

Use the following map to begin your journey with Unit 1!

Use the **Explore Your Unit** protocol in this Toolkit to get ready for Unit 1! Make a **Unit Board** in your classroom so students know the theme, Essential Question, PBA, and Performance Tasks, and Unit Projects they will work toward throughout the unit.

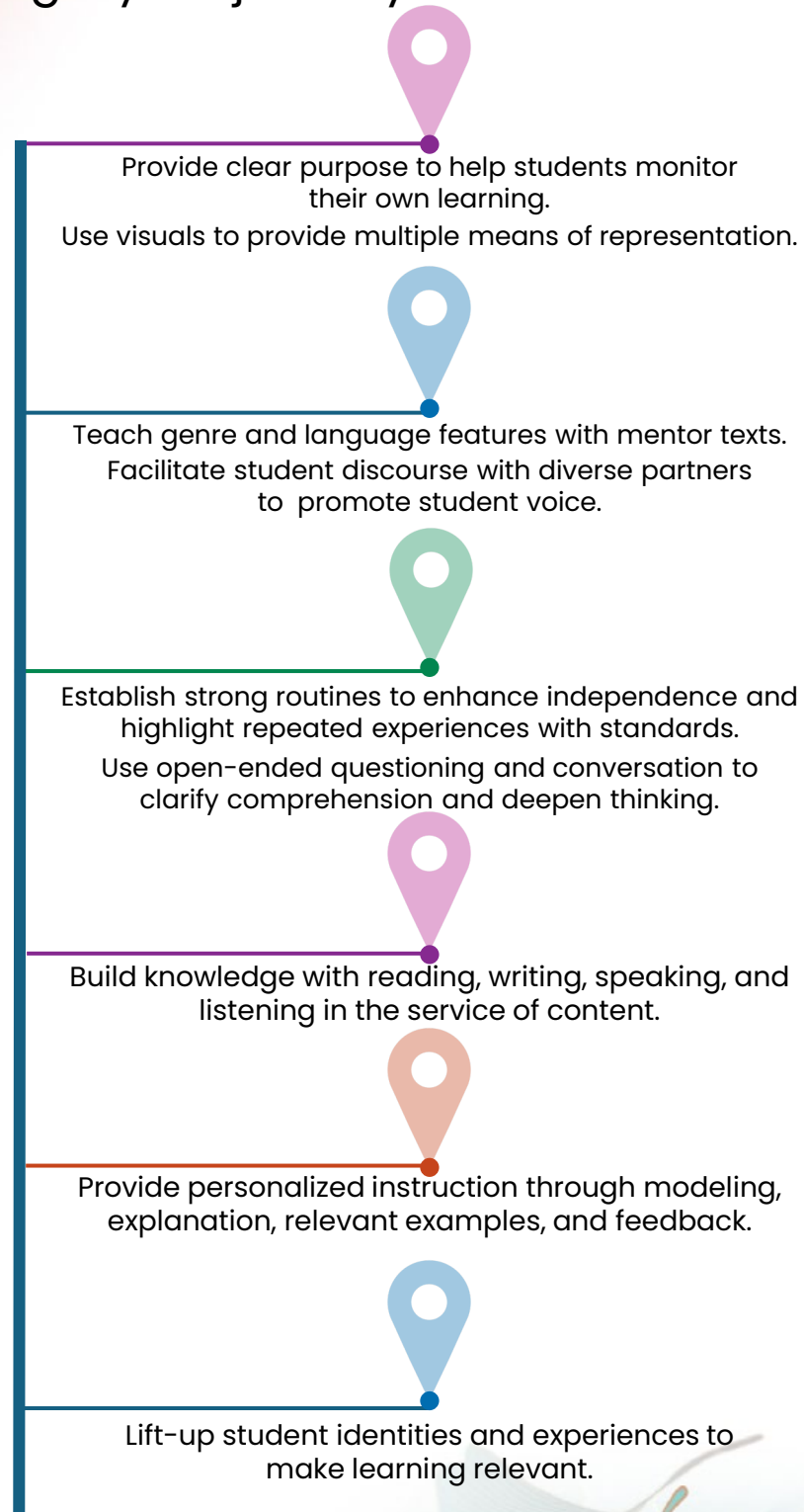
Use the **Unit Introduction activities** (*Public Art: Talk About It, Unit Video, Ice Breaker, Mentor Text, Academic Vocabulary, Goals, and Word Wall*) to engage students in the unit theme.

