

Module 2  
Participant Guide

Supporting All Students in Close  
Reading, Academic Language,  
and Text-based Discussion

## Activity 2

# Connecticut Core Standards for English Language Arts and Literacy



Grades 6–12

*Systems of Professional Learning*

### Connecticut Core Standards Systems of Professional Learning

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The Systems of Professional Learning project includes a series of professional learning experiences for Connecticut Core Standards District Coaches in English Language Arts, Mathematics, Humanities, Science, Technology, Engineering, Mathematics (STEM), and Student/Educator Support Staff (SESS).

Participants will have continued support for the implementation of the new standards through virtual networking opportunities and online resources to support the training of educators throughout the state of Connecticut.

Instrumental in the design and development of the Systems of Professional Learning materials from PCG were: Sharon DeCarlo, Debra Berlin, Jennifer McGregor, Judy Buck, Michelle Wade, Nora Kelley, Diane Stump, and Melissa Pierce.

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**Activity 2**

## Activity 2: Reviewing a Lesson and a Unit

The purpose of this activity is for participants to become familiar with overall design principles and elements of exemplar units and lessons before beginning to create elements of text-based lessons themselves. The activity is divided into two parts: a) unit design and, b) lesson components.

### Activity 2a: Scanning a Unit for Backward Design

#### DESCRIPTION

Participants are introduced to the concept of backward design. They then choose one of three units provided, review the structure of this unit, and annotate for evidence of the backward design process in the unit they have chosen.

#### DIRECTIONS

1. Listen to a brief presentation about the elements of CCS-aligned units and lessons and the backward design process for curriculum.
2. Choose one of the three exemplar units provided by the facilitator.
3. Working with a partner, annotate the unit overview or introduction for evidence of the elements of backward design. Use the annotation codes on the following page.
4. Be sure to annotate using sticky notes. The units will be reused in other sessions.
5. You will have 10 minutes for Activity 2a.

#### RESOURCES

- Grades 6-8 Earth Science Module – Water is Life: The Earth’s Hydrosphere and Its Impact on Living Systems. A CCSS-Aligned Curricular Module for Middle School Social Studies Teachers. Developed by Expeditionary Learning in Collaboration with Student Achievement Partners
- Grade 8 Social Studies – Voices from Little Rock: Understanding the Civil Rights Movement through Primary Sources. A CCSS-Aligned Curricular Module for Middle School Social Studies Teachers. Developed by Expeditionary Learning in Collaboration with Student Achievement Partners
- Grade 9 ELA & Literacy Module – Essential Question: How Do Authors Develop Complex Characters? © 2013 Public Consulting Group. *This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License* <http://creativecommons.org/licenses/by-nc-sa/3.0/>

**ANNOTATION CODES FOR ACTIVITY 2a**

<b>Stage 1: Learning Goals</b>	
• Connecticut Core Standard	CCS
• Understanding	U
• Key/essential/guiding questions	Q
• Declarative and factual knowledge and skills	KS
<b>Stage 2: Evidence</b>	
• Performance assessment	PA
• Other assessment	OA
<b>Stage 3: Instructional Activities</b>	
• Review one lesson for evidence that the learning goals are being addressed in the lesson (LG)	LG

## Activity 2b: Looking Closely at a Lesson

### DESCRIPTION

Participants are introduced to curriculum and instructional elements that will appear in high-quality lessons aligned with the CCS. They annotate a single lesson in the unit they have chosen.

### DIRECTIONS

1. You have been introduced to most of these elements of an aligned lesson in Module 1. Listen for a brief description of formative assessment before beginning this activity.
2. Meet with the same partner and use the same unit as in Activity 2a, and focus on a single lesson.
3. Annotate the lesson for evidence of important components of a text-based lesson. Use the annotation codes, below.
4. Be sure to annotate using sticky notes. This unit will be reused in other sessions.
5. You will have 10 minutes for Activity 2b.

### RESOURCES

- Grades 6–8 Earth Science Module – Water is Life: The Earth’s Hydrosphere and Its Impact on Living Systems. A CCSS-Aligned Curricular Module for Middle School Social Studies Teachers. Developed by Expeditionary Learning in Collaboration with Student Achievement Partners
- Grade 8 Social Studies – Voices from Little Rock: Understanding the Civil Rights Movement through Primary Sources. A CCSS-Aligned Curricular Module for Middle School Social Studies Teachers. Developed by Expeditionary Learning in Collaboration with Student Achievement Partners
- Grade 9 ELA & Literacy Module – Essential Question: How Do Authors Develop Complex Characters? © 2013 Public Consulting Group. *This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License* <http://creativecommons.org/licenses/by-nc-sa/3.0/>

**ANNOTATION CODES FOR ACTIVITY 2b**

Lesson Components	
• Content-rich text	T
• Targeted set of CCS	CCS
• Close reading and text-dependent questions	TDQ
• Vocabulary and academic language	AL
• Discussion	D
• Formative assessment	FA
• Student supports	SS

**SHARING**

After you have completed your lesson review, locate a pair of participants who reviewed the other unit and lesson. Share evidence of the elements of backward design that you found in your units. Share elements of text-based lesson design that you found in your lesson. Discuss questions or concerns that arose as you were reviewing your lessons and units.

**PAUSE FOR REFLECTION**

Turn to the Activity 2b section of the *notepad* on page 61 of your Participant Guide. In the section labeled, “Reviewing a Unit and a Lesson,” jot down notes about anything you think was significant from this activity that can be applied to the Core Standards work in your school or district.

# Water is Life: The Earth's Hydrosphere and Its Impact on Living Systems

## Grades 6-8 Earth Science Module

A CCSS-Aligned Curricular Module for Middle School Science Teachers  
Developed by Expeditionary Learning in Collaboration with Student Achievement Partners

**Overview** This module was developed by Expeditionary Learning (EL) as an exemplar of Common Core aligned instruction. The module was produced to address key questions related to powerful implementation of the Common Core State Standards (CCSS):

- What could it look like to implement the CCSS in a science classroom?
- How do we build the disciplinary literacy skills students need in order to read, write, and think like scientists?
- How do we engage and support *all* learners in meeting the CCSS through careful practice and supportive materials?

We honor teachers as professionals, and expect teachers would modify and refine the lessons to meet the needs of their students and context. This is offered as one concrete example, an invitation, and an inspiration to others to extend this and to do their own work.

**As a professional development resource:** The module serves as a model for teachers, to breathe life into the CCSS so teachers have a clear vision of what this type of instruction can look like, and better understand the powerful role the CCSS can play in building students' content knowledge.

Teaching notes signal the kind of planning and thinking such instruction requires. Key teaching moves, in particular close reading with complex text, are described in enough detail to make it very clear what is required of students, and how to support students in doing this rigorous work. Specific instructional strategies or protocols are described that support students' reading and writing with evidence. There is a major effort made to demonstrate ways to select and work with academic language (vocabulary and syntax) in order to make complex text and its wealth of ideas and knowledge accessible to all students.

**As curriculum to use, adapt, or build from as you see fit:** The module will help teachers achieve two goals: build students' content understanding (of the module topic) and help student develop the content literacy skills needed for College and Career Readiness.

Materials include summative assessments, central texts, and key resources. The modules also include lesson level agendas with: suggestions of activities, text-dependent questions, and daily assessment to give teachers clear guidance on the particulars, while still leaving room for teachers to adapt lessons. The modules could also be adapted for other grade levels, if the rigor of the text-dependent questions were ratcheted either up or down or alternate materials of greater or lesser complexity were folded in with new questions and tasks developed.



### **A Note on Structure:**

The lessons are designed for a 90-minute block periods, but can be easily divided into 45-minute periods or modified further to fit any school schedule.

## **Unit 1: Water is Life: The Heart and Science Behind this Phrase**

**Module Overview:** In Unit 1, students build background knowledge about the central role that water plays in all life. This unit includes a close read of Barbara Kingsolver’s text “Water is Life.” In Unit 2 (Global to Local: My Watershed in the Hydrosphere), students use the US Environmental Protection Agency My WATERS Mapper to explore the specific rivers and streams and watershed boundaries for the major US watersheds and the USGS National Water Information System to examine surface water flow, underground water levels, and water quality parameters for student’s local watershed. Unit 3 (Scientific Writing: Using Evidence to Explain the Need to Protect “The Water Commons”) provides scaffolding toward students’ summative writing assessment (see below).

### **Module Big Ideas**

- A small portion of the water in the Earth’s hydrosphere is accessible for human consumption. The amount of fresh water that exists and where it is stored affects us all. These fresh water resources are distributed unevenly around the planet as a result of past geologic processes and more recent human actions.
- Scientists and engineers read and review multiple sources of scientific and technical text to evaluate the merit and validity of a claim.
- Scientists communicate information, evidence, and ideas using tables, diagrams, graphs, models, interactive displays, and equations.
- Scientists use models to make and test predictions in order to make sense of the world.

### **Module Guiding Questions:**

- How can the properties and movements of water (around the Earth) help us explain the phrase “water is life”? (Units 1, 2, and 3)
- How can we use the water cycle to understand the phrase “water is life?” (Unit 1)
- How and why can water quality issues in one watershed affect the quality of water in other watersheds? (Unit 2)
- How do our increased understanding of the hydrosphere, watersheds, and human uses of water impact our fresh water resources? (Unit 3)

**Unit 1 –Eight 90 minute Lessons Overview:** When we think about the water cycle, most of us think of a diagram with arrows that represent water flowing from mountaintops through rivers and streams into the big, blue ocean. This idealized diagram does not teach us the importance of water in sustaining life on Earth or what life might be like if this pattern were disrupted. In the first unit of this Earth Science module, students will use close analytical reading strategies to explore these ideas and others as presented in the article “Water is Life” by Barbara Kingsolver. Throughout the unit, student will grapple with the thesis of the article and identify the evidence that Kingsolver uses to support her thesis. To understand the hydrosphere and hydrological cycle, students will study different models scientists use to understand and communicate about these dynamic processes.

Students will discuss how scientists use models and how models can change to reflect system dynamics, deeper understanding, and the needs of the audience. The summative assessment for

**Summative Assessment Unit 1 Writing Prompt (based on Literacy Design Collaborative Task 11):** After reading “Water is Life”, studying the NASA video on the Earth’s Water Cycle, and studying various texts from the *USGA Water Basics* website, students create a conceptual model of the hydrosphere and write an explanation to go along with their model about why only a small portion of Earth's water is accessible for human consumption.

### **Unit 1 Lessons**

This unit is comprised of eight lessons designed to build scientific knowledge and vocabulary about the relationship between the hydrosphere, hydrologic cycle, and the Earth’s living systems. Student will make sense of the article; *Water is Life*, by Barbara Kingsolver, through a sequence of lessons that include close reading, vocabulary support, and text dependent questions. The unit includes a higher level of “scripting” for the initial close reading Lessons 1 through 4, to provide support and guidance for teachers about how to implement these types of reading lessons; teachers can draw on the practices modeled in these early lessons as the student’s continue read this very complex text. The unit also includes earth science instruction to help student understand the complex science concepts addressed in Kingsolver’s article. Throughout the lessons, student will be developing the knowledge, skills, and vocabulary to create conceptual models and explanations of the phenomena being studied. After Lesson 2, the students will create a conceptual model and explanation of the hydrological cycle; after Lesson 4 the students will create a conceptual model and explanation of the relationships among the hydrosphere, atmosphere, lithosphere and the biosphere; and after Lesson 8, the students will create a conceptual model of the hydrosphere with an explanation of the limits of fresh water resources on Earth.

