

Template for Illinois Reads Curriculum Plan CIEP 329 S17
Illinois Reads Books

This is worth 5% of your course grade.

Title of Book	<i>Gandhi: A March to the Sea</i>		
Title of Unit	<i>Illinois Reads- Power to Create Change</i>		
Grade level (interest)	5th	Reading Grade level	7th
Lexile Level	880	Guided Reading level	4th-6th
A. Purpose for Instruction/ Essential Questions	Essential Questions (EQ): Why is marching important to history? How do we have the power to create change? Is it more important to follow the rules or break them for a good cause? **these will not have set answers but will be for fostering discussions for students to challenge their own thinking**		

B. Alignment to the depth of the Common Core – Standards addressed and assessed

CCSS ELA Standards [Reading, Writing]	<ol style="list-style-type: none"> 1. CCSS.ELA-LITERACY.RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. 2. CCSS.ELA-LITERACY.RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. 3. CCSS.ELA-LITERACY.RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. 4. CCSS.ELA-LITERACY.RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. 5. CCSS.ELA-LITERACY.RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). 6. CCSS.ELA-LITERACY.RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>.
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D. Text Sections to be read closely with plans to support reading and discussion

Lesson 1: Teaching Vocabulary, inside-out, click-clack-clunk, CCSS RI 5.4, pgs. 12 (garment), 21 (weary), 35 (humility) Lesson 2: Strategy Anchor Chart around inferencing (pg. 310 STW), CCSS RI 5.1, pgs. 1, 2, 9, 14, 20, 28, 34 Lesson 3: Anchor Chart around main idea, CCSS RI. 5.2., entire book

Lesson 4: Purposeful Talk, Jigsaw (pg. 54 STW) CCSS RI 5.8, each group focused on different page numbers, pgs. 1, 2/3, 9, 16/17, 20, 28, 31, 35, 36
 Lesson 5: Cause and Effect text structure, Interactive Read Aloud (pg. 48 STW), CCSS RI 5.3, entire book
 Lesson 6: Lifting text (pg. 49 STW), CCSS RI 5.6, pgs. 1, 9, 31, & additional text

- “Selma to Montgomery March” <https://newsela.com/articles/lib-history-selma-to-montgomery/id/25112/>

Academic Language to be supported at word, syntax and discourse levels	India, British, March, taxes
Tier 2 Words	Countrymen, forbidding, outcasts, humility
Tier 3 Words	Turbaned, Untouchables

Bloom’s Levels Addressed: (Check all that apply)

Remembering <input checked="" type="checkbox"/>	Analyzing <input checked="" type="checkbox"/>
Understanding <input checked="" type="checkbox"/>	Evaluating <input checked="" type="checkbox"/>
Applying <input checked="" type="checkbox"/>	Creating <input checked="" type="checkbox"/>

E. Instructional Lessons

Research Based Strategies [Tied to STW & standards]	List the strategies that you plan to emphasize (pgs. from <i>Strategies that Work</i>):
	-Thinking aloud (pg. 46), all CCSS
	-Interactive Read Aloud (pg. 48), CCSS 5.3
	-Lifting text (pg. 49), CCSS 5.6
	-Strategy Anchor Chart (pg. 51), CCSS 5.2
	-Purposeful Talk, Jigsaw (pg. 54) CCSS 5.8
	-Strategy Anchor Chart (pg. 310), CCSS 5.41
	-Teaching Vocabulary, click-clack-clunk, CCSS 5.1

Brainstorming for Lessons-Interactive activities for each lesson

Lesson Plan 1

Teaching

Vocabulary

-Co-create anchor chart

-click-click-clunk, CCSS RI 5.4

EQ: Is it more important to follow the rules or break them for a good cause?

- As students are practicing their vocabulary comprehension, many of the words that may pose a challenge are words around why the marchers were marching in the first place. These words contribute to the overall understanding of following rules. For example, taxation is paying another entity for a good. Thus, when students understand the vocabulary behind why the marchers take a stand against the government by breaking rules, we can discuss the essential question.