Use repeated experiences and artifacts such as wall charts to teach students the **unit structure** (*Whole Class, Peer-Group, and Independent Learning*) and the **core routines** (*Prepare to Read, Build Insight, Analyze and Interpret, Analyze Language and Craft, Share Ideas*).

Use the **Share Ideas** tasks to help students reflect on the knowledge they are building by reading across literary and informational texts related to the unit theme.

Use the **Readiness Checks** and **Exit Tickets** to gauge student progress and provide additional modeling, explicit instruction, and open-ended questions that help students deepen their knowledge and skills.

Compose your own responses to the two **Performance Tasks**, the **Performance-Based Assessment**, and a **Unit Project** so you have that experience and model to share with students.



Helpful Links

mySAVVAS Training

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support.savvas.com



Let's Plan and Prepare

Use the Unit At A Glance, Overview, Selection Overview, and Lesson Overview pages in your TE along with the following prompts.

Unit Introduction

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INTRODUCE

Purpose of the Mentor Text
The Mentor Text provides students with a common starting point to address the unit theme. After reading the Mentor Text, all students will be able to participate in discussions about generations.

Lexile: 700L The length and reading level of this selection make it perfect to assign for homework.

Additionally, "Piano Lessons" provides a writing model for the Whole-Class Learning Performance Task and the Performance-Based Assessment at the end of the unit.

Mentor Text: Personal Narrative Model

Remind students to determine the central idea of the personal narrative and how the author conveys that idea.

Have students pay attention to details that reveal the narrator's changing attitude toward Sofia. Ask, How does the narrator feel about Sofia when he first meets her? How do his impressions of Sofia change as they interact?

Encourage students to read this list on their own and annotate unfamiliar words and sections of text they think are particularly important.

SELECTION RESOURCES

Assigning the summary before students read the Mentor Text may help them build additional background knowledge and set a context for their reading.

- Selection audio
- Selection summary
- Printable PDF

LANGUAGE CHECKPOINT Multilingual Learners

Reading Have students complete the Mentor Text summary. Invite proficiency using their criteria.

BEGINNING/ENTERING If summaries show:

- Limited understanding of narrative elements, such as narrator and dialogue
- Limited understanding of narrative elements, such as narrator and dialogue
- Limited understanding of narrative elements, such as narrator and dialogue
- Limited understanding of narrative elements, such as narrator and dialogue

Then consider using the Multilingual Learner Substantial Scaffolds offered throughout the unit.

UNIT 1 INTRODUCTION

MENTOR TEXT
PERSONAL NARRATIVE MODEL

As you read, look for how the writer shows his or her feelings and thoughts.

Piano Lessons

When we moved here last year, the neighborhood kids had one year of advice for me: "Stay away from the angry man old lady who lives across the street. I don't like to be around her, but I had seen the nastiest old woman, scowling and muttering on her porch. She did look kind of scary."

I was easy to keep distance, until one day we got her mail. I missed a letter addressed to Sofia Lopez. My mom tossed it for me because it might be important. I tried to protest, but my mom was so extremely persuasive when she wants to talk.

"Thinking, I crossed the street, hoping the high-waisted old lady wouldn't see me with a letter or something. I had a heart-on and decided to just put the letter in her mailbox, but as I stepped onto the porch, the old woman appeared at the door. I turned with her as I held out the letter. Then, I turned away, ready to walk.

"What," she said. "Come in, I misplaced my glasses this morning, so I need someone to read this to me."