#### *Understanding the Hydrologic Cycle*

- Lesson 1: Introducing the Big Idea “Water is Life”
- Lesson 2: The Water Cycle

#### *The Relationship between the Hydrosphere, Atmosphere, Lithosphere and the Biosphere*

- Lesson 3: Distribution of Fresh Water Resources
- Lesson 4: The Impact of Water Scarcity on Living Systems

#### *Using Models to Understand this Watery Planet*

- Lesson 5: How Scientists Use Models to Make Sense of the World
- Lesson 6: Using Models to Make Sense of the Hydrosphere

#### *Creating Models to Explain the Limits of Fresh Water Resources in the Hydrosphere*

- Lesson 7: The Water Commons
- Lesson 8: Synthesis, Conceptual Model, and Assessment

**This module addresses the following grades 6-8 Common Core English Language Arts and Literacy standards in Sciences and Technical Subjects and specific content standards drawn from the Next Generation Science Standards (NGSS).**

<i>Common Core State Standards</i>	<i>Scientific Thinking and Literacy Skills:</i>	<i>Disciplinary Core Ideas and Standards</i>
<p>Cite specific textual evidence to support analysis of science and technical texts. (RST.6-8.1)</p> <p>Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. (RST.6-8.2)</p> <p>Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics. (RST.6-8.4)</p> <p>Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic. (RST.6-8.5)</p> <p>Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text. (RST.6-8.6)</p> <ul style="list-style-type: none"> <li>• Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). (RST.6-8.7)</li> </ul> <p>Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic. (RST.6-8.9)</p> <p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p>	<p><b><i>Literacy</i></b></p> <p>The student will:</p> <ul style="list-style-type: none"> <li>• use close reading strategies to make sense of complex text.</li> <li>• analyze the structure of a complex text to determine how the author uses science, observational evidence, and personal connections to support his/her claim.</li> <li>• write a supporting explanation for a conceptual model using scientific vocabulary.</li> </ul> <p><b><i>Earth Science</i></b></p> <ul style="list-style-type: none"> <li>• hydrosphere and the hydrologic cycle.</li> <li>• describe and diagram the relationship between the hydrosphere, atmosphere, lithosphere, and biosphere.</li> <li>• explain how an increase in fresh water consumptions has resulted in desertification in some parts of the world.</li> <li>• create a conceptual model of the hydrosphere.</li> </ul>	<p>MS-ESS2-1. Develop a model to describe the cycling of Earth’s materials and the flow of energy that drives this process.</p> <ul style="list-style-type: none"> <li>• Water’s movements—both on the land and underground—cause weathering and erosion, which change the land’s surface features and create underground formations. (MS-ESS2-2)</li> <li>• Construct a scientific explanation based on valid and reliable evidence obtained from sources (including the students’ own experiments) and the assumption that theories and laws that describe nature operate today as they did in the past and will continue to do so in the future. (MS-ESS2-2)</li> </ul> <p>MS-ESS2-4. Develop a model to describe the cycling of water through Earth’s systems driven by energy from the sun and the force of gravity.</p> <ul style="list-style-type: none"> <li>• Develop a model to describe unobservable mechanisms. (MS-ESS2-4)</li> <li>• Water continually cycles among land, ocean, and atmosphere via transpiration, evaporation, condensation and crystallization, and precipitation, as well as downhill flows on land. (MS-ESS2-4)</li> <li>• Global movements of water and its changes in form are propelled by sunlight and gravity. (MS-ESS2-4)</li> </ul> <p>MS-ESS2-6. Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates.</p> <ul style="list-style-type: none"> <li>• Develop and use a model to describe phenomena. (MS-ESS2-1),(MS-ESS2-6)</li> <li>• The ocean exerts a major influence</li> </ul>

<p>(WST.6-8.2)</p> <p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly. (SL.6-8.1)</p>		<p>on weather and climate by absorbing energy from the sun, releasing it over time, and globally redistributing it through ocean currents. (MS-ESS2-6)</p> <ul style="list-style-type: none"> <li>• Variations in density due to variations in temperature and salinity drive a global pattern of interconnected ocean currents. (MS-ESS2-6)</li> <li>• Weather and climate are influenced by interactions. These interactions vary with latitude, altitude, and local and regional geography, all of which can affect oceanic and atmospheric flow patterns. (MS-ESS2-6)</li> </ul>
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### Unit 1 Central Texts

- “Water is Life” by Barbara Kingsolver <http://ngm.nationalgeographic.com/2010/04/water-is-life/kingsolver-text>
- Earth’s Water Cycle NASA Video <http://svs.gsfc.nasa.gov/vis/a010000/a011000/a011054/index.html> (video and transcript)
- *The Earth as a System: Earth’s Spheres*, Gallaudet University, (Slides 3-7): [sci.gallaudet.edu/MSSDScience/ESSSpheres.ppt](http://sci.gallaudet.edu/MSSDScience/ESSSpheres.ppt)
- *Relationship between the atmosphere, hydrosphere, lithosphere, and biosphere diagram*: <http://www.britannica.com/EBchecked/media/112176>
- How Water Availability may change, as temperatures, population, and industrialization increase, 1961 – 1990. BBC News, December 2009: <http://news.bbc.co.uk/2/hi/science/nature/7821082.stm>
- Desertification Curriculum from United Nations Education, Scientific, and Cultural Organization: [http://www.unesco.org/mab/doc/ekocd/index\\_case.html](http://www.unesco.org/mab/doc/ekocd/index_case.html)
- Climate and Water: In the Air and on Land, National Center for Atmospheric Research: <https://spark.ucar.edu/longcontent/climate-and-water-air-and-land>
- Blue Marble Globe Images and Animation Files, NASA: <http://visibleearth.nasa.gov/view.php?id=57723>
- Tropical Rainfall Measuring Mission – Middle School Overview. NASA: [http://trmm.gsfc.nasa.gov/overview\\_dir/why-ms.html](http://trmm.gsfc.nasa.gov/overview_dir/why-ms.html)
- Water Cycle Model. United States Geologic Survey (USGS). <http://ga.water.usgs.gov/edu/watercycle.html>
- Water Cycle Model. Center for Atmospheric Research. <https://www2.ucar.edu/atmosnews/people/aiguo-dai>
- Water Cycle Model. Encyclopedia Britannica. <http://www.britannica.com/EBchecked/topic/278858/hydrologic-cycle>
- Water Cycle Model. U.S. Environmental Protection Agency.

<http://www.epa.gov/climatechange/images/impacts-adaptation/WaterCycleChanges.jpg>

- Water Cycle Model. BBC Education Scotland.  
<http://www.bbc.co.uk/scotland/education/int/geog/rivers/hydrological.shtml>
- [Why Care About Water. National Geographic:](http://video.nationalgeographic.com/video/environment/freshwater/env-freshwater-whycare/)  
<http://video.nationalgeographic.com/video/environment/freshwater/env-freshwater-whycare/>

## Unit 1 Teaching Notes

- This unit has students consistently doing the work of scientists: closely reading and evaluating texts, comparing the information gained from text with information gained from videos and using models to understand how the world works. Initially, students do this with a lot of teacher guidance; as the module continues, they do so with greater independence. Students read closely a seminal text, “Water is Life,” throughout Unit 1. Certain close reading practices are also applied as students analyze other types of scientific texts, including informational text, data tables, maps, and media.
- There are several resources and routines to support implementing close reading of scientific text.
  - The appendix contains a model for how to analyze a text prior to using it with students. This is for teacher reference only and highlights note that determine where and when science concepts are referred to. These are spots where students will need more support and direct instruction. This document also reflects the vocabulary words which students will most likely need additional support when encountering.
  - In Unit 1, the agendas provide quite a bit of detail regarding the close reading of a complex text and multiple types of scientific models. All lessons that involve a close reading will utilize two documents: “Water is Life” Student Text with Glossary and a “Water is Life” Text Dependent Question Recording Form (see appendix) specific to that lesson.
  - Lessons 1 through 4 are more detailed than Lessons 5 through 8. When necessary, refer to the suggestions in the detailed agendas about vocabulary and text dependent questions, and use the Helping Students Read Closely to plan a close reading lesson that will meet your students’ needs.
- **This module represents a shift in how vocabulary instruction** has typically proceeded in content area classes. A handful of content specific words that are central to the module (e.g., hydrological cycle, hydrosphere, atmosphere, lithosphere, biosphere) are taught directly, practiced frequently, and assessed. To address the premise of literacy instruction in the Common Core, students will acquire rich vocabularies by frequently thinking about the meanings of the words they encounter while reading complex texts. The lessons also provide opportunities for students to sharpen their capacity to use context clues to determine the meaning of words. In addition, time is included for frequent conversations with students about the words they encounter while reading. The three specific vocabulary strategies used in this module include:

- **Pre-teaching vocabulary:** Teacher provide definitions for a handful of words central to the science concepts being taught and for general academic vocabulary that are central to the text and whose meanings cannot be determined from context.
- **Instruction and support in using context clues:** Teachers provide opportunities for students to discuss the meaning of many more words that they encounter while reading, and the teacher supports them in using word parts and context clues to determine what they mean and gives them the chance to check their hypotheses.
- **Interactive Word Wall** (see appendix): Conceptual understanding in science is built on understanding of and accurate use of scientific vocabulary. In this Unit, students and teachers will document specific science vocabulary and definitions on vocabulary cards that will be used regularly to create conceptual models that reflect the relationships and dynamics of various parts of the Earth's systems.
- These intentional instructional practices expose students to a large number of new words and build the skill that will ultimately increase vocabulary – the ability to learn new words through wide reading. **Students use science notebooks throughout this module. Remind students that their notebooks are intended for formative assessment (assessment for learning) purposes only.** They use their notebooks to record their thinking and learning. The notebooks are not graded. The teacher should review entries in the science notebooks regularly and offer feedback for students in preparation for future summative assessments. Recording forms can be glued into the science notebook.
- Students need support to increase the quality of their class discussions, whether partnered, in small groups or in whole groups, such as the Science Talk (see appendix). The [Talk Science Primer](#) developed by TERC provides rationale and tips that help teachers to structure in-class discussions. The National Academies Press book *Ready, Set, Science* by Michaels, Shouse, and Schweingruber, includes a vignette on “Establishing Norms for Discussion”.

### Module Routines

- Reading: Multiple and close reading of complex text
- Reading: Teacher reads aloud short excerpts of complex text to promote fluency. This read aloud should be “pure”: simply read slowly, fluently, without interruption. Students follow along. After the read alouds, students get to reread, think, and talk about the text, in order to figure out what they can on their own.
- Writing: Use of detail and scientific language to explain conceptual model using Graphic Organizer for Explanatory Text
- Writing: Written response to Literacy Design Collaborative (LDC) tasks (summative assessments)
- Speaking and Listening: Small group synthesis tasks promote ongoing small group discussions
- Language: Interactive World Wall (see appendix). Interactive word walls provide students the opportunity to manipulate concepts and processes to synthesize meaning. Students can physically rearrange vocabulary terms to show possible relationships. Time for this is explicitly built into several lessons and this is an excellent strategy to use any time to check understanding.

- Language: Science vocabulary cards. Each student will create and keep a collection of his/her own scientific vocabulary cards. These will be used to create conceptual models and to explore the relationship among concepts throughout the unit.

### General Lesson Sequence

#### Lessons 1-2: Understanding the Importance of Fresh Water (two 90-minute lessons)

**Rationale:** These early lessons build a compelling case for considering fresh water as a fundamental ingredient for life on Earth while building students’ academic and content-specific vocabulary. Students read closely paragraphs 1 through 3 of the text, “Water is Life”. Students and teachers develop clear routines using four different vocabulary strategies during the close reading process, respond to text-dependent questions, and use the Interactive Word Wall to develop their first conceptual model of the hydrologic cycle.

These lessons address the following skills and activities to develop facility with the targeted standards:

- Using close reading strategies to make sense of complex text.
  - Define and use the content-specific terms below:
    - Atmosphere, Aqueous, aquifer, climate, condensation, cycle, distribution, drought, erosion, evaporation, flood, fresh water, glacier, ground water, hurricane, hydrology, hydrologic, hydrosphere irrigate, lithosphere melt water, nutrient rich, precipitation, physics, saline, water vapor, water table, weather,
- Analyzing the structure of a complex text to determine how the author uses science, observational evidence, and personal connections to support his/her claim.
  - Discuss why Kingsolver uses her experiences with her daughter in her introduction to the article, “Water is Life”..
  - Identify how Kingsolver used scientific theory to support her thesis.
- Explaining the hydrosphere and the hydrologic cycle.
  - Create a conceptual model of the hydrologic cycle.
  - Use scientific language to describe the hydrologic cycle.

**Informal Assessment Options**  
*Student work or evidence of learning that teachers may use to informally gauge class progress.*

**Individual Student Assessment Options**  
*Students’ more formal, individual written assessment that teachers may collect to more formally assess based on mastery of learning objectives above*

Entry Task - Science Notebooks  
 “Water is Life” Text Dependent Question Recording Form  
 Interactive Word Wall exercises related to Hydrologic Cycle  
 Exit Tickets - Science Notebooks

Hydrologic Cycle Flow chart with brief explanation (Lesson 2)

#### Lesson 1 - Introducing the Big Idea “Water is Life”

##### Teaching Notes

- Barbara Kingsolver’s article “Water is Life” is a very difficult text for middle school readers. Read the

article in advance to identify academic and scientific vocabulary and grapple with the structures used by the author to support her thesis. You will find an analysis of the text in the appendix (Water is Life Text Analysis), done by Expeditionary Learning in order to plan these lessons. This analysis serves two purposes: first, to heighten teachers' awareness to the complexity of this particular text; second, to model the type of analysis that science teachers can do with any complex text to determine what concepts, vocabulary, or aspects of text structure are most important or will prove most challenging to students.