CCSS: [CCSS.ELA-LITERACY.RI.5.4](#): Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.

Objective(s): Given the text, students will apply the click-click-clunk strategy to identify at least two words that hinder their comprehension of the text.

Materials:

- Chart + markers
- Copies of the text for students (print or electronic)
- Specific sentences lifted from text for students practice, pgs. 12 (garment), 21 (weary), 35 (humility)
 - Project pages onto screen as needed
- PowerPoint

Procedure:

1. Begin the lesson by telling students you were reading a book the other night and there was one word you kept getting stuck on. You were so caught up on trying to figure out what the word was, that you could not keep reading because your comprehension was in jeopardy. Ask students what types of strategies they use when they are stuck on a word. *This will allow you to gain an understanding of the types of strategies students are already using and perhaps refreshers on strategies they might have learned in the past.*
2. For this lesson, pull out the specific sentences within the text that incorporate the vocabulary words: pgs. 12 (garment), 21 (weary), 35 (humility). Let the students know these words are from a text that will be studied for various reading strategies throughout the unit. *This will help provide familiarity for students as well as lay some context into what will be coming up in the next few lessons.* First give a definition of the **click-click-clunk strategy**. Using the example words from the above pages/powerpoint, model what the strategy is. Explain how you can read most of the words, but then you get stuck on a certain word, being the clunk.
3. Model reading silently in your head and thinking about click-click-clunk. For the words that are clicks, you are able to read them and it does not stop you from comprehending the text. For the words that are clunks, or the ones that stop you from understanding what is happening in the text, go back and look first at the word itself trying to sound it out, then look at the context clues around it. What could the word mean based on the syntax, or surrounding words, of the sentence?
4. Emphasize to students *why* click-click-clunk is an important strategy to remember when it comes to monitoring comprehension. We want students to pinpoint where their comprehension began to be muddled by words, sentences, or structures. Thus, students are able to say “this word, using textual evidence, forced me to pause because I realized my comprehension got interrupted.”

5. Once students have gotten the chance to practice the strategy using the example pages pulled from above, pass out a copy of the text, print or electronic, to the students to be able to read on their own with a focus on vocabulary. Encourage them to find at least two words they identified as clunks, they can highlight, circle, and underline the words, and write their thinking behind how they tried to figure out the word.
6. Allow them to partner share and go over a few of the words in a large group. If students had the same words, use this as formative data driving what words might be challenging as the unit continues on.
7. After discussing the vocabulary words, pose the essential question and have students use the words they identified as clunks in the discussion.
8. Be sure to collect their copies of the text as a formative assessment to which words the students struggled with.
9. Have the students do a fist to five with how comfortable they feel using this strategy.

Formatives: textual annotation, observation (looking for their use of the vocabulary word in discussion), and fist to five

- These formatives align to the objective of the lesson because the students are directly practicing the strategy with immediate feedback from the teacher in terms of possible misconceptions or points of confusion. The annotation has students identifying words that are influencing their comprehension, the observation of how students are then using those words aligns back to their overall comprehension. Finally, the fist to five indicates how fluid this strategy is for the students and what might need potential re-teaching.
- These align to the CCSS of focus as students are being asked to determine the meaning of words from a text appropriate for 5th grade when they use write their thinking to how they determined the meaning of the words they indicated.

Lesson Plan 2
Inferencing
-Strategy Anchor
Chart (pg. 310
STW), CCSS RI 5.1

EQ: How do we have the power to create change?

- Throughout the text, and specifically the pages studied for this lesson, the author is hinting at ways that ordinary people created change by taking action. Because it not explicitly stated, this will be a good question to align with the inference lesson plan. By practicing inference and then looking at this question, students will be seeing inference in a larger lens connected to what the author wants the readers to take away from the text.