Nervously, I went inside. I expected her home to be gloomy, dark, and dusty, like a haunted house. Instead, it was cheery, bright, and spicily. Two covered couches lay in a patch of sunlight on the floor, and a tiny yellow bird hopped around in a blue cage. The what really captured my attention was the magnificent piano in the corner of her living room. "You play the piano?" I blurted out.

"Not like I used to," she smiled, holding up her hands. Her gnarled fingers looked like twisted tree branches. "Arthritis," she sighed.

"My grandma has that, too," I replied.

"Do you play?" she asked.

How do the Unit Introduction activities (Public Art, Ice Breaker, Unit Goals, Academic Vocabulary, Mentor Text, and Word Wall) build knowledge and interest among students? How will you introduce each routine in Unit 1?

Read the Mentor Text so you can help students connect it to the Unit Theme and their lives.

Complete your own Word Wall using language from the Mentor Text. How might you introduce the Word Wall to your students? Where might you keep a class Word Wall?

UNIT 1 • CROSSING GENERATIONS

Reading Routine

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TEACH

REINFORCE

Make Inferences
ESSENTIAL POINT Making inferences involves combining text evidence with prior knowledge to fill a gap in the story.

Have students pause after reading paragraph 13 and make an inference about Dante's character based on what he has said and done.

"Nobody thinks you're good enough to play here, comprende? Why don't you go back and read some books."

Your whole body will freeze up from the shock of his words. In response to the angry girl looking down, waiting to see what happens next.

Dante ended once and points a finger in your face. "What, are you deaf, kid? I said leave!"

No words from your mouth.

Dante spins to the rest of the guys. "Someone get this scumbag out of my face before I do something stupid!"

A couple regulars will lead you toward the blackboard, but your legs aren't quite working yet. You're confused about the points of your feet. Because what did you do wrong? Why does he have you? You hear things about Dante's reputation inside your chest. Dante writing in maybe he's right. Maybe you really are a scumbag. Maybe you shouldn't be allowed to show up to the gym every day, uninvited.

Maybe the whole center has been one big mistake.

You grab your stuff off the blackboard and start toward the door, but for some inexplicable reason you stop. You turn around. The glass across the court at Dante, muttering, "I just want you to play."

"What?" Dante shouts back. He picks up a ball and flings it at you, narrowly missing. "Pick up your gym gear something to wear!"

"What?"

"I mean play!" you yell, louder this time.

"What?"

A few of the guys start toward you again, wanting to get you out of the gym before you get hurt, but Dante puts a stop to that. "Get away from him! This is between me and the kid!"

You cheer, nervous breaths assuming the time.

"Check it out!" Dante suddenly announces. "The kid's got a good eye for the game." Then he looks back to you. "After you get outside, you walk out then down and never come back, you hear?"

He never mentions him for a few minutes, muttering for his people trying to decide if it's some kind of trick, if you're still in danger. Before your riding is in, though, you find yourself being almost out onto the court.

"Go get Dante Ball," someone is telling you.

"I mean play!" you yell.

"They're letting you play."

As Dante goes home he's muttering when Dante gets in your face, it slows back down over the ball to play. Because this is the one

place in the entire world where you're truly alive. Where your brain shuts off and every move is made on instinct.

It only takes two steps up and down before you shake off the outside and slip into the flow. You rise like a ball game every time you're on the wing, you skip past your defender and spit into the lane for a little more back than all the glaze.

A few guys on the sideline oohing and aahing.

A few guys here bury an open twenty-footer, nothing but net, Dante says.

"You got Dante Ball near half court and race down the floor for a little longer till you're done. And as you retreat back down for defense after that one, you can have the gym emptying."

Now you're back deep inside the folds of the game.

The outside world shakes off and fades, and all you know are the choreographed movements around you. The dance. The beautiful symphony of spinning wheels and grunts and the thrill of body meeting body. Each man's heavy breath and his eyes like a point to be made.

You hear your move deep jumpers, followed by a game-winning scoop shot in the lane, which results in the other team's big man tripping over his own feet and falling on his face.

