

## Unit Introduction

Unit Concept	Whole-Class Learning	Jump Start	Unit Goals	Academic Vocabulary	Launch Text
Essential Question	Small-Group Learning	Discuss It Video	Word Network	Summary	Launch Activity
Performance-Based Assessment	Independent Learning	Discussion Board	QuickWrite	Evidence Log	
	Performance-Task				

### Whole-Class Learning Introduction

Essential Question	Overview	Performance Task:
Learning Strategies	Anchor Text	Writing Focus

### First Read

Notice	Connect	Comprehension Check
Annotate	Respond	Research

### Analyze the Text

Textual Evidence	Analyze	Classify
Interpret	Infer	Essential Question

### Concept Vocabulary & Word Study

Reader's Understanding	Word Network	Definition
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### Writing To Sources

Assignment	Writing Process	Evidence Log
Prewriting	Drafting	Review, Revise, Edit

### Evidence Log

Review	Connection	Reflect
Text Evidence		

### Prepare to Read

Concept Vocabulary	About the Author	Background
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### Close Read

Annotate	Question	Conclude
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### Analyze Craft & Structure

Author's Craft	Genre/Form	Practice
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### Author's Style

Textual Evidence	Specific Language	Practice
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### Speaking & Listening

Assignment	Plan	Practice
Rehearse	Deliver	Evaluate

**Unit Introduction:** Build interest and engagement, set goals, share assessment

What am I learning during this unit?

Content & Language objectives

How will I show I learned it?

Performance-Based Assessment

Why am I learning it?

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Unit Introduction Day(s) \_\_\_\_

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Introduce Whole-Class Learning: Day(s) \_\_\_\_

# Anchor Text 1: What does it say? What does it mean? How is it said? Why does it matter?

Why am I reading *this* text?

Purpose(s) for reading

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Prepare to Read: Day(s) \_\_\_\_

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First Read: Day(s) \_\_\_\_

# **Anchor Text 1:** What does it say? What does it mean? How is it said? Why does it matter?

Close Read: Read: Day(s) \_\_\_\_

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Analyze the Text: Day(s) \_\_\_\_

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Analyze Craft & Structure: Day(s) \_\_\_\_

**Anchor Text 1:** What does it say? What does it mean? How is it said? Why does it matter?

Concept Vocabulary: Day(s) \_\_\_\_

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Word Study: Day(s) \_\_\_\_

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Conventions & Style: Day(s) \_\_\_\_

# **Anchor Text 1:** What does it say? What does it mean? How is it said? Why does it matter?

Writing to Sources: Day(s) \_\_\_\_

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Speaking & Listening: Day(s) \_\_\_\_

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Evidence Log: Day(s) \_\_\_\_

## Unit Introduction: Build interest and engagement, set goals, share assessment

### Unit Introduction Day(s) Day 1

- we'll begin by creating a collaborative word network with Facing Adversity at the center. I'll simply ask students to share what comes to mind.
- Then we'll watch the Discuss It video about Bethany Hamilton and after, I'll ask students to add to the word network
- I'll share the Essential Question and the unit overview chart in the Student Edition, pointing out the Performance Tasks and Performance-Based Assessment. I'll give students a few minutes to preview the text selections and ask them to turn and talk with a partner about which text they are most looking forward to reading.
- Next, we'll listen to the audio version of the Launch Text, "Against the Odds." Students will follow along and underline sentences, phrases, or words that they think connect to the idea of overcoming adversity. Once we're done, I'll ask students to think-pair-share about this question, "What did Sully Sullenberger do to overcome the obstacle he faced? What can we learn from his actions?"
- For homework, students will write the text summary and respond to the Quickwrite prompt. I'll tell students to write "who? what? when? where? why? How?" under the directions for the summary and tell them to answer those questions in 2-5 complete sentences. I'll also prompt them to think back to our word network as they respond to the Quickwrite.

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### Introduce Whole-Class Learning: Day(s) Day 2

- Students will work in groups complete the Evidence Log by each reading their Quickwrite, then help one another summarize their point of view into a single sentence.
- we'll review the whole-class learning strategies. Students will first complete the Action Plan individually, then share with their group to add or refine their individual action plans. We'll review as a whole class, again allowing students to add or refine their individual action plans.
- I'll prompt students to think about their whole-class learning action plan, then lead the class through completing the Academic Vocabulary Chart: Informative Text. I'll prompt them to practice active listening as I read the word and mentor sentences and the other strategies as they shared predicted meanings and related words. I'll then ask students to reflect on their use of the strategies and self-assess using a fish-to-five.
- For homework, I will ask students to turn to the Performance-Based Assessment at the end of the unit, read the assignment for both parts, and underline any unfamiliar words and note any questions they may have. Once this is done, they should use the Unit Goals to complete a self-assessment.