- In Lesson 1 and 2, students explore the phrase “Water is Life” through the practice of close analytical reading of paragraphs 1 -5. These lessons provide the first opportunity for students to read and re-read passages from “Water is Life” with attention to vocabulary and central ideas. As they unpack the rich metaphors and images created by Kingsolver, they will explore what she means when she says, “Water is Life.” Note that throughout Unit 1, students will read and re-read sections of the article: they first hear it read aloud, then reread for main ideas, and then respond to text dependent questions. Establishing strong analytical reading practices in these first few lessons will allow lessons to flow smoothly as the unit progresses.
- Because of the complexity of the language used in this article, specific routines related to vocabulary are introduced. Some vocabulary terms are pre-taught. These words were very strategically chosen because they are crucial for understanding and cannot be determined easily from context. Similarly, provide general academic vocabulary that the students will need to understand the complex metaphors and references used by the author After the first reading, student will identify additional unfamiliar science and academic vocabulary and use context clues to figure out the definition of those terms. This focus on vocabulary, with a particular emphasis on using context clues, is important for student to develop their analytical reading skills and deepen comprehension of complex texts.
- The “close read” of the article “Water is Life” is provided in some detail. This routine – having students grapple with the text on their own, then prompting them to reread to figure out new vocabulary and answer text-dependent questions and then debriefing their work – will be repeated throughout the unit, but is described in less detail in later lessons.
- In Lessons 1-2, establish a strong routine for using an Interactive Word Wall (see appendix). You will need a supply of large blank index cards and a supply of Interactive Word Wall Arrow Cards for the conceptual modeling process. Students will need their own supply of small index cards, arrows, a plastic bag, and rubber bands to manage and store their cards. Each time you add a new science word to the Interactive Word Wall, model writing the word on one side of the card and the definition on the back. Students will create their own vocabulary card, also with the word on one side of the card and the definition on the back. During sections of the lesson when you are sorting, creating flow charts, or creating conceptual models, students should use their own cards at their desks or table. As the lessons progress, have students work with their own cards; then use their work to create a class model.
- If you do not use science notebooks, consider how your student will manage the multiple texts, graphic organizers, and recording forms that you will use during this module. In many cases, you will have a choice of either photocopying a worksheet for students or projecting a set of directions and/or questions and having them do work in their notebooks.
- In general, these lessons suggest questions for entry tasks and exit tickets, but do not provide worksheets or



handouts for them. We recommend that students complete these tasks in their science notebooks; however you may also create handouts. You should always write the entry task or exit ticker question on the board so students have something to refer to, whether they are doing entry tasks, responding to a reading, or having a discussion.

### **Lesson 1 Materials**

- Science Notebooks, internet
- “Water is Life” by Barbara Kingsolver <http://ngm.nationalgeographic.com/2010/04/water-is-life/kingsolver-text>
- Earth’s Water Cycle NASA Video <http://svs.gsfc.nasa.gov/vis/a010000/a011000/a011054/index.html> (video and transcript)
- “Water is Life” Student Text
- “Water is Life” Text Dependent Question Recording Form
- NASA Earth’s Water Cycle Video Text – vocabulary analysis (To be used as needed for ELL or other students with auditory processing difficulties)
- Lingerin g Questions anchor chart
- Ideas and Vocabulary for Paragraphs 1-3 anchor chart

### **Lesson 1 Agenda**

#### 1. Entry Task (5 min)

- A. Explain Entry Task Routine (2 min)
  - Identify where students will find the entry task each day
  - Expectation that the written response is done individually and is usually brief. Students should write responses in Science Notebooks
- B. Complete Entry Task: “The amount of moisture on Earth has not changed. The water the dinosaurs drank millions of years ago is the same water that falls as rain today. But will there be enough for a more crowded world?” (3 min)

#### 2. Opening (10 min)

- A. Introduce Think/Write-Pair-Share protocol (see Questioning Strategies Protocol in appendix) and text (2 min)
  - List parts of the protocol; briefly explain purpose of each. You might say something like, “I am looking forward to hearing your thinking about this quote and about other documents we will study. Having time to think alone and time to work with a partner often helps students do their best thinking. We will often use a protocol called Think/Pair/Share where first you think, and often write, by yourself; then you and your seat partner talk about your ideas; and finally, we talk as a whole class. Let’s try it with the quote from our Entry Task.”
  - Ask the students to re-read the quote silently and then read what they had written in their notebooks during the entry task.

- B. Think/Write-Pair-Share (5 min)

- Have the students discuss what they wrote in their notebooks about the picture of the Earth that is projected on the screen.
- Cold call on students to share out.
- Teacher notices and names ways in which students are collaborating effectively during partner talk and share out.

C. Module and Unit Overview and Purpose of Lessons 1-2 (3 min)

- Do not go into detail, but do set some purpose for the Module. You might say something like, “We are beginning a unit that explores the water cycle in general and our local watershed in particular. The author of the quote from our Entry Task has provided some basics for us to build on. She has also presented a pretty important question that we will be trying to answer over the next few lessons.”
- Overview for Unit 1: “Over the next eight lessons we are going to be reading an article taken from the April 2010 edition of National Geographic Magazine. This article, “Water is Life” was written by Barbara Kingsolver, a biologist and also a very popular freelance writer. Because the article is so complex, and packed with information, we will read the article in chunks and take time to unpack her writing.
- Overview for Lesson 1-2: “In the next two lessons, we are going to read the introduction to Kingsolver’s article and learn about the hydrological cycle.”

3. Work Time (70 min)

A. Introduce the Interactive Word Wall (12 minutes)

- Before the lesson, write these terms on one side of an index card and the definition of the term on the other side: hydrologic cycle, hydrosphere.
- Introduce students to the Interactive Word Wall by saying something like: “One of the most important strategies to help you understand the science concepts that we will be studying over the next 8 lessons will be our Interactive Word Wall.” In Earth Science, it is very hard to see everything that is going on, many of the processes that shape the earth are too big to see! So, for this Unit, we are going to use the Interactive Word Wall to collect important vocabulary to help us learn about how the hydrological cycle and the hydrosphere.
- Have students create their own cards.
- Once students have created their cards, tell them that it will be important for them to continue to create their own vocabulary cards throughout the module.
- Make sure students have a method and location to store their cards.

B. Introduce Science Notebook (3 minutes)

- Introduce the Science Notebook by saying something like this: “Science requires careful observation and documentation of ideas. Scientists study their notebooks to look for patterns and keep track of their developing ideas. This allows them to be intentional and reflective about their work at the same time. As they document observations, either through diagrams and drawings, numbers, or words, these symbols help them to make sense of the world. In this module, you will be using your Science Notebook to document your thinking, take notes, and to help you identify patterns.” If you have not already done so, explain to

students the routine for noting when and how to label the pages of their notebook and other routines. If they do not have a storage place for the vocabulary cards, take the time here to have students create a pocket on the front or back cover to the notebook.

- Make sure that students know that these notebooks are intended for formative assessment (assessment for learning) purposes only. They are to be left in the classroom in a designated space so the teachers can review notebook entries to check understanding. Students need to know that their notebook is a context in which they can do routine writing to explore thoughts and connections, represent their thinking in models and diagrams, and keep track of key concepts and vocabulary and concepts. Students need to trust that their notebook will not be graded for “right” answers.

C. Viewing NASA Earth’s Water Cycle Video – Building Science Vocabulary and Conceptual Knowledge (15 min)

- Prepare students to watch the NASA video, Earth’s Water Cycle. This video is packed with information related to our guiding question. Introduce the video by saying something like: “In many schools, children learn about the water cycle and the properties of water in 2<sup>nd</sup> or 3<sup>rd</sup> grade. Often, once we learn something we think we “know everything” about that topic. In science, we know that is not always the case. We know that the more we know about something, the more questions we have! So to prepare ourselves for reading Barbara Kingsolver’s article “Water is Life” and to review the basics about the water cycle, we are going to watch a video from NASA called ‘Earth’s Water Cycle.’ This video is packed with information. I am going to have you create a recording form in your science notebook. We will watch this video today and again in Lesson 2. So what we do not catch in our recording forms today, we will capture then. The guiding question for this Module is “How do the properties and movements of water shape Earth’s surface and affect its systems?” We are going to use this question to frame our first viewing of this video. Take out your notebooks and label the next full page as follows:
  - Place the date and time at the top of the page
  - List the name of your class and the time;
  - Place the Title of the Video on the Top of the page: Earth’s Water Cycle by NASA
- “Now create a recording form that looks like this in your notebook (Model by drawing on the board or projecting your science notebook on the screen. You may engage students in helping you label the columns.)
- Define the term hydrosphere: the space under, over, and, on land where there is water.
- You will want students to use this recording form to focus their attention on where water is found and how it moves.
- At this point, you need to make sure that students understand the three properties of water – solid, liquid, gas.
- Focus their attention on recording words or very short phrases. Some examples are in the boxes to get you started. Inform students that you will be sharing terms at the end of the video.

Property	Storage on land	Storage underground	Storage in the air	Movement on land	Movement underground	Movement over land
Solid	Glaciers			Glaciers		
Liquid	reservoirs	Underground		Rivers	Underground	

		reservoirs			rivers	
Gas			clouds			Clouds

- Show Video: **Earth's Water Cycle: with narration**  
<http://svs.gsfc.nasa.gov/vis/a010000/a011000/a011054/index.html>
- Add the words student have collected on their recording forms to the Interactive Word Wall and to their Science Notebooks.
- As you capture notes, record other observations and questions that emerge from student on the **Anchor Chart** labeled **“Lingering Questions”** (see appendix). Do not answer these questions at this time. Let students know that as you unpack the Kingsolver article they will also be taking time to learn more about the science related to the hydrological cycle.
- Synthesize the conversation by creating a very simple water cycle using the terms and arrows on the Word Wall.
- Thank students for their diligence in taking notes and sharing vocabulary terms.

#### D. Introduce Close Reading (25 min)

- Distribute and display **“Water Is Life.”** Read the first three paragraphs once aloud.
- Ask students to underline words that are related to “water” and circle words that are related to “life.” Call on several students to share. (life: daughter, I, spider, heron, frogs, amphibians, snapping turtle. ) (water: aqueous; irrigate, flood, drought, hurricane). Ask the question: “What do these things have in common that might help us understand the phrase “water is life.”
- Define arc, aqueous, hurtle, and primordial as these words are difficult to determine from context.
- Read the 1st paragraph again, and ask students to circle words they are unfamiliar with. Prompt students to write their meanings in the column to the left, near the words. Explain that when readers encounter a word they do not know they often go word-by-word and phrase-by-phrase to make meaning of it. They paraphrase, which is to restate something in their own words, rather than summarize, because it is easy to miss details when you summarize, and the details in the images that Kingsolver creates in this text are important to understand what she is writing about. Tell students that they will do this with the phrase “Water is Life”.
- Use the first sentence to model how to paraphrase and figure out vocabulary in context. You might say something like, “My daughter and I keep an eye out ....I think that means “watch”.... for wonder. Hmm... I wonder....Ha...I said the word when thinking about the word. What did I mean...the wonder I used means to think or questions. I don't believe that is what Kingsolver meant. Let me read further to see if I can figure it out. “. . . every morning as we walk down the farm lane (road) to meet the school bus. And whenever we find them, they reflect the magic of water. Aha...that is what she means...magic, beautiful! So now I can put it together: She is saying that she and her daughter look for water and find beauty and magic when they find it!” Write this on the copy you are displaying, and also jot down your definition for wonder.
- Direct students to work with seat partners to do this for the rest of paragraphs 1 through 3.
- Refocus whole class and cold call on students to share answers, noticing and naming strategies students are

using to determine the meaning of words in context and to paraphrase a challenging text.

- As students identify central ideas in the text and key vocabulary words, script the answers on an anchor chart that is title “Ideas and Vocabulary Paragraphs 1 – 3” (see appendix). Write phrases on the document as it is projected, prompt students to correct their own worksheets so they all have an accurate reference moving forward.

### E. Text Dependent Questions (15 min)

- Distribute the **“Water is Life” Text Dependent Questions – Lesson 1.**
- Tell students that another way figure out what a difficult text is saying is use questions to help you focus on specific passages.
- Post the first text dependent question, and then model how to think through the question. Explain vocabulary as necessary –and provide an answer that cites textual evidence. As you think aloud, write up your answer, and leave it so students can see a model of strong work.
  - Based on her description of the wonders that she and her daughter experience, what assumptions can you make about the relationship Kingsolver and her daughter have with water?
  - When Kingsolver describes how “water changes the face of the land”, what is she talking about? What famous landmark is she describing? (Erosion – add this to Interactive Word Wall.
  - Kingsolver writes, “. . . humans understand in our bones that she is the boss.” Who is ‘she’ and why does Kingsolver say ‘she’ is the boss?
  - Why is Kingsolver so concerned about flood, drought, hurricane, rising sea levels, bursting levees?
  - What does Kingsolver mean by “grave physics lesson?” How does this relate to the next sentence “hot air holds more water molecules than cold”? How can air hold water?
- Students work in pairs to answer the second and third questions, using textual evidence to support their answer.
- Return to the Interactive Word Wall and identify any words that came up in the reading that should be included on the wall.
- Congratulate students on their perseverance and close reading. Assure them that they will continue to work with this phrase and will develop a fuller understanding of the rights that are included.

### 4. Closing and Assessment (5 min)

- A. In your science notebook, respond to the following question: Near the end of paragraph 2, Kingsolver writes a very short sentence, which is also the title of the article: “Water is life.” What does she mean?

### 5. Homework

- A. Complete definitions on personal vocabulary cards.
- B. Learn about the author: Visit Barbara Kingsolver’s website and read her autobiography. <http://www.kingsolver.com/biography/>. Be prepared to share two things about Barbara Kingsolver that has influenced her interest in water.