The gym on your speed mode you near midcourt.

"That's right, you're back," they say.

"That's how you're back," they say.

A few go on about how they've been meaning to pick you up all summer, they just never got a chance. Msk, Msk, Msk.

But just as you're starting to feel yourself, Dante will be back in your grill. "What, you make a couple jumpers, and now you're supposed to be somebody?"

"No, I am—"

"Can't any more, kid."

"Yes—"

It's a gap you're by the way and fling you toward the blackboard, looking to everyone else, "So, I got my spot back! Check back!"

You're suddenly putting up a light here, but don't.

That one.

What matters is you'll have proven you can play. What matters is every hand looks new when you just did well as you differently

REINFORCE

Make Inferences
ESSENTIAL POINT Making inferences involves combining text evidence with prior knowledge to fill a gap in the story.

Have students pause after paragraph 13 and make an inference about Dante's character based on what he has said and done.

Explore the Comprehension Checks and consider how they align with Reading Standards and how you might have students use annotation and peer discussion to respond.

DIFFERENTIATE
SUBSTANTIAL Lead student for reasons a person's heart down after speeding up due students to apply this known narrator to explain why his down.

MODERATE Have students in paragraph 30 that relate students to combine this but prior knowledge to explain narrator is experiencing.

LIGHT Give students an opportunity to make an inference. Ask, Why does the narrator compare basketball to a "beautiful symphony"?

Read the text and explain how it builds knowledge related to the unit theme and prepare students for the section Performance Task and unit PBA.

Find all the places students are prompted to use the comprehension strategy. How does the strategy help students grapple with complex parts of the text?

DIFFERENTIATE Multilingual Learners.
MODERATE Display a photograph from a professional basketball game. Ask students to describe the game and place them in the appropriate location on the photograph.

BUILD KNOWLEDGE
Sports: Basketball Basketball was invented by James Naismith in 1891. While teaching at the International Young Men's Christian Association Training School in Springfield, Massachusetts, Naismith developed the game as a way to keep students active during the cold winter months. In early games, baskets used to be placed on poles were used as hoops, and the ball used was a soccer ball.

COMPREHENSION CHECK
How do the text and prior knowledge help you understand Dante's character?

Let's Plan and Prepare (continued)



Performance Tasks and Assessment

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Explore how the Performance Task draws on experiences students have had with the unit texts.

Introduce

Write a Personal Narrative

Elements of Personal Narratives

Take a Closer Look at the Assignment

Take a Closer Look at the Assignment

Quick Conference

Writer's Handbook

Revisit the Mentor Text from the Unit Introduction and identify examples students might use to illustrate the elements of a Personal Narrative.

Explore the Conference notes and how they embed language of the focus genre.

Explore the Multilingual Learner Support and the Writer's Handbook. What guidance do these resources offer you and your students?

Scaffolding and Differentiation

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What discussion routines might you use so students talk with peers to scaffold their reading comprehension?

Section Overview

Summary

Why this text?

Progress Monitoring

Connection to Performance Tasks

Test Complexity Rubric: Don't Just Sit There Like a Punk

Closely read the options to differentiate for this text.

How do the Teaching Ideas attend to the different things that make this text complex?

How do the ideas for differentiation keep all students with the authentic, grade-level text?

Since purpose drives engagement, how might you make the purpose for reading this text clear for students? What visual reminders might you create to help students connect each text to the Essential Question and PBA?



Explore Your First Unit

Use the following questions and prompts to explore and plan your first unit.

1. Big Picture

Unit

How many lessons/days will the Unit span?

- What do the unit theme and Essential Question tell me about the **knowledge** students build in this unit?
- How does the **Essential Question** make learning relevant for my students?
- How do the **literary and informational texts** build knowledge related to the unit theme?
- How do the **Performance-Based Assessment, Unit Projects**, and **both Performance Tasks** connect and give students multiple ways to show what they know and think?
- How does the learning across the unit prepare students to be successful on the **Unit Test**?