PowerPoint

CCSS: CCSS.ELA-LITERACY.RI.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Objective(s): Given the text, students will infer what the author is saying using at least one piece of textual evidence per inference.

Materials:

- pgs. 1, 2, 9, 14, 20, 28, 34 of text
- objects for inference (at least 4-5)
- sticky notes
- PowerPoint slides
- Copy of the text (same copy handed out from the previous lesson)

Procedure:

1. Begin by explaining how, when we read texts, we are drawing inferences whether we know it or not. Introduce the *Gandhi* text once more and start with PowerPoint slides and explain the layout of the facts, questions, and inferences table. Explain that as we see a fact and as we infer, there is a micro step in between we may not always be aware of-questioning. Model the **inferring anchor chart** from *Strategies that Work* (pg. 310) using the think aloud strategy and an example from the text.
2. To emphasize *why* inferencing is important, talk about the steps the chart helps lay out. We have facts from the author or the text, which we know to be true, but what question does it spark in our minds? What do we want to know more about because the author has intentionally left it out? Making an inference allows readers to capture the larger themes of the text and supports comprehension by rounding the text out. If readers only relied on the information present in the text, then they would not be drawing on their background and prior knowledges when engaging in reading. *Allowing students to study and take note of the questioning step in between the fact and inference step helps facilitate their own comprehension when they are stuck in inferencing. If they have a fact but cannot come up with an inference, they must first think about what the fact makes them think. What questions come up because of the explicit evidence?*
3. Practice this skill with the slides in the PowerPoint. Students can pair and share, write in a separate document, or whole group share their answers.
4. Give the students the opportunity to practice this skill by having them come up with their own facts, question, and develop a question and inference in pairs that they can write on a co-created anchor chart/PowerPoint slide (your preference). They will work in groups of 2-3 and use the pages listed above.
5. Once the students have come up with their inference, allow them to come up to the chart on the slide and write in their fact, question and inference.
6. After all the questions and inferences have been written, ask students to share their work through thinking aloud with the class. *This will be a good opportunity to find any misconceptions students are running into and provide immediate feedback.*
7. Pose the essential questions and leave room for student discussion. Does the author hint at the ability of people to create change? *Here the students should draw textual evidence, (explain that you have provided the question), and draw an inference.*
8. End the lesson by having students create a newspaper headline from the *Gandhi* text. They will swap their headline with someone else in the room who must write a question and infer, based on the headline, what the hypothetical article might be about. Emphasize that the headline must be a piece of textual evidence directly from the text (accurately quoted).
9. On their way out, make sure to collect the headline on one sticky note, and the questions and inference on another. *Students will be demonstrating their understanding of facts from the text (or explicit language with the headline), and how to think of a question that leads to an inference by answering a partner's.*

Formatives: Object infer, pair work with text, and newspaper headline

- These formatives align to the objective of the lesson as every step of the way students are using an explicit object, or line from the text, and developing questions and inferences. They are also putting this process in reverse when they develop their own from any part of the text.

- They align to the CCSS practicing the application of the skill of inferring by going through the process, looking at facts, questions, inference. Students must find a fact in the text, ask a question, and develop an inference.

Lesson Plan 3

Main Idea

-Anchor Chart, CCSS RI. 5.2.

PowerPoint

EQ: Why is marching important to history?

- Marching is an important part of how we are exercising our rights as citizens. The text serves as a great jumping off point to determine why the Salt March is worth even writing about in terms of Gandhi's life and the things that he has accomplished. Yet, often times throughout history, marching is happening with a purpose, a main idea, fueled by supporting details, such as events and narratives. Being able to discern the main idea will not only help in the understanding of the text, but also in later movements and reason for said movements.

CCSS: CCSS.ELA-LITERACY.RI.5.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

Objective(s): Given the text, students will determine at least one main idea and use three pieces of textual evidence as supporting details.