Retrieved from <http://achievethecore.org>

**Voices from Little Rock: Understanding the Civil Rights Movement through Primary Sources**  
**Grade 8 Social Studies**  
**A CCSS-Aligned Curricular Module for Middle School Social Studies Teachers**  
**Developed by Expeditionary Learning in Collaboration with Student Achievement Partners**

This model Common Core unit is comprised of fifteen 90-minute sessions.

**Overview**

This module was developed by Expeditionary Learning (EL) as an exemplar of Common Core aligned instruction. The module was produced to address key questions related to powerful implementation of the Common Core State Standards (CCSS):

- What could it look like to implement the CCSS in a social studies classroom?
- How do we build the disciplinary literacy skills students need in order to read, write, and think like historians?
- How do we engage and support *all* learners in meeting the CCSS through careful practice and supportive materials?

This is offered as one concrete example, an invitation, and an inspiration to others to extend this and to do their own work.

**Purpose:** The module was designed with two specific purposes:

1. **As a professional development resource:** The module serves as a model for teachers, to breathe life into the CCSS so teachers have a clear vision of what this type of instruction can look like, and better understand the powerful role the CCSS can play in building students' content knowledge.

Teaching notes signal the kind of planning and thinking such instruction requires. Key teaching moves, in particular close reading with complex text, are described in enough detail to make it very clear what is required of students, and how to support students in doing this rigorous work. Specific instructional strategies or protocols are described that support students' reading and writing with evidence. There is a major effort made to demonstrate ways to select and work with academic language (vocabulary and syntax) in order to make complex text and its wealth of ideas and knowledge accessible to all students. The goal of using the modules as models is for educators to transfer components of this exemplar to apply to *other* curricular units they are designing.

**As curriculum to use, adapt, or build from as you see fit:** This also can be the curriculum that lets you take the CCSS for a test drive within your school or classroom.

The module will help teachers achieve two goals:

- build students’ content understanding (of the module topic) and
- help student develop the content literacy skills needed for College and Career Readiness.

Materials include summative assessments, central texts, key resources - the “story” of the student learning has been fully flushed out. The modules also include lesson level agendas with sufficient detail to show key instructional moves: suggestions of activities, text-dependent questions, and daily assessment give teachers clear guidance on the particulars, while still leaving room for teachers to adapt and make the lessons your own. Note that in some cases, the modules could also be adapted for other grade levels, if the rigor of the text-dependent questions were ratcheted either up or down or alternate materials of greater or lesser complexity were folded in with new questions and tasks developed.

The goals of using the modules as curriculum are to help students master content literacy standards while gaining content knowledge and to build teachers’ capacity to apply CCSS-aligned practices in instruction and assessment.

**A Note on Structure:**

The module is focused on the examination of a single topic, in this case, the Civil Rights era, and could last as long as one quarter of a school year. The materials were created to be one coherent arc of instruction focused on one topic. But we recognize teachers and schools have their own curricular imperatives, so each module is built of 1-3 shorter “units” that could be modified into a smaller set of lessons.

The lessons are designed for a 90-minute block periods, but can be easily divided into 45-minute periods or modified further to fit any school schedule.

**Module overview:** This module is comprised of fifteen 90-minute lessons and addresses U.S. History content standards relating to the Civil Rights Movement. It begins with an overview of the Civil Rights Movement that helps students develop a thorough understanding of what civil rights are and how they are obtained and protected, and then moves into the case study of the Little Rock Nine. Following the Brown vs. Board of Education ruling in 1954, schools in Little Rock, Arkansas were ordered to begin the process of integration. In the 1957-1958 school



year, nine courageous teenagers were the first African American students to attend the previously all-white Central High School. Supported by their families, the NAACP, and ultimately by federal troops, they practiced non-violent resistance in the face of opposition and animosity from many white politicians, students, and school leaders. Throughout their study of events in Little Rock, students analyze the roles that individuals, groups, and the government played in obtaining and protecting civil rights; they also develop a personal, nuanced answer to the still-relevant question: Who is responsible for protecting civil rights? In addition to engaging students in historical content and issues of civic engagement, the module helps students develop historical thinking skills that are applicable to any social studies content: the ability to critically evaluate primary sources and to consider the significance of the words and ideas in those sources.

### Module Big Ideas:

- Historians rely on primary sources to understand the past through the eyes of people who were there. Evaluating a primary source requires analyzing the source and context of the document, as well as corroborating it with other sources. (*Stanford History Education Group*)
- Civil rights are individual freedoms guaranteed to all citizens and residents of a country, regardless of race, gender, religion, etc. These freedoms allow people to participate fully in the political, social, and economic life of a community. These rights include freedom of expression, equal protection under the law, nondiscrimination in housing, education, employment, and public facilities, and the right to full participation in the democratic political system.  
[source: "civil rights." *The American Heritage® New Dictionary of Cultural Literacy, Third Edition*. Houghton Mifflin Company, 2005. 12 Oct. 2012. <Dictionary.com [http://dictionary.reference.com/browse/civil\\_rights](http://dictionary.reference.com/browse/civil_rights)>]
- Civil rights are obtained and protected through the work of the government (the executive, legislative, and judicial branches), individual citizens, and organizations. No one party can do the work alone.

### Module Guiding Questions:

- What are civil rights? Why do they matter? How are civil rights gained and protected?
- Who is responsible for protecting civil rights?
- How can we use a quote to convey the significance of a person, idea, or event in history?

## Summative Assessments

### **Performance Task: Proposal for a quotation to include at the Little Rock Central High School National Historic Site**

#### **Writing Prompt** (based on Literacy Design Collaborative Template Task 6)<sup>1</sup>

What can students today learn from the experience of the Little Rock Nine about the importance of civil rights and how they are obtained and protected? After reading the texts related to school desegregation at Central High School, choose a quote from a primary source that should be highlighted at the new exhibit. Write a proposal that discusses the quote and the events to which it refers, analyzes its usefulness in conveying a lesson about who is responsible for protecting civil rights, and evaluates its relevance for teenagers today. Be sure to support your position with evidence from the text(s).

## Other Summative Assessments

- Civil Rights Quiz (Lesson 6), timeline, significant events in the Civil Rights Movement
- Reading Like a Historian Assessment (Lesson 11): Assess students' ability to independently source, contextualize, closely read, and corroborate a primary source document.
- Little Rock Case Study: Assessment (Lesson 12): Use the note catcher from Lessons 7-11 to complete a series of constructed response items questions about the causes, effects, and interactions of three decisions that led to the desegregation of Central High School in the 1957-1958 school year: the Brown vs. Board Supreme Court decision, Eisenhower's decision to send in federal troops, and the nonviolent resistance of the Little Rock Nine.

## Module Lessons

This unit is comprised of fifteen lessons that seek to help students build an understanding of the Civil Rights Movement through the use and analysis of primary sources. Using the Primary Source Close Reading Guide (see appendix) will be critical for teachers, as the individual lessons are built out more completely at the beginning of the unit. The greater “scripting” of initial lessons provides support and guidance for teachers about how to implement these types of reading lessons; in later lessons, teachers can draw on the practices modeled in the earlier lessons and the Primary Source Close Reading Guide to develop their own detailed plans.

### *Understanding Civil Rights*

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<sup>1</sup> Literacydesigncollaborative.org

Voices from Little Rock: Understanding the Civil Rights Movement Through Primary Sources – Grade 8 Social Studies Module  
(Expeditionary Learning/Student Achievement Partners)

- Lesson 1: What are civil rights?
- Lesson 2: What is the relationship between the 14<sup>th</sup> Amendment and the Civil Rights Movement?
- Lesson 3: Introducing Reading Like a Historian

*The Civil Rights Movement*

- Lesson 4: Overview of the Civil Rights Movement
- Lesson 5: Dr. King and the Philosophy of Non-violent Resistance
- Lesson 6: Civil Rights Quiz and Revisiting King Text

*Case study: The Little Rock Nine*

- Lesson 7: Launching the Little Rock Nine Case Study
- Lesson 8: Reading Brown vs. Board of Education
- Lesson 9: What happened in Little Rock?
- Lesson 10: One Little Rock Story: *Warriors Don't Cry*
- Lesson 11: Synthesizing *Warriors Don't Cry* and Reading Like a Historian Assessment
- Lesson 12: Little Rock Case Study: Assessment

*Performance Task: Writing a proposal for a quote to include at the Little Rock Central High School National Historic Site*

- Lesson 13: Preparing to write the proposal
- Lesson 14: Drafting the Proposal
- Lesson 15: Revising the Proposal

**This module addresses the following grades 6-8 Common Core Literacy Standards in History/Social Sciences listed in the left-hand column below. Specific content standards are drawn from the Massachusetts History and Social Studies Curriculum Frameworks (MCF) and other resources and are listed in the right-hand column below. The central column bridges from the literacy skill expected to the specific skills in this module and are designed to be shared with students at the instructor's discretion.**

Common Core State Standards	Historical Thinking and Literacy Skills:	Disciplinary Core Ideas and Standards
<p><b>Reading in History and Social Sciences</b> Cite specific textual evidence to support analysis of primary and secondary sources. (RHSS.6-8.1)</p> <p>Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. (RHSS 9-10.1)<sup>2</sup></p> <p>Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. (RHSS.6-8.2)</p> <p>Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). (RHSS.6-8.6)</p> <p>Analyze the relationship between a primary and secondary source on the same topic. (RHSS.6-8.9)</p> <p><b>Writing in History and Social Sciences</b> Write arguments focused on <i>discipline-specific content</i>. (WHSS.6-8.1)</p>	<p>Critically evaluate a primary source: determine source, analyze context, and corroborate the source (See Stanford History Education Group)</p> <p>Consider questions of historical significance (See Historical Thinking Project)</p> <p>Define and accurately use key vocabulary of the Civil Rights Movement</p> <p>Understand and articulate the connection between and temporal relationship of the 13<sup>th</sup>, 13-15<sup>th</sup> Amendments to the Civil Rights movement.</p> <p>Understand and articulate the philosophy of nonviolent resistance as practiced by Dr. Martin Luther King, Jr.</p>	<p>Critically evaluate a primary source: determine source, analyze context, and corroborate the source (See Stanford History Education Group)</p> <p>Consider questions of historical significance (See Historical Thinking Project)</p> <p><b><i>From Mass. Social Studies Standards (Mass., US History II)</i></b> <b>USI.41</b> Explain the policies and consequences of Reconstruction. C. the 13th, 14th, and 15th Amendments G. the rise of Jim Crow laws H. the Supreme Court case, <i>Plessy v. Ferguson</i> (1896)</p> <p><b>USII.25</b> Analyze the origins, goals, and key events of the Civil Rights movement. (H) <i>People</i> A. Robert Kennedy B. Martin Luther King, Jr. C. Thurgood Marshall D. Rosa Parks E. Malcolm X</p> <p><i>Institution</i></p>

<sup>2</sup> While the majority of Common Core State Standards listed in this column are targeted at 8<sup>th</sup> grade, the Primary Source Reading Guide helps to lay the groundwork for the kind of evidentiary support and analysis expected at the high school level.

<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (WHSS.6-8.4)</p> <p>With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (WHSS.6-8.5)</p> <p>Draw evidence from informational texts to support analysis reflection, and research. (WHSS.6-8.9)</p> <p><b>Language</b> Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies. (L.8.4)</p> <p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.8.6)</p>	<p>Identify cause and effect in key events of the struggle for desegregation and Civil Rights such as Central High School integration in Little Rock.</p> <p>Accurately put key events related to a complex historical event (such as the story of the Little Rock Nine) into time order.</p> <p>Write an argument about an historical event that uses textual evidence effectively to support a position.</p> <p>Revise and edit own writing to produce effective communication.</p>	<p>the National Association for the Advancement of Colored People (NAACP)</p> <p><i>Events</i></p> <ul style="list-style-type: none"> <li>A. <i>Brown v. Board of Education</i> (1954)</li> <li>B. the 1955–1956 Montgomery Bus Boycott</li> <li>C. the 1957–1958 Little Rock School Crisis</li> <li>D. the sit-ins and freedom rides of the early 1960s</li> <li>E. the 1963 civil rights protest in Birmingham</li> <li>F. the 1963 March on Washington</li> <li>G. the 1965 civil rights protest in Selma</li> <li>H. the 1968 assassination of Martin Luther King, Jr.</li> </ul> <p><b>USII.26</b> Describe the accomplishments of the civil rights movement. (H, E)</p> <ol style="list-style-type: none"> <li>1. the 1964 Civil Rights Act and the 1965 Voting Rights Act</li> <li>2. the growth of the African American middle class, increased political power, and declining rates of African American poverty</li> </ol>
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**Module Central Texts**

*Most lessons use excerpts from these texts, not the entire texts. Texts marked with a \* are included; other texts need to be obtained by the teacher. In some cases, a website is suggested that can provide this text; other texts are published books. An effort has been made to rely on widely available texts, but if you cannot locate*

*these texts, consider substituting others, particularly for the two secondary texts that are cited here. The Hakim reading is an overview of the process by which the Brown vs. Board of Education case reached the Supreme Court and an explanation of the ruling; the Rochelle reading is an account of the experiences of the Little Rock Nine during the 1957 – 1958 school year.*

- “Most of Little Rock Nine Headed to Inauguration” (Associated Press, 1/19/2009) Access at: <http://www.msnbc.msn.com/id/28737484/ns/politics-inauguration/t/most-little-rock-headed-inauguration/#.UMStnERVSRZ>
- Fourteenth and Fifteenth Amendments to the U.S. Constitution\*
- *Nonviolence and Racial Justice* by Dr. Martin Luther King Jr.\*
- *Warriors Don’t Cry* by Melba Pattillo Beals (1995 Abridged Young Readers Edition)<sup>3</sup>
  - Chapter 1: life in the segregated South
  - pp. 69 – 84: first day inside Central High School
  - pp. 92 – 104: first day with federal troop protection
  - pp. 163 – 165: responding to aggression with friendliness
- *Brown vs. Board of Education* (1954)\*
- *Eyes on the Prize* (PBS, video) Episode 2: Fighting Back
- Joy Hakim, Chapter 13: “Linda Brown – and Others” from *All the People: A History of US, vol. 10*
- Belinda Rochelle, Chapter 3: “The Little Rock Nine” from *Witnesses to Freedom*
- Telegram to President Eisenhower from the parents of the Little Rock Nine, September 30, 1957<sup>4</sup>
- President Bill Clinton, speech given at the commemoration of the 40<sup>th</sup> anniversary of the integration of Central High School (1997)<sup>5</sup>

## Module Teaching Notes

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<sup>3</sup> This text is not provided in the Appendix. Also, please note if teachers use a different version of this text, the page numbers will be different in the accompanying lesson materials. A guide comparing this text with the unabridged version is included in Appendix with the materials for Lesson 3.