## Anchor Text I: *The Circuit*

### Why am I reading *this* text?

#### Purpose(s) for reading

The unit is focused on **overcoming adversity** and in this excerpt from *The Circuit*, Panchito has to relocate and he is behind in - and pulled from - school because he, his father, and his brother need to work to support their family. They are part of a perpetually migrant population, needing to move from place to place to find farming work in the 1940s. The reader learns of "overcoming" adversity by observing how Panchito goes to school despite being nervous, connects with his new teacher (Mr. Lima), and perseveres in learning to read.

#### Prepare to Read: Day 1, Part I, 10 min

I'll read the **About the Author** and students will **turn and talk** to make predictions about why this text may connect to the **unit theme and EQ**. Then they will work with their partners to discuss the concept vocabulary and rate their current understanding. I'll put the concept vocab on a chart with sample sentences so we can revisit it and have a shared visual reference. We'll also briefly revisit the **Dust Bowl images** we have posted around the room.

#### First Read: Day 1, Part II, 35 min

- First, I'm going to remind students of our **First Read routine**.
- Then, First Read teams (**groups of 4 with roles** for the *Reader, Noticer, Annotator, and Discussion Captain*) will use the **First Read routine** to read *The Circuit*. We know the routine by now, but I may fishbowl with one group who demonstrates really clearly how to Notice, Annotate, and Connect for this text. We just finished reading a narrative text (excerpt from *The Grapes of Wrath*), so the genre is familiar and in mind, which will help kids navigate this text.
- While students work, I'm going to sit with each group, **listening** to how they make sense of the text, specifically how they puzzle through the fact that Panchito's family moves and how his family reacts to the school bus driving past. If they get stuck, I'll remind them of their roles or ask **open-ended questions** that invite thinking and possibly rereading of parts of the text.
- For the last five minutes of class, I'm going to have **two different groups share out** something specific they noticed or some connections they made to their lives and to *The Dust Bowl* and *The Grapes of Wrath*.

#### Day 2, Part I, 15 min:

- We'll start today with a reminder of **Scrambled Eggs**. I'll have the **Comprehension Check questions** in the eggs and we'll use the routine chart to recall our process.
- As students work, I'll sit with groups, especially the two groups I listened to yesterday that seemed a little confused about Panchito going to school. I might have them reread the part about the school bus driving by and ask one student to role play Panchito using the text.



# Anchor Text 1: What does it say? What does it mean? How is it said? Why does it matter?

## Close Read: Day(s) Day 2, Part 1, 35 min

- I'm going to combine the Close Read and Analyze the Text questions for today because there are not too many, they all closely connect, and I plan to use Station Rotation to engage my kids in discussion and writing about each question.
- First, we'll review the Station Rotation routine (color-coded questions are posted on charts around the room - with language frames to support discussion and writing). Each group has 5 minutes to read the question, reread any relevant parts of the text, talk with each other about different ways to respond, and then co-compose a response that can be used to teach other classmates).
- Then, I'll set a timer for 5 minutes (per station) and have groups rotate to the different charts/questions.
- As they work, I'm going to listen in and note which questions are the most challenging. I think the one about how Panchito feels driving away from the "little shack" might be seemingly simple but I'm not sure if all of my students will pull from across the text to answer that one. I'll listen for how students do with this and then highlight some responses that help other classmates.
- When we reconvene, I'm going to have the class sit in a big circle for a whole class chat about the big questions that we need to dig into more together. That's where I'll invite a few kids to share what their group discussed, and I'll use the conversation among all students to repair any misconceptions. I may have some students demonstrate a read aloud-think aloud to illustrate how they concluded something important about Panchito, his family, and how the text relates to our adversity theme.
- We'll close the lesson with each student independently writing on a sticky note what they learned from today's discussion and one takeaway from The Circuit so far. I'll prompt students to also think about the connection to our Essential Question.