2. Engage and Prepare Students

Unit Introduction

How many lessons/days will the Unit Introduction span?

- Describe what students do in **each Unit Introduction Routine** for this unit: *Public Art, Ice Breaker, Unit Goals, Academic Vocabulary, Unit Video, Mentor Text, and Word Wall*.
 - How will I use visuals, peer collaboration, and movement in the Unit Introduction Routines to **engage** my students?
 - How much **time** will I allocate to each of the Unit Introduction Routines to keep the experiences in two lessons/days to sustain engagement?
- What information will I include on my **Unit board** and how will I make that board interactive throughout the unit?
- How might I use the **end-of-unit PBA and Unit Projects** in the Unit Introduction?
- How will I establish the value of the **Evidence Log** for my students?

Whole Class Learning

How many lessons/days will Whole Class Learning span?

- What **literary and informational texts** are we reading in Whole Class Learning and how do they develop knowledge of the unit theme?
 - Using the **Selection Overviews**, what makes these texts relevant, complex, and accessible for my students?
- What is the **Performance Task** for Whole Class Learning, what standards does it support, and what do students bring from each text to their work with the Performance Task?
- How will I help students leverage the **Writer's Handbook**?
- What are the **Share Ideas tasks** for each text? How do the other routines (Build Insight, Analyze and Interpret) build knowledge and skills toward the Share Ideas tasks?
 - Trace the student journey through a text, explaining the knowledge and skills gained from **each routine**: *Prepare to Read, Build Insight, Analyze and Interpret, Study Language and Craft, Share Ideas*. How will I introduce and support each routine so students are more independent with them during Peer-Group Learning?
- How will I use the **Whole Class Learning Learning Strategies** to prepare students to be more independent during Peer-Group Learning?

3. Support and Sustain Independence

Peer-Group Learning

How many lessons/days will Peer-Group span?

What **literary and informational texts** are we reading in Peer-Group Learning and how do they develop knowledge of the unit theme?

Using the **Selection Overviews**, what makes these texts relevant, complex, and accessible for my students?

What is the **Performance Task** for Whole Class Learning, what standards does it support, and what do students bring from each text to their work with the Performance Task?

How does the **Speaking and Listening task** provide students with an engaging way to show what they know while also deepening their reading comprehension and meeting Speaking and Listening Standards?

Trace the student journey through a text, explaining the knowledge and skills students gain from **each routine**: Prepare to Read, Build Insight, Analyze and Interpret, Study Language and Craft, Share Ideas.

What **scaffolding has been removed** from these routines compared with Whole Class Learning?

How will I use the **Peer-Group Learning Strategies** to prepare my students to be collaborative and independent in their small groups?

What **other routines** might I use to support students as they work in small groups (consider group roles, daily share-back, cross-group discussion boards, small group spotlight on one group's work, etc.)?

Independent learning

How many lessons/days will Independent Learning span?

What **literary and informational texts** might each student read in Independent Learning and how do those texts develop knowledge of the unit theme?

Using the **Selection Overviews**, what makes these texts relevant, complex, and accessible for my students?

What is the **Performance-Based Assessment**, what standards does it support, and what do students bring from each text to their work with the PBA?

How do the **Unit Projects** provide students with an engaging way to show what they know while also deepening their reading comprehension and meeting Speaking and Listening Standards?

How will students use all that they have learned about each routine to comprehend, critique, and respond to the text(s)?

What **scaffolding has been removed** from these routines compared with Peer-Group Learning?

How will help my students design and effectively use their **Independent Learning Strategies and Action Plan** so they feel focused, accomplished, and independent?

PBA and Unit Projects

How many lessons/days will the PBI and Unit Projects span?

How does the PBA draw on **knowledge and skills developed across the whole unit**? If I were writing the PBA, what would I say, how would I say it, and what would I need to be successful?

How will I have students **present their PBAs and their Unit Projects** so they celebrate all that they have learned and remember how much their individual perspectives matter?