<sup>4</sup> This resource can be found in Facing History’s curriculum, [Choices in Little Rock](http://www.facinghistory.org/node/6245), which is available as a pdf at <http://www.facinghistory.org/node/6245>. The telegram is on pages 78 and 79 of this document.

<sup>5</sup> A web search will produce this speech; a nicely edited version is in Facing History’s curriculum, [Choices in Little Rock](http://www.facinghistory.org/node/6245), which is available as a pdf at <http://www.facinghistory.org/node/6245>. The speech is on pages 156 - 158 of this document.

This module has students consistently doing the work of historians: closely reading and evaluating primary source documents in order to understand the past and its significance. Initially, students do this with a lot of teacher guidance; as the module continues, they do so with greater independence. The close read of a primary source, a routine that is used repeatedly, is a macro version of the final assessment – to select one quote from one document and analyze it closely.

There are several resources and routines to support implementing this close read protocol.

- With the module overview documents, you will find a Primary Source Close Reading Guide. This document is designed to share the thinking behind many of the choices in the lesson agendas. It includes a sequence of activities and core questions, as well as options for instruction.<sup>6</sup> It can be used to plan any close reading lesson, including one of a primary source. It is not necessary to do the in-depth work with sourcing and contextualizing for textbook readings, but it is worth having students notice that the text is a secondary text and consider what that means about sourcing, contextualizing, and corroborating.
- You will notice that the lessons in the beginning of the module have more scripted agendas for the close reading sections; however, these become less scripted as you move through the module. In general, you should refer to the suggestions in the agendas regarding vocabulary and text dependent questions, and use the Close Reading a Primary Source Guide to plan close reading lessons that will meet your students' needs. All lessons that involve a close reading include a Historian's Notes handout on which students can hold their thinking. It is, of course, possible to just display the Historian's Notes handout and have students complete the work in a notebook.
- You may wish to precede this unit with a lesson that builds students' understanding of why historians use multiple sources and carefully evaluate those sources.

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<sup>6</sup> These materials draw on the work of Sam Wineburg and his colleagues at the Stanford History Education Group ([sheg.stanford.edu](http://sheg.stanford.edu)) as well as Monte-Sano, De La Paz, & Felton's forthcoming book, *Building literacy in the history classroom: Teaching disciplinary reading, writing, and thinking in the age of the Common Core*.

- This module represents a shift in how vocabulary instruction has typically proceeded in content area classes. A handful of content specific words that are central to the module (e.g., segregation, equal protection) are taught directly, practiced frequently, and assessed. However, one premise of literacy instruction in the Common Core is that students will acquire rich vocabularies by frequently thinking about the meanings of the words they encounter while reading complex texts, both in English classes and in other content areas. Therefore, these lessons also include frequent conversations with students about the words they encounter while reading. Definitions for a handful of words – those central to the text and whose meanings cannot be determined from context – are provided to students before or while they read a text. Students discuss the meaning of many more words that they encounter while reading, and the teacher supports them in using word parts and context clues to determine what they mean and gives them the chance to check their hypotheses. This both exposes students to a large number of new words and builds the skill that will ultimately increase vocabulary acquisition – the ability to learn new words through wide reading. Words that are encountered in this way are rarely directly assessed. The Longman English Dictionary Online is a good source of student-friendly definitions.

### **Module Routines**

- Reading: Close reading of complex text, with an emphasis on primary sources
- Writing: Written response to Literacy Design Collaborative (LDC) tasks (summative assessment)
- Writing: Use of textual evidence in writing
- Speaking and Listening: Students frequently work in pairs. While the lesson agendas provide some suggestions for specific protocols to use to pair students, consider frequently using this pair work as an opportunity for movement and variation. This will increase engagement and provide a necessary movement break to students as they engage in the demanding close reading tasks in this module.
- Language: Vocabulary routines that encourage students to practice using context and word parts to make meaning of those words and to develop the habit of annotating their texts to indicate the meaning of those words.
- Formative assessment used to inform teaching and plan for small group instruction



## Module Lesson Sequence

### Lessons 1 – 3: Building Background Knowledge about Civil Rights and Segregation (three 90-minute lessons)

**Rationale:** In Lessons 1-3, students build an understanding of what civil rights are and why they matter, and are introduced to key module vocabulary and the process of evaluating a primary source. Students compare the rights guaranteed in the 14<sup>th</sup> and 15<sup>th</sup> amendments with the realities of life in the south in the 1950s and use their understanding of the definition of civil rights to explain the ways in which African Americans were denied their civil rights. This exercise also clarifies the temporal relationship between the Civil War, the 14<sup>th</sup> and 15<sup>th</sup> amendments, segregation, and the Civil Rights Movement.

These lessons address the following skills and activities to develop facility with the targeted standards:

- Evaluating and analyzing a primary source document, taking into account its source, its context, and the extent to which it is corroborated by other texts.
- Identifying the meaning of and using the following terms: convey, significance, source, context, corroborate, primary source, secondary source, bias, civil rights, citizen, equal protection, federal government, state government, racism, discrimination, prejudice, segregation, integration, desegregation
- Defining civil rights, explaining their importance, and describing strategies used by the Civil Rights Movement to obtain civil rights for African Americans.
- Putting key events related to civil rights for African Americans in order on a timeline and explaining how they are connected. (Civil War, 14<sup>th</sup> and 15<sup>th</sup> amendments, segregation laws, Brown vs. Board of Education, Little Rock Nine, Civil Rights Act, Voting Rights Act.)

Informal Assessment Options	Individual Student Assessment Options
<i>Student work or evidence of learning that teachers may use to informally gauge class progress.</i>	<i>Students' more formal, individual written assessments that teachers may collect to formally assess based on mastery of learning objectives above.</i>
Civil Rights Definition worksheet  Adding to Civil Rights anchor chart	<i>Note:</i> This list focuses teacher attention on the information about student learning that is most important. In most lessons, this is a written formative assessment; in a few, there are specific

<p>Notes from and debrief of Life under Segregation Stations</p> <p>Frayer map about civil rights</p> <p>Vocabulary List #1 homework</p> <p>Historian’s Notes, 14<sup>th</sup> and 15<sup>th</sup> Amendment</p> <p>Student conversation with partners and during debriefs in lessons 1, 2, 3</p> <p>Historian’s Notes, <i>Warriors Don’t Cry</i></p> <p>Entry Task, Lesson 3</p>	<p>conversations a teacher should listen in on. For formative assessment data, a reteach opportunity is explained just below. During the opportunities for reteach, the teacher should work with small group based on need in relation to that particular skill or concept. If most of the class needs re-teaching, it can be incorporated into the whole class instruction.</p> <p>Lesson 1: Confer with students during station work to make sure they understand and can apply the definition of civil rights.  <i>Reteach opportunity: individually during this time; during debrief, make sure to address any common misconceptions or confusions</i></p> <p>Lesson 2: Formative assessment exit ticket: What is the connection between the 14<sup>th</sup> and 15<sup>th</sup> amendments and the Civil Rights Movement?  <i>Reteach opportunity: Lesson 3, when students are doing the formative assessment near the end</i></p> <p>Lesson 3: Formative assessment exit ticket: What violations of civil rights did you see in this text?  <i>Reteach opportunity: Entry Task for Lesson 4</i></p>
<p><b>Lesson 1 - What are civil rights?</b></p> <p><b>Teaching Notes</b></p> <ul style="list-style-type: none"> <li>This is the first of a series of three lessons in which students define civil rights, explore how not having civil rights affected African Americans, and analyze the connection between the Civil Rights Movement and the 14<sup>th</sup> and 15<sup>th</sup> amendments. In this lesson, students are introduced to the definition of civil rights and explore images of life under segregation before the Civil Rights Movement.</li> </ul>	

- The “close read” of the definition of civil rights is scripted in some detail. This routine – having students grapple with the text on their own, then prompting them to reread to figure out new vocabulary and answer text-dependent questions (in this case, not questions, but a paraphrase), and then debriefing their work – will be repeated, but not always scripted to this level of detail. The Primary Source Close Reading Guide is another place to find more specific guidance on how you might facilitate this type of lesson.
- Before teaching this lesson, consider how you might build on or add to your existing class norms and culture in order to create a space in which students can encounter challenging events and consider the questions of race and racism that this unit will raise. This lesson contains some time to discuss the terms that we use now and that were used historically to talk about race; consider the suggestions here and adapt them as needed to meet the needs of your class. Be prepared for strong responses to these words, and be ready to directly explain their historical and present day context and connotations. If you think your class needs additional time to prepare for these conversations, consider adding a day before the module begins to set class norms around talking about race, oppression, and resistance.
- In this lesson, you will add to the Civil Rights anchor chart. Create this in advance, either on flip chart or electronically. It will need to hold a lot of ideas, so if you are making it on chart paper, consider using several sheets of paper.
- In this module, students do substantial daily reading and writing, and often use graphic organizers and texts over several days. Consider how you want your students to organize their papers and materials, and communicate that clearly at the beginning of the module. In many cases, you will have a choice of either photocopying a worksheet for students or projecting a set of directions and/or questions and having them do work in their notebooks.
- In general, these lessons suggest questions for entry tasks and exit tickets, but do not provide worksheets or handouts for them. You could either create handouts or post the questions on the board. In general, provide students (either on paper or on the board) a written-out question to refer to, whether they are doing entry tasks, responding to a reading, or having a discussion.
- In advance, review the Life Under Segregation Stations: Teacher’s Guide. Use it to set up the stations for this activity.

### **Lesson 1 Materials**

- MSNBC article, “Most of Little Rock Nine Headed to Inauguration” (Associated Press, 1/19/2009) Access at: <http://www.msnbc.msn.com/id/28737484/ns/politics-inauguration/t/most-little-rock-headed-inauguration/#.UMStnERVSRZ>
- Civil Rights definition worksheet (one copy per student, plus a way to display it for the class)

- Life under Segregation Teacher’s Guide
- Civil Rights anchor chart
- Notes to Create Model Frayer Map: Discrimination
- Blank Frayer Map (see Vocabulary Strategies in appendix)

### **Lesson 1 Agenda**

#### 1. Entry Task

##### A. Entry Task (5 minutes)

- Explain Entry Task Routine: Where students will find it each day and where they should complete it; expectation that it is individual and usually brief
- Entry Task: Display photo of seven members of the Little Rock Nine at President Obama’s inauguration in 2008, along with a brief caption. (Find this in the **MSNBC Article**) Post or project questions: Who is in the picture? What is happening?
- Ask several students to share their ideas. Do not tell them if they are correct or incorrect, but tell them they will learn more about this shortly.

#### 2. Opening

##### A. Introduce Think/Write-Pair-Share protocol (found under Questioning Strategies Protocol in appendix) and text (10 min)

- List parts of the protocol; briefly explain purpose of each. You might say something like, “I am looking forward to hearing your thinking about this and about other events and documents we will study. Having time to think alone and time to work with a partner often helps students do their best thinking. We will often use a protocol called Think/Pair/Share where first you think, and often write, by yourself; then you and your seat partner talk about your ideas; and finally, we talk as a whole class. We will try that in just a few minutes with this article.”
- Distribute **MSNBC Article** (first section) and ask students to read it silently.

##### B. Think/Write-Pair-Share (10 min)

- When students are done reading, they write an answer to the following questions (post or project them): Why did Obama

invite the Little Rock Nine to his inauguration? What is the connection between the Little Rock Nine, the Civil Rights Movement, and Obama?