Materials:

- PowerPoint Pages
- Text
- Student copies of text (same one they have been annotating on)
- Bulls-eye worksheet

Procedure:

1. Begin the lesson by having the students create two circle, an inner and outer, where the students are facing one another. Pose the question: What do you know about main idea? and have the students share with a partner for 30 seconds. Then they will rotate to another partner and share for 30 seconds.
2. Pose the next questions: What do you know about supporting details? and have the students rotate two more times (in total, they will have rotate 4 times). *Walk around as students are discussing to get an understanding of where their background knowledge is on main and idea and supporting details. Take not to see if anyone mentions textual evidence, texts having more than one main idea, or any other interesting thoughts to bring up large group. This formative will help you gauge where the students are at and where the lesson must go.*
3. Pull up the PowerPoint slide that has the target and model an example of main idea and supporting details with the following video: <https://wethevoters.com/film/why-we-march>
 - a. The main idea= marching is our right and can change the circumstances
 - b. Another main idea= matching must turn to policy
 - c. The supporting details are= Boston tea party, civil right movement
 - d. Supporting details= woman's suffrage movement, environmental policy

4. Have the main idea and supporting details prewritten out to be able to sort with students using the think aloud strategy. *Because this first idea is modeling, having the text supplied for the students to then organize will allow them to focus on identifying main idea versus details rather than getting caught up in trying to figure out wording.*
5. Once the main ideas and supporting details of the video have been shared, have the students practice doing this same idea with the *Gandhi* text. They can use the same bulls-eye idea by drawing it, or write it out with the main idea on the top and supporting details underneath.
6. Emphasize *why* teaching main idea and supporting details are so important. *They allow readers to get an overall understanding of the text which helps the reader monitoring what is going on in the text.*
7. Have the students get back into onion ring formation to swap their bulls-eye with at least two other people (two rotations) to receive feedback on their bullseye.
8. Do a fist to five to determine where the students are in terms of identifying main idea and supporting details. Re-teach and clarify what students might have confusion about.
9. Pose the essential question tied to this lesson and leave space for students discussion. How does the video tie to the text? How did the Salt March influence history? How has marching changed how we define citizenship?
10. End lesson with an exit slip asking student why it is important to know the main idea of a story. Be sure to collect their bullseye sheet and exit slip.

Formatives: Onion Ring, student sorting during think aloud, exit slips

- These formatives align to the objective of the lesson because students are talking about and discussing what it means have a main idea and supporting details. They also allow for having the chance to practice main idea in a way that can provide students with immediate feedback as they are learning it to correct any misconceptions or misunderstandings.
- These formatives align to the CCSS because the formatives are allowing students to practice the skill worksheet as we work our way through the lesson. Thus, feedback can be intentional and immediate.

EQ: How do we have the power to create change?

- The text heavily highlights how one man influenced a community to create change together. If this questions is not addressed with the students, it could be a missed opportunity to how literature of the past can influence history in the making and the important roles we all serve in creating change. This text, paired with other marches in history, can instill a sense of empowerment for change in students.

CCSS: CCSS.ELA-LITERACY.RI.5.8: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

Objective(s): Given the text, students will identify a point made by the author and justify it through at least two pieces textual evidence.

Materials:

- Student copy of the text
- pgs. 1, 2/3, 9, 16/17, 20, 28, 31, 35, 36 (up to 9 groups/adjustable based on class size, no more than 3 per group)
- writing notebooks/blank papers/graphic organizers (based on students' needs)

Lesson Plan 4
Purposeful Talk
-Jigsaw (pg. 54
STW) CCSS RI 5.8

Procedure:

1. Starting the lesson by using an example page or two from the text reading it aloud to students, having them read it once in their head, and then once to their partner. Have them keep in mind that you will be modeling looking for the **main point** of the text that is being read and encourage them to look for the same thing.
2. Conduct a think aloud to model how you came up with the main point. *We want to emphasize here that the main point is something you could sum up in one sentence. What do all the details add up to? What is the most important part of what the author wrote?*
3. Share with the students why you choose the main point you did and then point out two pieces of evidence from the text to support your answer.
4. Have students work in groups to analyze text based on page numbers listed above and then teach the class what point the author was making and what reasons they found to support the main point. This is called the jigsaw strategy to encourage purposeful talk among the partners around a text they are reading. *We want to students to talk about their texts with purpose and intention behind them. This will help students practice what it means to truly discuss a text with a purpose behind it.*
5. Walk around as students look over the text and work with one another to come up with the main point and supporting details. Facilitate the conversations as needed.
 - a. Note: It is ok if there are two groups doing the same pages because they might discern different points. As long as they can defend their main points with details, they are meeting the objective.
6. Have every member of the group assign themselves a letter (A, B, C, depending on how they are split). Next, have all the A's come together, B's and so forth so they can share with other groups what they came up with in their group. *This will be a good chance to engage all students, have them participate in teaching, and serve as a formative to see where students are at in terms of using details to explain their main points.*
7. Once students have had the chance to share what they come up with in their groups, present another part of the text, not used in the model or by the students. For their exit slip, have students conduct a 3-2-1 assessment asking them to write 1 main idea, 2 supporting details (textual evidence) and 3 main ideas they heard from other classmates.
8. Based on all the students teaching, pose the essential question to touch on the idea of how many main ideas can lead up to the message of the author. What does the author want us to take away from the text as a whole?
9. Remember to collect the exit slips.

Formatives: Read to partner, Jigsaw Activity, 3-2-1 exit slip

- These formatives align to the objective because they actively engage students in finding the main idea and supporting details rather than having them watch the teacher do it. It also has them practicing main idea and supporting details multiple times throughout the lesson.
- These formatives tie to the CCSS because as the students are teaching on another what their main point and supporting details were, they will have to engage in explanation to draw the dots together.

Lesson Plan 5
Cause and Effect
-Interactive Read
Aloud (pg. 48 STW),

EQ: Is it more important to follow the rules or break them for a good cause?

- This essential question will be taking the state standard to the next level as students will have the chance to discuss how interactions and relationships have intentions behind them and how their intentions might influence how we see the action to be "good" vs. "bad." This question will be good to discuss within the context

of marching and citizenship.

PowerPoint

CCSS: CCSS.ELA-LITERACY.RI.5.3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Objective(s): Given the text, students will identify two or more individuals, events, ideas, or concepts and explain their relationships or interactions on one another.

Materials:

- Student copy of text
- Graphic organizer/writing notebook

Procedure:

1. Ask students to come to the board and write their ideas of what they know cause and effect to be (slides 2-3 on the PowerPoint).
2. Switch gears and have students analyze cause and effect in their student copy of the text by citing textual evidence to explain that cause and effect is often a common feature of historical based texts. *Provide them time to work individually or in pairs.* Have students write their cause and effect charts in the graphic organizer so it can be collected as a formative assessment at the end of the lesson.
3. Walk around and work with students as needed based on the patterns of cause and effect they are seeing in the text. *Many of the cause and effect situations will revolve around human actions and their subsequent reactions.*
4. Once students have found at least three instances of cause and effect, have them create two circles. One circle on the inside, the other on the outside. They should be facing one another so they are creating pairs.
5. Have students share the cause and effect they found in the text. *Include sentence stems so students are explaining the relationships (i.e. event A cause event B because..., they influenced each other because..., etc.)* Once students are done, have them rotate at least three times.
6. Next, pose the essential question. This question is being revised from the first lesson plan. Students can share their ideas in their groups, pairs, or class wide.
7. Remember to collect the cause and effect charts made completed by the students to provide feedback and monitor the students' understanding.

