overcome them? Which strategy or strategies worked for you?	
What do you want adults around you to understand about you as a person and a learner?	

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Reflect On Your Success
Reflect 10 min

TEACHER WILL:	STUDENTS WILL:
• Explain that students will measure progress against the S.M.A.R.T. goals they set for the unit. • Engage students by asking them to compare each goal with their work as they answer the questions in detail.	• Measure progress against the S.M.A.R.T. goals they set for the unit by answering the reflection questions.

Feedback Focus: Provide feedback on how precisely students measure each S.M.A.R.T. goal and name a strategy that moved it forward.

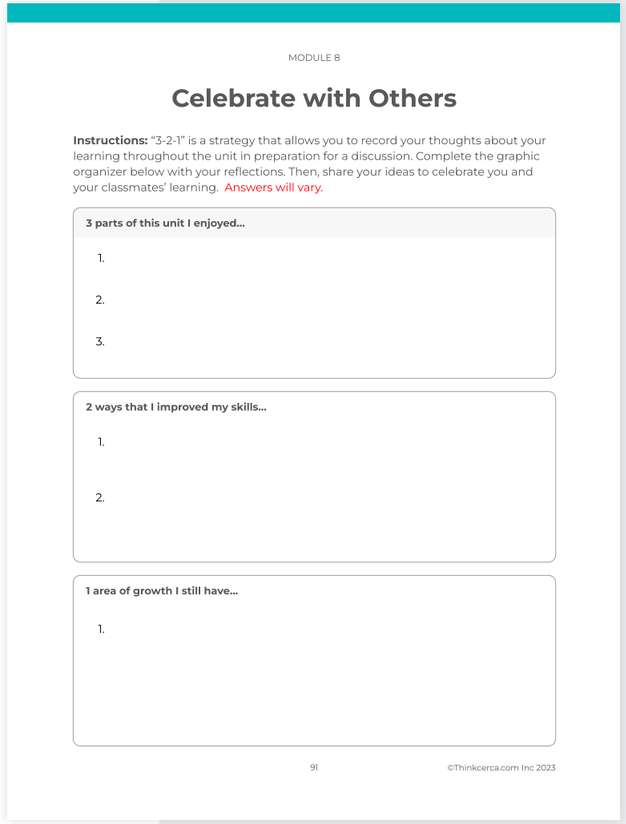
E S W Celebrate with Others

Purpose: Celebrate learning!

See English Learner Guide for Support for Multilingual/ English Language Learners: Specific words to consider for translation: *celebrate*, *strategy*, *graphic organizer*, *reflections*.

Allow students to share their responses verbally first.

Support for Students with Exceptional Needs: Allow students to type, use predictive spelling, or speech to text/voice to text/or dictation if needed to support their writing.



MODULE 8

Celebrate with Others

Instructions: "3-2-1" is a strategy that allows you to record your thoughts about your learning throughout the unit in preparation for a discussion. Complete the graphic organizer below with your reflections. Then, share your ideas to celebrate you and your classmates' learning. Answers will vary.

3 parts of this unit I enjoyed...

1.
2.
3.

2 ways that I improved my skills...

1.
2.

1 area of growth I still have...

1.

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Celebrate With Others
Celebrate 10 min

TEACHER WILL:	STUDENTS WILL:
• Facilitate the "3-2-1" strategy to engage students in reflecting and discussing their learning during the unit.	• Reflect on their accomplishments throughout the unit and celebrate with classmates.

Feedback Focus: Encourage students to share one larger theme about their learning that emerges through self-reflection and class discussion.

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