- Next, they discuss their answers with a partner.
- Finally, the teacher cold calls students to share out.
- Teacher notices and names ways in which students are collaborating effectively during partner talk and share out.

C. Sharing Unit Overview (5 min)

- Do not go into detail, but do set a purpose for the next few lessons. You might say something like, “We are beginning a unit that explores the Civil Rights Movement in general and the Little Rock Nine in particular. Obama had an opinion about their significance, and over the course of this unit you will learn more about the time in history that they were a part of, hear more about their experiences when they were high school students, and develop your own understanding of why they are significant to you. Over the next few lessons, we will be learning about what civil rights are and why they matter.”

3. Work Time

A. Defining “Civil Rights” (15 min)

- Distribute and display the **Civil Rights Definition worksheet**. The definition is reprinted here:

Civil rights are individual freedoms guaranteed to all citizens and residents of a country, regardless of race, gender, religion, etc. These freedoms allow people to participate fully in the political, social and economic life of a community. These rights include freedom of expression, equal protection under the law, nondiscrimination in housing, education, employment, and public facilities, and the right to full participation in the democratic political system. [source: "civil rights." *The American Heritage® New Dictionary of Cultural Literacy, Third Edition*. Houghton Mifflin Company, 2005. 12 Oct. 2012. <Dictionary.com [http://dictionary.reference.com/browse/civil\\_rights](http://dictionary.reference.com/browse/civil_rights)]

- Read the definition once aloud, and ask students to underline words that most help them understand the definition. Call on several students to share. Confirm their overall understanding, and tell them that this term is so important to the module

that they are going to take some time to really understand the details. When you are sure they all understand it, you are looking forward to hearing their thinking about a set of images about life under segregation, when African Americans were denied their civil rights.

- Read the definition aloud again, and ask students to circle words they are unfamiliar with. Define *regardless* and *public facilities*, as these words are difficult to determine from context. Prompt students to write their meanings in the column to the left, near the words.
- Explain that when readers encounter technical or legal text, they often go word-by-word and phrase-by-phrase to make meaning of it. They paraphrase, which means to restate something in their own words, rather than summarize, because it is easy to miss details when you summarize, and the details in law or legal statements are often really important. Tell students that they will do this with the definition of civil rights.
- Using the first row, model how to paraphrase and figure out vocabulary in context. You might say something like, “Civil rights are guaranteed to all citizens and residents. If you are guaranteed something, it means you definitely get it. And I wonder why it says citizens and residents. I guess that some people live here who aren’t citizens, but they have civil rights, too. So now I can see that this is saying that everyone gets these freedoms. Regardless means “no matter what” -- and I guess race, gender, and religion refer to different parts of someone’s identity. So now I can put it all together, and this part means: Civil rights are freedoms that all individuals who live in a country have, no matter who they are.” Write this on the copy you are displaying, and also jot down your definition for guaranteed.
- Direct students to work with seat partners to do this for the remainder of the document.
- Refocus whole class and cold call on students to share answers, noticing and naming strategies students are using to determine the meaning of words in context and to paraphrase a challenging text. For example, students may be rereading, reading past the word to find its meaning, breaking a word into parts, or going phrase-by-phrase.
- Script correct answers, and prompt students to correct their own worksheets so they all have an accurate reference moving forward.
- Congratulate students on their perseverance and close reading. Assure them that they will continue to work with this definition and will develop a fuller understanding of the rights that are included.

B. Stations: Life under Segregation (15 min)

- See the **Life under Segregation Teacher’s Guide** for suggestions for setting up and running this activity.
- Distribute **note catcher** or have students create one. Briefly review purpose and directions, preparing them to see some difficult and racist images and language.
- Students rotate to 3 stations: photographs about life under segregation, state segregation law, and voting test. At each station, students take two column notes: What civil rights are being violated /What I see that makes me think that. Provide a visual model of this note catcher for students.

C. Discussing the Stations (25 min)

- Teacher leads a discussion about terms used for discussing race. (Discussion can include: What terms about race did you see? How did they make you feel? Which terms were derogatory in the 1950s? Which are derogatory today? Which terms is it okay for us to use in this class when we talk about the Civil Rights Movement? Discuss these terms specifically: African American, black, Negro, n\*\*\*er, white, Caucasian.)<sup>7</sup>
- Debrief station work: At any station, who saw. . . limitations of freedom of expression? . . . violations of equal protection under the law? . . . discrimination in housing, education, employment, and public facilities? . . . limitations of the right to full participation in the democratic political system? How do you think the people whose rights were being denied felt? What makes you say that? For each answer, prompt students to be specific about which station they are discussing and what in the text or image told them that this right was being violated.

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<sup>7</sup> Consider setting a ground rule that no one may use the word n\*\*\*er unless reading a historical source out loud, and that then they can substitute n-word if they prefer. If setting this rule, think clearly out loud about why this is the rule. (My personal experience is as a white teacher, often of mostly African American students. I tell my students that I never use this word because in the mouths of white Americans, it has so often been associated with hatred and violence. Some discussion often ensues about other uses of this word, particularly within the African American community, but students are usually in agreement with the idea that the word can make a space unsafe and that it is, at the very least, not a word used in any professional setting. I imagine this conversation is different, but no less important, for teachers of color or for a different student body. I have less experience to offer here, except to note that teachers of classes in which there are only a few African American students may need to have an explicit discussion with the class about why it’s important to not ask those students, either directly or implicitly, to speak for “their race” on this or other issues.) Students are not always clear on the difference between Negro and n\*\*\*er. Students often have varying feelings about whether the terms white and black are offensive. Be aware that you may need to set a time limit to this conversation and loop back to it later. Teachers new to this conversation may want to practice in advance with a colleague.

- Adding to the **Civil Rights anchor chart**: Think-pair-share: What are civil rights? Why do they matter? During share, teacher adds answers to the anchor chart.

4. Closing and Assessment

A. Reviewing Homework (5 min)

- Explain to students that for homework, they will create a Frayer map of the word “civil rights.”
- Distribute and display a **Model Frayer map for the word “discrimination.”** A blank map, as well as information that could be used to create the model.<sup>8</sup> Prompt students to take home their Civil Rights Definition worksheet and use it to complete this assignment.

Retrieved from <http://achievethecore.org>

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<sup>8</sup> A blank version can easily be found through a web search.



## 9.1

## Module Overview

## Essential Question

### How Do Authors Develop Complex Characters?

<b>Texts</b>	<b>Unit 1:</b> “St. Lucy’s Home for Girls Raised by Wolves,” Karen Russell <b>Unit 2:</b> “ <i>Black Swan Green</i> and <i>Letters to a Young Poet</i> ” <b>Unit 3:</b> <i>Romeo and Juliet</i>
<b>Lessons in Unit 1</b>	17 (including module performance assessment task)

## Introduction

In this module, students will read, discuss, and analyze contemporary and classic texts, focusing on how complex characters develop through interactions with one another and how authors structure text to accomplish that development. There will be a strong emphasis on reading closely and responding to text dependent questions, annotating text, and developing academic vocabulary in context.

Module 1 also introduces key protocols and routines for reading, writing, and discussion that will continue throughout the year. This ten-week module is the longest of the school year, in part to allow time for deliberate teaching and reinforcement of these key practices and habits. It will be worth the effort to establish an environment with clear routines and expectations to help students learn to work independently, in pairs, in small groups, and within the whole class.

In the first of three units, students read “St. Lucy’s Home for Girls Raised by Wolves,” paying close attention to the author’s use of language. The second unit pairs excerpts from fiction and nonfiction texts: *Black Swan Green* and *Letters to a Young Poet*. Students will analyze the character of Jason as he is revealed in the two fictional excerpts, and examine the parallels between “Solarium” and Rilke’s Letter One.

The third unit is an unconventional study of *Romeo and Juliet*. Students will alternate reading and viewing a film version of the play, examining key portions of the text through close reading, collaborative discussion, and writing to synthesize. The portions of the play selected for close reading are based on their pivotal role in the play and their historic and cultural relevance in the wider range of reading. Because this may be students’ first exposure to Shakespeare, students will examine Shakespeare’s rich use of figurative language, word play, and powerful cadence throughout the reading and viewing of the play.

Each unit will culminate with a written assessment that provides scaffolding for the Module Performance Assessment, in which students will read a previously unread excerpt from *Letters to a Young Poet*, collaboratively analyze the text, and independently write an essay that pairs the Rilke excerpt with a text previously read in the module.

## Literacy Skills & Habits

- Read closely for textual details
- Annotate texts to support comprehension and analysis
- Engage in productive evidence-based conversations about text
- Collect evidence from texts to support analysis
- Organize evidence to plan around writing
- Determine meaning of unknown vocabulary

## English Language Arts Standards for Module 1-Assessed Standards

These standards will be the specific focus of instruction and assessment, based on the texts studied and proficiencies developed in this module.

CCS Standards: Reading—Literature	
RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
RL.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
RL.9-10.5	Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
CCS Standards: Reading—Informational Text	
RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
CCS Standards: Writing	
W.9-10.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
CCS Standards: Speaking & Listening	
None.	
CCS Standards: Language	
None.	

## Addressed Standards

These standards will be addressed at the unit or module level, and may be considered in assessment, but will not be the focus of extended instruction in this module.

<b>CCS Standards: Reading – Literature</b>	
RL.9-10.7	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).
<b>CCS Standards: Reading – Informational Text</b>	
RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
<b>CCS Standards: Writing</b>	
W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>CCS Standards: Speaking &amp; Listening</b>	
SL.9-10.1b	Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views, clear goals and deadlines, and individual roles as needed).
SL.9-10.1c	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
SL.9-10.1d	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
<b>College and Career Readiness Anchor Standards for Reading</b>	
CCSS.ELA-Literacy.CCRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
<b>CCS Standards: Language</b>	
<i>No Language supporting standards in this module.</i>	

## Module Performance Task

In this performance task, students read closely, analyze text, work with paired texts, and demonstrate skills and habits they have practiced throughout the module. Two variations of this rigorous task are provided: **Option A** uses several pre-selected excerpts from Rilke’s Letters 4 and 7, and requires students to read and analyze the excerpts, choose one, and apply it to one other text from the module; **Option B** (for more advanced students) requires that students read all of Rilke’s Letter 7 (not read previously), select an extended quote from the letter, and apply that quote to one other text from the module. Choose the task most appropriate for the students in your class.

In each version of the performance assessment (A and B) students will choose an extended quotation from Rilke’s letters, and in an essay explain how Rilke’s advice could apply to a character in any of the other texts read in this module. On the first day of the assessment, working in small groups, students will be introduced to the guiding question for the task and will read and annotate three pre-selected short excerpts from *Letters to a Young Poet* (Option A), or will read and annotate all of Letter 7 (Option B). In the next two lessons, students will once again meet in small groups, and then in pairs to further analyze the excerpts (or letter) and discuss how these might apply to characters in texts previously read in the module. They will each select one of the excerpts (A) or any excerpt from Letter 7 (B) and a character from another text in the module. In lessons four and five, students will organize their evidence from the two texts, and plan, write, and revise an essay in response to the prompt.

## Unit 1 Text

### Unit 1: “Everything was new and exciting and different.”

Russell, Karen. “St. Lucy’s Home for Girls Raised by Wolves.” In *St. Lucy’s Home for Girls Raised by Wolves*, 225–246. New York: Vintage, 2007.

## Unit 1 at-a-Glance Calendar

Text	Lessons in the Unit	Literacy Skills and Habits	NYS P12 Assessed and Addressed CCSS	Assessments
<b>Unit 1: “Everything was new and exciting and different.”</b>				
“St. Lucy’s Home for Girls Raised by Wolves” (Russell)	17	<ul style="list-style-type: none"> <li>Read closely for textual details</li> <li>Annotate text to support comprehension and analysis</li> <li>Engage in productive evidence-based</li> </ul>	RL.9-10.1 RL.9-10.2 RL.9-10.3 RL.9-10.4  W.9-10.2 W.9-10.4	<b>Mid-Unit:</b> Students participate in an evidence-based discussion prior to responding to a prompt, individually in writing, about a character from

		<p>conversations about text</p> <ul style="list-style-type: none"> <li>• Collect evidence from texts to support analysis</li> <li>• Organize evidence to plan around writing</li> </ul>	<p>W.9-10.5 W.9-10.9a  SL.9-10.1b SL.9-10.1c SL.9-10.1d</p>	<p>St. Lucy's who adapts to change and one who resists change.</p> <p><b>End-of-Unit:</b> Students write an essay, using evidence from the story, explaining whether the character, Claudette, was successfully integrated into human society. Students use the unique structure of the text as well as vocabulary from the unit in their essays.</p>

# 9.1.1

# Lesson 1

## Introduction

**This first lesson of Unit 1 introduces students to close reading and learning vocabulary from context.**

This foundation is one they will build upon throughout the year, so its introduction here is critical. Students will be introduced to the purposes of close reading and will begin learning to read closely as they examine an excerpt from Karen Russell’s short story, “St. Lucy’s Home for Girls Raised by Wolves” (p. 225).