Formatives: turn and talk, inside-outside circle, cause and effect graphic organizer (created by students)

Lesson Plan 6

Compare/Contrast -Lifting text (pg. 49 STW), CCSS RI 5.6,

EQ: Why is marching important to history?

- Not only does this text share a historical moment in time, but the back of the books also hints at the influence Gandhi had on future leaders to come. The idea of non-violent protesting and marching for certain rights has been replicated time and time again to change how society responds to various policies, stigmas, and social norms. Discussing this essential question with students can touch on the true impact of strength in numbers working towards a common goal.

PowerPoint

CCSS: CCSS.ELA-LITERACY.RI.5.6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

Objective(s): Given two texts about a similar topic, students will analyze the similarities and differences through comparing and contrasting the points of view.

Materials:

- **PowerPoint slides**
- **Student copies of their text**
- pgs. 1, 9, 31, & additional text (below)
- copies of “Selma to Montgomery March” <https://newsela.com/articles/lib-history-selma-to-montgomery/id/25112/>

Procedure:

1. Begin the lesson by placing a few different objects in the center of the classroom all together, as if they are creating a scene. Ask 5 students sitting in various parts of the room to describe what they see. *The students would all have different vantage points, or points of views, and would be looking at the same thing, but seeing it in different ways.*
2. Ask students to share what they know about points of views in text through brainstorming on the board. *This will also be a good way to check their background knowledge on points of views.*
3. Explain how history often is told differently based on the author’s perspective. Introduce the additional text (listed above in materials) and have the students read through once independently and once with a partner. *This will help students feel comfortable with the text and work on their fluency.*
4. Put up slides 2-3 of the PowerPoint for students to write their ideas of comparing and contrasting on the board.
5. Put up the slide that has a venn diagram. On one side have “The Salt March” and on the other have “The Selma March.”
6. Have students **compare and contrast** the points of views of the two texts. *Asking students questions like who was the audience? Why did they do the march? How do the two marches differ? How are they similar? They can work in a small group, in pairs, or individually checking in with one another as needed.*
7. As students finish, have them come up to the board to write what they found.
8. Students will then have the opportunity to talk for one minute about their findings. *This will be the Talk a Mile a Minute formative assessment to gauge where the students are at.*
9. Pose the essential question, again revisiting from a previous lesson, and allow students to discuss with one another/whole group.
10. Save the PowerPoint page with the students’ findings to determine, overall, how the students are doing.