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## Analyze Craft & Structure: Day 3, Part 1, 35 min

- I'll briefly introduce the one-sentence theme task, and I'll share my model.
- Each student will then write a one-sentence theme for a familiar story or theme and we'll popcorn these out.
- I'll then say that with only a short sentence to play with for The Circuit, we need to choose our words wisely. To do that we'll work in pairs to discover the main conflict, characters' responses, repeated ideas, and story title; together, these things help us identify the theme (the graphic organizer, which some students may complete on chart paper as a group).
- Pairs will then pair (pair-square-share) to exchange insights, compare information, and co-construct one one-sentence theme on sentence strips. Each group will present the one-sentence theme and the class will vote on the most accurate and compelling using the "inferring theme" chart as criteria.
- I'll support small groups and in conferences using the suggested scaffolding question about clues that the title reveals.

# Anchor Text 1: What does it say? What does it mean? How is it said? Why does it matter?

Concept Vocabulary: Day 3, Part 1, 15 min.

- Last 15 minutes of day 3, we'll revisit the Concept Vocabulary (explain what each word means), since language choice is fresh in our minds from the one-sentence theme task.
- I'll use a chart with a tree shape drawn on it to quickly teach the how adding the -ly suffix creates an adverb (-ly in the base of the tree; concept vocab.- *instinctively, thoroughly* - in each branch with sample sentences).
- we'll conclude with a timed Concept Vocabulary Quick Write; if we run short on time, kids can do this for homework. Some students may orally rehearse this first in English or Spanish.

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Word Study: Day(s) \_\_\_\_

only one skill and it fits neatly with the Concept Vocabulary (-ly suffix), so I'm combining this with Concept Vocabulary as part of lesson 3.

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Conventions & Style: Day 4, Part 1

Commas, 15 minutes:

- Lesson Part 1, kickoff (5 min): "Commas signal a brief pause; they enable readers to absorb information in meaningful, accurate chunks." LOVE this statement from the SE, and I'm going to use it as the top of a class chart about commas along with the four different uses for commas (before a conjunction; after an introductory clause; to separate words in a series; to separate coordinate adjectives) color-coded and beside 2-3 examples from *The Circuit* and *The Grapes of Wrath*.
- Small groups engage in the Read It, write It routine:
  1. Read It: sort examples from *The Circuit* (I'm going to put these on index cards for each group so they can actively sort). I might have some students just annotate these examples in their SI without the tactile support.
  2. Write It: write sentences or collaboratively write (with a partner) sentences with commas for each of the four comma types.
    - o Alternate: I might time the Read It, write It routine, segmenting each part, or I might have students work with one partner on the Read It part and then work with another partner for write It.

# Anchor Text 1: What does it say? What does it mean? How is it said? Why does it matter?

## Writing to Sources: Day 4, Part II

### Explanatory writing 30 minutes:

- **Lesson Part 2, Kickoff (5 min):** Introduce the **explanatory text task**: "This is our time to write with authority to inform and teach others about patterns (like commas!) in The Circuit." I'll review explanatory/informative writing using a chart for that genre. I'll also outline the time, supportive resources (the **Unit Launch Text** and other **explanatory writing models** from the back of the TE), and say that tomorrow we'll present and give each other feedback on this writing.
  - Pair-Square then **Pair-Square-Share** to **generate ideas about patterns** in The Circuit (e.g., objects that take on multiple meanings such as the mother's pot and the family's boxes; the use of Spanish to convey things that have special, personal meanings; the use of commas to make the reader feel the endless movement).
  - Students **independently write their explanatory piece** and spend the last few moments of class **presenting to a partner**. Alternatively: students may create a video of themselves reading aloud their brief piece and then post to our shared platform where others provide at least two peers with feedback (for homework) using language from our Explanatory Essay rubric.
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## Speaking & Listening: Day 5

- **Classroom set-up:** Two chairs in the middle of the room along with a microphone (for the reporter and migrant farmer).
  - I'll direct students to the task in their Speaking and Listening section of the Effective Expression routine for The Circuit, and tell them to **spend 2-3 minutes reading the role play task** so they can discover for themselves why the room is set up in this way. Then I'll have students **turn and talk** to put the task into their own words (I'll listen for kids to say that they are going to briefly research what life was like for migrant farm workers and their families during the time period of The Circuit (1940s-1960s)).
  - Pairs will spend **20 minutes researching and preparing to role play** as a reporter and migrant farmer and family member.
  - Several **pairs will present** for the whole class (TBD: volunteers; those identified while I am listening in as groups prepare). After each pair role plays, we will **popcorn successes and suggestions**.
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## Evidence Log: Day(s) \_\_\_\_\_

Homework: Complete **Evidence Log entries**, which will be **shared in a turn and talk** at the start of our next class.