**The beginning of this lesson focuses on introducing close reading.** From this, students will begin their study of this text by focusing on the title, the Stage 1 epigraph, and the first full paragraph of the story. Students will think about and discuss these sections in pairs and as a class. They will work to define vocabulary in context and cite text evidence as they analyze the beginning of this challenging and engaging text. After this first experience with close reading, students will complete a Quick Write that informally assesses their understanding of what they have read.

Because this is the first lesson of the curriculum, students will be introduced to Accountable Independent Reading (AIR) and assigned the homework task of selecting a text. In Lessons 2 and 3, students will experience the text in its entirety through a teacher read-aloud.

## Standards

Assessed Standard(s)	
RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
Addressed Standard(s)	
RL.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

## Assessment

Assessment(s)
The learning in this lesson will be captured through a Quick Write at the end of the lesson. Students will answer the following prompt based on the close reading (citing text evidence and analyzing key

<p>words and phrases) completed in the lesson.</p> <ul style="list-style-type: none"> <li>• What specific phrases or words reveal the connections between the first paragraph of the story and the Stage 1 epigraph? Cite evidence from the text in your response.</li> </ul>
<p><b>High Performance Response(s)</b></p>
<p>A High Performance Response may include the following:</p> <ul style="list-style-type: none"> <li>• The pack is in some sort of school. It may be a boarding school or school that is also a home. The epigraph refers to “students.” There are dressers in the rooms and the title refers to a “home.”</li> <li>• The epigraph says this initial period will be fun for the students (“The initial period is one in which everything is new, exciting, and interesting for your students”), and it seems the pack is having fun because they are running around the room, smashing light bulbs, jumping around and urinating on the beds (“We tore through the austere rooms, overturning dresser drawers, pawing through the neat piles of the Stage 3 girls’ starched underwear, smashing light bulbs with our bare fists.”).</li> <li>• They’re doing this because they are in Stage 1 of Lycanthropic Culture Shock. Everything is new and exciting, as described in the Stage 1 epigraph. They’re trying to make this new place feel “less foreign” by spraying the beds with their urine. (“The dim bedroom was windowless and odorless. We remedied this by spraying exuberant yellow steams all over the bunks.”) The epigraph explains that this is what students will be doing. (“It is fun for your students to explore their new environment.”) The phrase “things felt less foreign in the dark” refers to the notion that this stage is strange and new.</li> </ul>

## Vocabulary

<p><b>Vocabulary to provide directly (will not include extended instruction)</b></p>
<ul style="list-style-type: none"> <li>• lycanthropic (adj.) – relating to the magical transformation of a person into a wolf</li> <li>• Jesuit (n.) a member of a Roman Catholic religious order</li> </ul>
<p><b>Vocabulary to teach (may include direct word work and/or text-dependent questions)</b></p>
<ul style="list-style-type: none"> <li>• initial (adj.) – first or beginning</li> <li>• couth (adj.) showing or having good manners or sophistication</li> <li>• culture shock (n.) a state of bewilderment and distress experienced by an individual who is suddenly exposed to a new, strange, or foreign social and cultural environment.</li> <li>• kempt (adj.) – neatly or tidily kept</li> <li>• exuberant (adj.) – extremely joyful and vigorous</li> <li>• kinetic (adj.) – characterized by movement</li> <li>• remedied (v.) – corrected or removed a problem of any kind</li> </ul>

## Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<ul style="list-style-type: none"> <li>• Standards: RL.9-10.1, RL.9-10.4</li> <li>• Text: “St. Lucy’s Home for Girls Raised by Wolves” (p. 225)</li> <li>• Introduction of Unit and Lesson Agenda</li> </ul>	<p>15%</p>

• Introduction to Close Reading	10%
• Initial Read-Aloud	15%
• Close Reading of the Text	40%
• Quick Write	10%
• Closing	10%



## Learning Sequence

Percentage of Lesson	Teacher Actions	Student Actions	Instructional Notes (extensions, supports, common misunderstandings)
15%	<b>Introduction of Unit and Lesson Agenda</b>		
	Begin by reviewing the agenda for this lesson.	Students look at the agenda.	Since this is the first day of the curriculum, there are some formalities that may need to be addressed directly with students, such as establishing school year procedures and protocols. This first module establishes some expectations regarding routines such as pair work, group work, and evidence-based discussion. It will be important to take time to set up these routines.
	Explain to students that the first unit of the year will focus on developing their ability to read closely and to use evidence from what they read in their writing and discussions.	Students listen.	
	Pass out copies of the tool containing the Common Core Learning Standards that will be taught in this unit. Explain that students will be working on mastering the skills described in the Common Core State Standards (CCSS) throughout the year.	Students listen and examine their Common Core Learning Standards Tool.	It may be helpful here to explain to students that they will be returning to the standards at the beginning of each lesson.  Whenever a new standard is introduced, students will use their Common Core Learning Standards Tool to read, paraphrase, and assess their familiarity with and mastery of the new standard.

	<p>Introduce the standards for this lesson: RL.9-10.1 and RL.9-10.4. Instruct students to find these standards on their tool and to follow along as you read them aloud.</p>	<p>Students follow along, reading silently as standards RL.9-10.1 and RL.9-10.4 are read aloud.</p>	<p>Since the standards are learning objectives for each lesson, it is important for students to understand and own the standards. They may not grasp all of the nuances of each standard. Consider letting them know that this is okay and that they will get to talk more about these standards as the year progresses. It may also be helpful to tell them that part of the work they will do this year is to develop the skills to unlock the meaning of sentences like these.</p>
	<p>Ask students to individually reread standards RL.9-10.1 and RL.9-10.4 and assess their familiarity with and mastery of these standards.</p>	<p>Students read standards RL.9-10.1 and RL.9-10.4 and assess their familiarity with and mastery of these standards.</p>	<p>Students will have the opportunity to assess their familiarity with and mastery of each of the other standards as they are introduced in subsequent lessons.</p>
	<p>Instruct students to talk with a partner about what they think each standard means. Lead a brief discussion about these standards.</p>	<p>Student responses may include the following:</p> <ul style="list-style-type: none"> <li>• Use evidence in text writing and discussions.</li> <li>• Cite evidence to support text analysis.</li> <li>• Analyze what the text is saying directly and indirectly.</li> <li>• Make inferences (“reading between the lines”).</li> <li>• Figure out what words mean in context.</li> <li>• Analyze how the word choice affects the overall text’s meaning.</li> </ul>	<p>If students are struggling with the standards’ meaning, consider doing the following:</p> <ul style="list-style-type: none"> <li>• Define key terms from the standards such as <i>figurative</i>, <i>connotative</i>, <i>analyze</i>, <i>cumulative</i>, <i>explicit</i>, and <i>inferences</i>.</li> <li>• Have students paraphrase parts of the standards.</li> </ul> <p>Have students discuss previous learning that illustrates the standards’ meaning.</p>

10%	Introduction to Close Reading		
	<p>Distribute copies of “St. Lucy’s Home for Girls Raised by Wolves” and ensure students note the author, title, and type of text.</p>	<p>Students should note that Karen Russell is the author, “St. Lucy’s Home for Girls Raised by Wolves” is the title, and the text is a short fictional story.</p>	<p>Prepare ahead of time for this lesson by having the “St. Lucy’s” text on the students’ desks.</p>
	<p>Lead a brief discussion about close reading. Close reading asks the reader to read slowly and carefully, look at very specific details, and focus not only on <i>what</i> is said but on <i>how</i> it is said. Close reading can provide access to deeper meanings in complicated texts. Close reading can also allow for critical analysis and is an opportunity to collect and analyze evidence for use in writing and discussion.</p> <p>To achieve this type of deep understanding, readers will slow down and reread texts or sections of text multiple times. They will also mark the text as it’s being read to record thinking, questions, and connections.</p>	<p>Students listen.</p>	
	<p>Provide context for close reading in this lesson. Typically, the first time students encounter a text they will read to get a general idea, or the “gist,” of the text. Furthermore, the first read may include unfamiliar</p>	<p>Students continue to listen.</p>	<p>The entirety of “St. Lucy’s” will be read in Lessons 2 and 3. Students will be exposed to entire text first, and then spend more time in deep analysis of short excerpts.</p> <p>It may be helpful here to introduce</p>

	<p>words or phrases, but students should not worry about not recognizing these words because there will be considerable work done in subsequent close reads to determine the meaning of these words. In this lesson, students will listen to the first section of this text read aloud while they follow along, or “read in their heads,” and then they will go back to reread more closely. Tell students that as they reread more closely they will be asked to return to the text to look for specific pieces of evidence that support thinking and analysis.</p>		<p>students to some questions you will be asking them as a reminder to “go back to the text.”</p> <ul style="list-style-type: none"> <li>• Where in the text did you find—?</li> <li>• What in the text tells you that—?</li> <li>• Where in the text does it say that—?</li> <li>• Where can you find that in the text?</li> </ul> <p>Consider posting these questions and stems in the classroom.</p>
<p><b>15%</b></p>	<p><b>Initial Read-Aloud</b></p>		
	<p>Instruct students to listen and read along as the first section of text is read aloud. Read aloud from “At first, our pack was all hair and snarl and floor-thumping joy,” to “their tiny faces pinched with displeasure” (p. 225).</p>	<p>Students follow along, reading silently.</p>	<p>The purpose of the read-aloud is to build students’ fluency by exposing them to masterful readings of complex texts. In addition, this first reading serves as students’ initial exposure to the text before they engage in close reading to dig deeper into the ideas and language presented in the text.</p>
	<p>Instruct students to Turn-and-Talk with a partner about their initial thoughts and questions about the text (from “At first,” to “pinched with displeasure”).</p>	<p>Students share thoughts with a partner.</p>	<p>Turn-and-Talk is a way for students to respond to a question, prompt, or analysis requiring evidence and thought. Establish a way for students to know to whom they should turn. Teachers may choose to use</p>

			<p>colored stickers, letters or numbers labeled on the desk, or assign partners ahead of time (e.g., turn to the person on your right).</p> <p>The student listening will listen carefully and be expected to report what he or she heard.</p> <p>Though Turn-and-Talk is an instructional strategy recommended in this lesson sequence, consider using techniques similar to this strategy that also require active involvement by students and work well for different student population(s).</p>
	<p>Call on pairs to report out to the class.</p>	<p>Student responses may include the following:</p> <ul style="list-style-type: none"> <li>• This is some sort of school. These might be the students.</li> <li>• The students are running around breaking things. They are jumping around and laughing.</li> <li>• There are nuns there.</li> <li>• This is a school or home (boarding school). This is stage 1 of lycanthropic culture shock.</li> </ul>	<p>There might be confusion regarding this initial read. This confusion will be addressed during the next part of the lesson’s close read.</p> <p>*If this lesson will be split into two separate lessons, the instruction should conclude with students writing a reflection to the following prompt: Based on the initial read-through and discussion of “St. Lucy’s,” what are your first thoughts about the text?</p> <p>The next lesson sequence would resume with a review of classroom procedures and protocols and continue with a close reading of the Stage 1 epigraph and the first paragraph of the narrative (the next section of the Learning Sequence).</p>

40%	Close Reading of the Text		
	<p>Now that students have made an initial response to the text, direct their attention to sentences, words, and phrases to dig deeper into the text. Instruct students to reread the title and the Stage 1 epigraph and draw a box around any unfamiliar words. Ask students to see if they can find any clues in the text to the meaning of the words they identified.</p>	<p>Students independently reread the text and box unfamiliar words.</p>	<p>This type of reading takes time to do, so assure students that there is no need to feel rushed to “get through” the text.</p> <p>In this lesson, students practice a specific form of annotation (boxing unfamiliar words), but more detailed instruction regarding annotation will occur in Unit 1, Lesson 5. Annotating the text is an expectation of this unit, so it is important to introduce it in Lesson 1 by asking students to draw a box around unfamiliar words. In addition to introducing annotation, this begins the process of making students more “word aware,” an important habit of mind for success with the CCSS.</p>
	<p>Ask students to share words they put boxes around. Explain that in the case of <i>lycanthropic</i> and <i>Jesuit</i>, it may be difficult or impossible to determine the meaning from context; therefore, it is appropriate to provide the word meanings. Provide the meanings of these two words.</p> <ul style="list-style-type: none"> <li>• <i>lycanthropic</i> (adj) – relating to the magical transformation of a person into a wolf</li> <li>• <i>Jesuit</i> (n.) – a member of a</li> </ul>	<p>Students volunteer unfamiliar words.</p>	<p>Consider asking for definitions (in case anyone does know them).</p> <p>The standard RL.9-10.4 asks students to determine word meaning from context. Whenever possible, have students determine the word using contextual analysis. However, some words cannot be parsed from context, so provide the definition in those cases.</p> <p>When asking students to share out unknown vocabulary, it may be helpful to take time to explain that this learning</p>