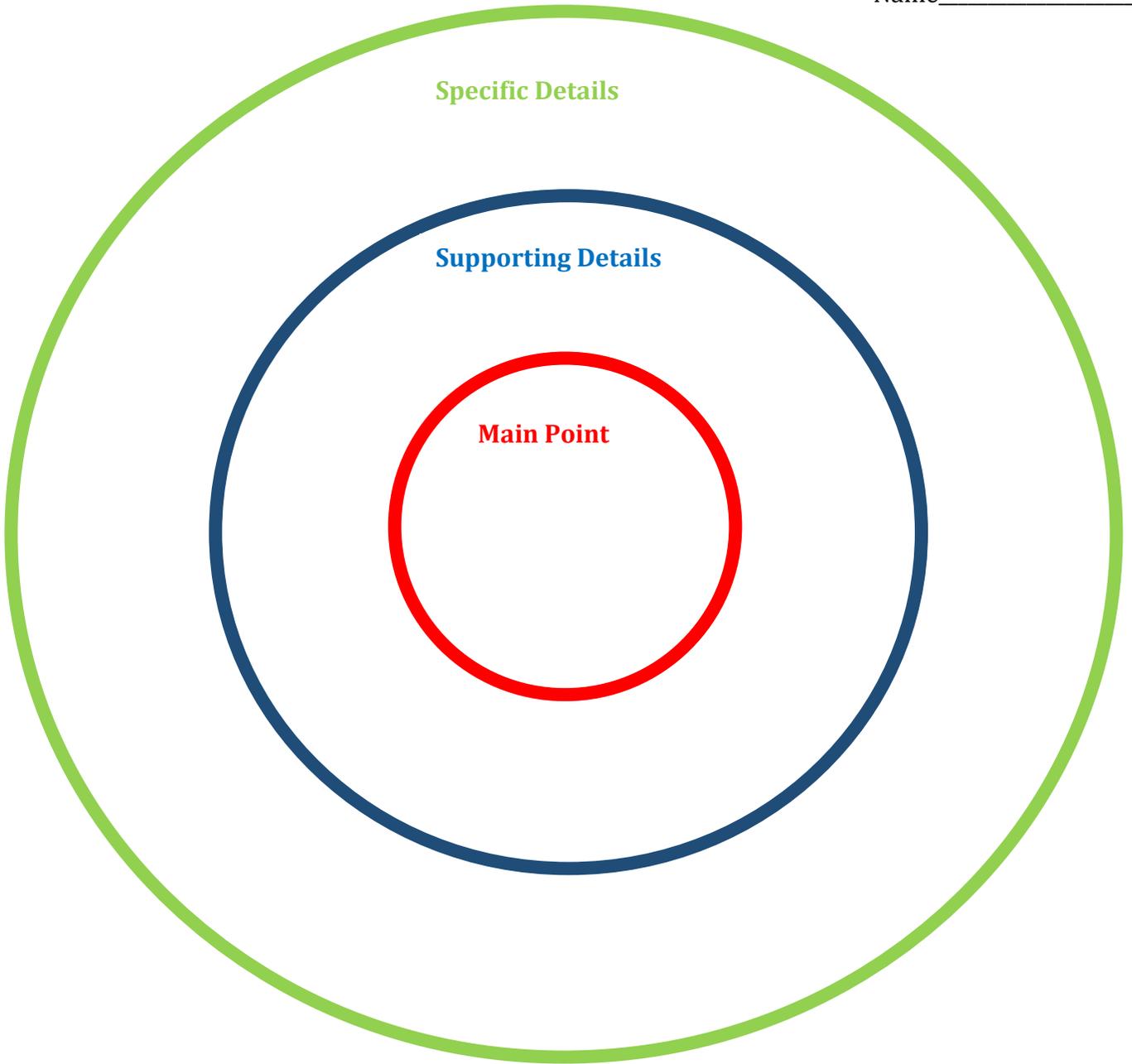
Formatives: brainstorming points of views, venn diagram, mile a minute

- These formatives align to the objective because students are explaining their thoughts process behind the different viewpoints they have found through comparing/contrasting. They are also touching on students’ background knowledge about the two marches to strengthen instruction.
- These formatives align to the CCSS as there are two texts on a similar topic and students are pointing out their similarities and differences in points of views.

F. Assessment (Align to Section B) Brainstorm

Formatives	*listed within each lesson
Summative	Pyramid Activity: students will have Gandhi at the top of their pyramid and will use the various tiers to practice the skills used within the above lesson plans. <ul style="list-style-type: none">• If using the lesson plans independently, the pyramid summative can be modified to focus on the specific skill/strategy being taught in that lesson.

<p> Facts *textual evidence!</p>	<p>Questions </p>	<p>Inference </p>



Why is it important to understand the main idea of *Gandhi*? How did the Salt March influence history?