	<p>Roman Catholic religious order</p> <ul style="list-style-type: none"> <li>Briefly explain that the Catholic religion has different groups, called orders. Although they are all Catholics, different orders have some differences about how they practice the religion.</li> </ul>		<p>community should be a safe space for students to learn, to take risks, and not to have all the answers.</p>
	<p>In order to keep track of new vocabulary, ask students to write the new word meanings on their text or on self-stick notes.</p>	<p>Students note on the text or on self-stick notes the word meanings for <i>Jesuit</i> and <i>lycanthropic</i>.</p>	<p>Any words defined through instruction should be marked in the text.</p>
	<p>Instruct students to Turn-and-Talk to define <i>Lycanthropic Culture Shock</i> based on clues from the title and epigraph. The definition of <i>culture shock</i> can be recorded beside the epigraph on their text. Scaffolding questions include the following:</p> <ol style="list-style-type: none"> <li>What is this (the epigraph)?</li> <li>Who is it written for? How do you know the intended audience of this handbook?</li> <li>If you break apart the term <i>Lycanthropic Culture Shock</i> into</li> </ol>	<p>Student responses may include the following:</p> <ol style="list-style-type: none"> <li>This is a description of Stage 1. (Of what students may not know.) This seems to be information from a handbook.</li> <li>This is written for teachers because it talks about “your students.” It may be written for religious people since it says it is a Jesuit Handbook and the definition of <i>Jesuit</i> is “a member of a Catholic religious order.”</li> <li><i>Lycanthropic</i> deals with people turning into wolves, so <i>Lycanthropic Culture Shock</i> may have something to do with werewolves. The title says this is a home for girls raised by wolves (“St. Lucy’s Home for Girls Raised by</li> </ol>	<p>Scaffolding Consideration: Use a document camera or an interactive whiteboard to display the text and the notes as they are placed in the margins. For some learners, seeing the meanings of the words displayed will make taking notes more efficient.</p> <p>When asking a series of text-dependent questions, it is important to allow wait time for student responses.</p> <p>Differentiation Consideration: In order to ensure that students can access vocabulary words for use in later lessons, it may be helpful to consider how students should keep track of these words. One option is to create a “word wall” of the vocabulary words in this unit, so students can see the vocabulary and have easy access to it when</p>

	<p>parts, what is it describing?</p>	<p>Wolves”), so maybe the intended audience is anyone dealing with culture shock for the girls who were “raised by wolves.”</p>	<p>they are asked to use these words later.  If students struggle, consider providing them with additional scaffolding around the idea of culture shock by asking them to consider each term separately.</p>
	<p>Students share answers with the class. Ask them how understanding this definition affects their initial thoughts about the story. Point out to students that this type of conversation helps create a collective intelligence and understanding of the reading. This type of conversation will be a frequent part of the school year.</p>	<p>Student responses may include the following:</p> <ul style="list-style-type: none"> <li>• In the first read-through, without knowing what the word <i>lycanthropic</i> meant, it was difficult to know what this story might be about.</li> <li>• It seems that this will be about a <i>home</i> that has something to do with a religious order.</li> </ul>	
	<p>Ask students:</p> <p>4. What does the word <i>initial</i> suggest here?</p>	<p>Student responses may include the following:</p> <p>4. The word <i>initial</i> means “first,” so that means there might be more stages.</p>	<p>Differentiation Consideration: if students struggle with the word <i>initial</i>, ask how <i>initial</i> describes the stage, or ask them to think about what the initials of a name are: the first letter of a person’s name.</p>
	<p>Transition students into partners to reread the first part of the paragraph. Ask students to focus on how understanding vocabulary helps their comprehension of the story, until “... Things felt less foreign in the dark.” Remind the students to box unfamiliar words.</p>	<p>Students reread the first part of the paragraph, until “Things felt less foreign in the dark.” Students box unfamiliar words.</p>	<p>Consider creating heterogeneous student pairings to support struggling readers with stronger ones. Keep in mind a host of other factors when generating pairs or groupings, including students’ academic and social attributes. Consider changing pairs over time in order to give students opportunities to work with and learn from different classmates.</p>



	<p>Instruct students to work in pairs to answer the following text-dependent questions. <b>Remind students that text-dependent questions ask students to cite strong and thorough text evidence to support what the text says implicitly and explicitly.</b> Instruct students to write the answers on their text or in notes.</p> <p>5. Who is the pack?</p> <p>6. How do you know?</p> <p>7. What is the pack doing?</p> <p>8. Where are they?</p>	<p>Student responses may include the following:</p> <p>5. The pack is the group doing the action in the paragraph. They might be the girls who were raised by wolves or the students mentioned in the Stage 1 epigraph.</p> <p>6. The title refers to “girls raised by wolves,” and the epigraph mentions students and also says they were to remain ladylike, which references girls. The text also says they were “pawing through the Stage 3 girl’s starched underwear.” <i>Pawing</i> seems to reference animal-like behavior.</p> <p>7. The pack is running around. They are joyfully breaking things “smashing lightbulbs” and overturning dresser drawers.</p> <p>8. The setting is some kind of place where girls live, since it mentions <i>home</i> in the title. (Students may be able to infer that this is St. Lucy’s.) It also may be a school because it mentions <i>students</i> in the epigraph.</p>	<p>Circulate around the room to support students and ensure everyone’s participation. Pay particular attention to students’ pacing to ensure they are moving slowly enough to fully comprehend the text. Remind students that they should be using textual evidence in their answers.</p>
	<p>Bring the class back together and check for understanding by asking pairs to share answers to the</p>	<p>Students share responses.</p>	

	<p>questions. Direct students to point to evidence from the text to support their answers.</p>		
	<p>Ask a volunteer to reread the first three sentences aloud, from “At first ...” to “... smashing lightbulbs with our bare fists.” Ask students to follow along. Direct students’ attention to the words <i>couth</i> and <i>kempt</i>. Then, ask students to take a moment to jot down what the meaning of <i>couth</i> and <i>kempt</i> might be.</p> <p>If students struggle with the meaning of the words, consider asking the following text-dependent questions (TDQs):</p> <p>9. Describe the girls’ behavior.</p> <p>10. How did the girls forget their promise to be “couth and kempt”?</p> <p>11. What other words in this sentence can help you figure out the meaning of <i>couth</i> and <i>kempt</i>? (You may need to give some examples of synonym,</p>	<p>Student responses may include the following:</p> <p>9. The girls are running around and acting wild. (“We tore through the austere rooms, overturning dresser drawers, pawing through the neat piles of the Stage 3 girls’ starched underwear, smashing lightbulbs with our bare fists.”)</p> <p>10. The girls promised their parents to be well behaved, but the girls are destroying rooms and smashing things.</p> <p>11. <i>Couth</i> and <i>kempt</i> are synonyms for <i>civilized</i> and <i>ladylike</i>.</p>	

	<p>antonym, definition, or example to help students determine the type of context clue.)</p> <p>12. How does the sentence structure or syntax (arrangement of words) help define <i>couth</i> and <i>kempt</i>?</p> <p>13. Based on the girls’ actions, what does it mean to be <i>couth</i> and <i>kempt</i>?</p>	<p>12. The comma in the sentence signifies that <i>couth</i> and <i>kempt</i> are synonyms of <i>civilized</i> and <i>ladylike</i>.</p> <p>13. Since their actions describe the opposite of <i>couth</i> and <i>kempt</i>, these words must mean something like <i>ladylike</i>, <i>well-mannered</i>, or <i>neat</i>.</p>	
	<p>Have students write the meaning of <i>couth</i> and <i>kempt</i> on the text or on a self-stick note.</p>	<p>Students write the meaning of <i>couth</i> and <i>kempt</i> in the text or on a self-stick note.</p>	
	<p>Students will reread the rest of the paragraph in pairs from, “Things looked less foreign” to “pinched with displeasure” and answer the following TDQs. Students can jot answers down in the margins or in notes.</p> <p>14. What is the pack doing to the bunks? How do you know?</p> <p>15. What is this a remedy for?</p> <p>16. What does the author’s use of <i>exuberant</i> suggest about these</p>	<p>Students reread the rest of the paragraph slowly and box unfamiliar words.</p> <p>Student responses may include the following:</p> <p>14. They are urinating all over. It says that the bedroom is odorless and that they are fixing that by spraying yellow streams all over the bunks.</p> <p>15. They want to make the room smell familiar. “The dim bedroom was windowless and odorless. We remedied this by spraying exuberant yellow streams all over the bunks.”</p> <p>16. The pack is excited; they are urinating</p>	<p>Extension question: Rereading the lines, “We remedied this ...” to “... kinetic laughter,” what kind of feeling is the author trying to create? (What tone does the author establish?)</p> <p>Student responses may include the following:</p> <ul style="list-style-type: none"> <li>• The feeling is one of energy, excitement, and movement. The girls are having fun.</li> </ul>

	<p>“streams” and the girls? Tell students the meaning of <i>kinetic</i>: “characterized by movement.”</p>	<p>everywhere and they are enjoying the new place. (“We jumped from bunk to bunk, spraying.”)</p>	
	<p>Summarize the close reading experience by asking student volunteers for one thing that they did not understand on the first read through that is clearer to them now.</p> <p>Ask the students for questions they still have about the first paragraph and write these questions on the board or on chart paper.</p>	<p>Students share their ideas.</p>	<p>Displaying student questions will be helpful as the text is read in its entirety and students are able to see their questions being answered.</p>
<b>10%</b>	<b>Quick Write</b>		
	<p>Introduce the Quick Write assessment. Tell students that they will be given a question and will write a response using evidence from the text. Students should answer the question directly and within the allotted time.</p>	<p>Students listen.</p>	<p>Quick Write activities engage students in thinking deeply about texts before, during, or after reading. Inform students how long they will have to do the writing, typically between 2 and 10 minutes.</p> <p>Since this is the beginning of the school year, decide how best to collect, organize, and analyze student work. This can be done through portfolios, journals, handouts, etc.—whatever works best for the needs of the classroom and students.</p>
	<p>Share the Quick Write for today: What specific phrases or words reveal the connections between the first paragraph of the story and the</p>	<p>Students listen and read the Quick Write prompt.</p>	<p>Have the Quick Write prompt available for students to see either through hard copy or displayed.</p>

	<p>Stage 1 epigraph? Cite evidence from the text in your response.</p> <p>Consider sharing a model response with students to demonstrate how to effectively cite evidence from the text in their responses.</p>		
	<p>Have students work together to complete the Quick Write using another piece of evidence from the text.</p>	<p>Students work in pairs to complete the Quick Write.</p>	
<b>10%</b>	<b>Closing</b>		
	<p>Explain to students that part of the daily homework expectation will be to read outside of class. Accountable Independent Reading (AIR) is an expectation that all students find, read, and respond to reading material written at their independent reading level. The purpose of AIR is to have students practice reading outside of the classroom and stimulate an interest and enjoyment of reading.</p>	<p>Students listen.</p>	<p>AIR is an expectation for all students at all grades. AIR asks students to find, read, and respond to reading material written at their independent reading level. This text should be high interest but also a text that students can easily decode and comprehend. This will be a multiple-day proposition to give students the time and space to find the correct text. There needs to be time, however, for students to discuss and write about these texts.</p>
	<p>Explain to students that they will need to find an appropriate text (or “just right book”). Provide different places where students can look for texts. This includes, but is not limited to, the local or school library, electronic books, classroom library,</p>	<p>Students continue to listen.</p>	<p>In addition to class discussions about AIR texts, consider other methods of holding students accountable for AIR. Ideas for accountability include reading logs, reading journals, posting to a class wiki, peer/teacher conferencing, and blogging.</p>

	<p>or home library. As the year progresses, students will be held accountable for their reading in a variety of ways.</p>		
	<p>For homework, instruct students to find an appropriate text for their Accountable Independent Reading.</p>		

## Homework

Students find an appropriate text to read for AIR.

## Common Core Learning Standards Tool

Name:

CCS Standards: Reading—Literature		I know what this is asking and I can do this.	This standard has familiar language, but I haven't mastered it.	I am not familiar with this standard.
RL.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.			
RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.			
RL.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.			

<p><b>RL.9-10.4</b></p>	<p>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p>			
<p><b>CCS Standards: Writing</b></p>		<p>I know what this is asking and I can do this.</p>	<p>This standard has familiar language, but I haven't mastered it.</p>	<p>I am not familiar with this standard.</p>
<p><b>W.9-10.2</b></p>	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p>			
<p><b>W.9-10.4</b></p>	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>			
<p><b>W.9-10.5</b></p>	<p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>			



<p><b>W.9-10.9a</b></p>	<p><b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b> <i>Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).</i></p>			
<p><b>CCS Standards: Speaking &amp; Listening</b></p>		<p>I know what this is asking and I can do this.</p>	<p>This standard has familiar language, but I haven’t mastered it.</p>	<p>I am not familiar with this standard.</p>
<p><b>SL.9-10.1b</b></p>	<p><b>Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</b></p>			
<p><b>SL.9-10.1c</b></p>	<p><b>Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</b></p>			

<p><b>SL.9-10.1d</b></p>	<p><b>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</b></p>			
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From EngageNY.org of the New York State Education Department. 9.1 Module Overview and 9.1.1 Lesson 1. Internet. Available from <http://www.engageny.org/resource/grade-9-ela-module-1>; accessed April 8, 2014.