Main Idea	Textual Evidence	Page Number	Inferences

LP 5

Cause
textual evidence



Effect
textual evidence

Cause
textual evidence

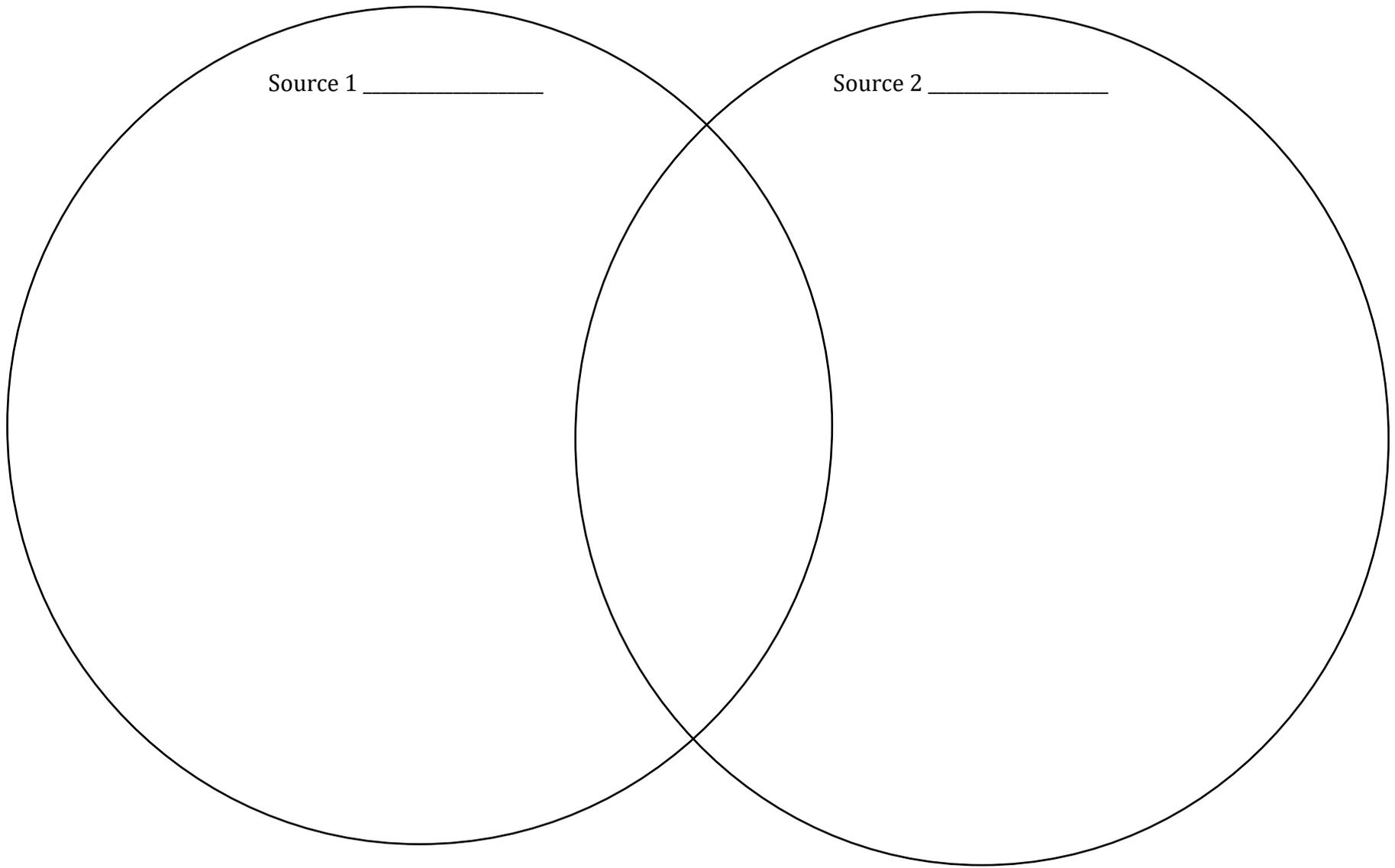


Effect
textual evidence

Cause
textual evidence



Effect
textual evidence



Pyramid

Please fill out the pyramid using the following prompts:

Top Tier: What is the Main idea?

Second Tier: What textual evidence can you use to support your main idea?

Third Tier: What inferences could you make to the text?

Fourth Tier: How does this text connect to marches throughout history?

Mentor Text Title:
Mentor Text Author:

