

S19 Template for Illinois Reads Final Curriculum CIEP 329
Illinois Reads Books

Title of Book	<i>The League Of Secret Heroes: Cape</i>		
Title of Unit	The League of Comprehension: Diverse Media		
Grade level (interest)	3-5	Reading Grade level	5th
Lexile Level	760L	Guided Reading level	
A. Purpose for Instruction/ Essential Questions/ Theme	<p>This unit will help students to engage in a historical fiction text. Through this book, students will practice reading skills including synthesizing, summarize, and visualizing. With use of different types of technology, such as garage band, Popplet, and Smart Board, students will engage with the text in diverse ways. The main theme of this work is coming together and using your strengths to overcome challenges. These lessons use diverse means of responding so students can showcase different talents.</p> <p>How do images and other media help readers to understand a text? How do different backgrounds and views affect perspective?</p>		

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

CCSS ELA Standards [Reading, Writing]	<p>1. CCSS.ELA-LITERACY.RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p>2. CCSS.ELA-LITERACY.RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>3. CCSS.ELA-LITERACY.RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p>4. CCSS.ELA-LITERACY.RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p> <p>5. CCSS.ELA-LITERACY.RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.</p>
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	6. CCSS.ELA-LITERACY.RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
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C. Student Learning Outcomes – Targeted unit goals

Students will work in pairs to find words they are unfamiliar with and determine their meaning with context clues. Students will use visuals to add detail to the chapter and see how images help to deepen understanding. Students will summarize the text by picking the most important parts of the chapter to illustrate. Students will use music to provide readers with a deeper understanding of the meaning of the text. Students will look at a scene from another character’s perspective and illustrate how the thought process differs because of the narrator. Students will see how the experiences of the narrator affect the readers’ understanding of the scene.
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D. Text Sections to be read closely with plans to support reading and discussion – identify pages

Lesson 1: chapter 9-10 Lesson 2: chapter 13 Lesson 3: chapter 25 Lesson 4: Chapter 36
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Academic Language to be supported at word, syntax and discourse levels Vocabulary Tier 2 Words Tier 3 Words	Tier Two: confidential, crucial, operation, grander, puzzler, Tier three: Nazi, teleportation, mathematicians, sabotage, targets, Academic language: Visualizing, Inferring, summarizing, graphic novel, text features
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Bloom’s Levels Addressed: (Check all that apply)	
<input checked="" type="checkbox"/> 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

E. Instructional Lessons

Research Based Strategies [Tied to STW & standards]	List the strategies that you plan to emphasize: Harvey, S., & Goudvis, A. (2007). Strategies that work: Teaching comprehension for understanding and engagement. Portland, Me: Stenhouse Publishers. Lesson 1 (Inferring) – Chapter 10 Lesson 2 (Visualizing and Inferring) – Chapter 10 Lesson 3 (Visualizing and Summarizing)– Chapter 10 and 12 Lesson 4 (Inferring) – Chapter 10
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Interactive activities for each lesson	Lesson 1 – An example will be done with the class on a smart board (or white board) so all the class can see. The students will work with an organizing program like Popplet to create a Word/Inferred Meaning/ Sentence. Lesson 2 – As a class, students compare and contrast the 3 main characters on a 3 way Venn Diagram to prepare them for illustrating the scene from another perspective. Lesson 3 – An example will be done on the smart board where the class works together to pick out key details that need to be illustrated from the previous chapter. Lesson 4 – Students use garage band to add songs to an illustrated chapter of the book.
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Plans for four instructional lessons, including examples of text dependent questions, graphic organizers and technology based original interactive materials

Lesson 1:

Objective:	<u>CCSS.ELA-LITERACY.RL.5.4</u>
Procedure	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
Lesson One:	Students will work in pairs to find words they are unfamiliar with and determine their meaning with context clues.
Technology pages:	For this lesson, students will have read through chapter 10 (individually or as a class) Chapters 9-10 I do <ul style="list-style-type: none">• The teacher will introduce the lesson on using context clues to find the meaning of new or less common words.• Using the previous chapter (chapter 8) the teacher will model the first word found in chapter 8.<ul style="list-style-type: none">○ The teacher can stress that it is not only for words students have never heard or seen before, but also for words that are less familiar and not often used.○ The teacher will fill out the organizer with the word, the inferred meaning, the clues that helped determine this meaning, and the sentence it was found in. We do: <ul style="list-style-type: none">• Turn and talk with elbow partner(s). Come up with a word from chapter 8 that is unfamiliar• Have some students share out their words and the thinking behind it and fill out the graphic organizer to provide more examples. You do: <ul style="list-style-type: none">• Students use a graphic organizer (such as Popplet) to fill in this chart on tablets or computers for chapter 9 and 10. They will use the headings just as the class example used: word, Inferred meaning, clue, and sentence Close <ul style="list-style-type: none">• To end the lesson, the class will come back together and share out some of the words they found in the chapters and the meanings they inferred through context clues.• This chart will be printed out (or shared online) and used in formative assessment Popplet Example Page 9

Lesson 2:

Objective:	Standard: CCSS.ELA-LITERACY.RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.
Procedure	CCSS.ELA-LITERACY.RL.5.3
Lesson Two:	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
Technology pages:	Students will look at a scene from another character's perspective and illustrate how the thought process differs because of the narrator. Students will see how the experiences of the narrator affect the readers' understanding of the scene. For this lesson, students will have read through chapter 13 (individually or as a class) Chapter 13 I do <ul style="list-style-type: none">• The teacher will introduce the lesson by sharing the project: writing the diner scene from another character's perspective and adding an image• The teacher will use an online Venn Diagram with 3 circles to compare the 3 main characters (NAMES). The teacher will start by adding a few important characteristics of each character and then open it up to the class. We do: <ul style="list-style-type: none">• The class will continue the Venn Diagram by adding more of the characters' characteristics• Students will choose which character they want to be their main character and brainstorm with a partner what important parts of the scene they need. You do: <ul style="list-style-type: none">• Students will work independently to write the scene in a paragraph or two.• Students will then share with a partner and edit as needed then turn this in as formative assessment. • In Summative assessment, this paragraph will be revised and an image will be added Venn Diagram Example on Page 11

Lesson 3:

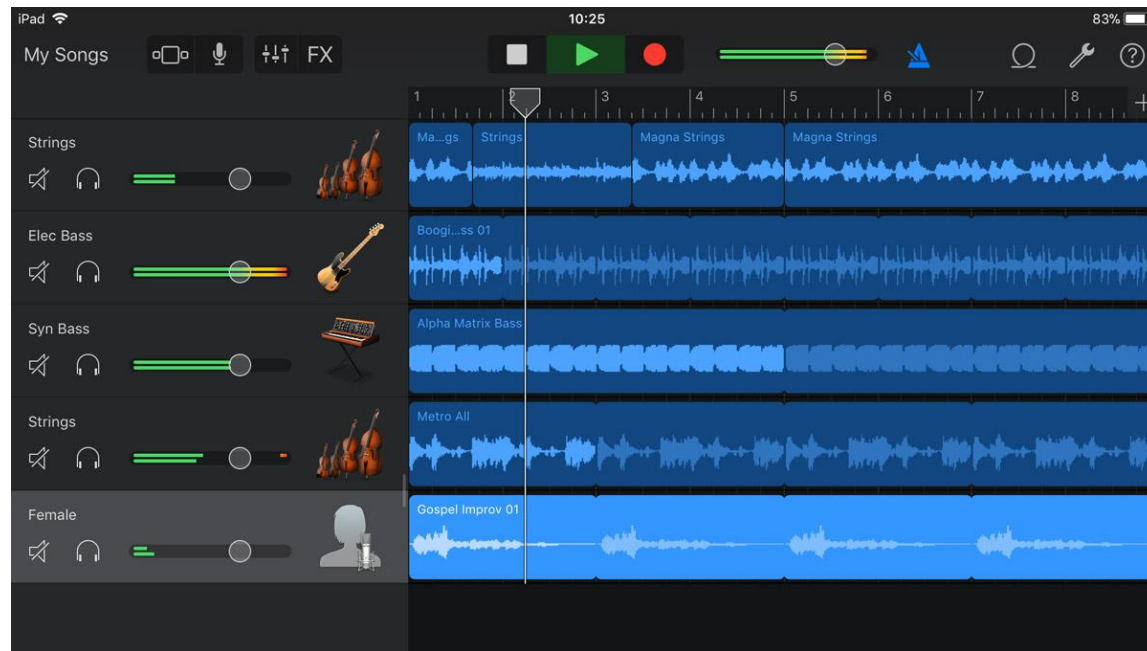
Objective:	<u>CCSS.ELA-LITERACY.RL.5.1</u> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
Procedure	
Lesson Three:	<u>CCSS.ELA-LITERACY.RL.5.2</u> Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
Technology pages:	<p>Students will use visuals to add detail to the chapter and see how images help to deepen understanding. Students will summarize the text by picking the most important parts of the chapter to illustrate.</p> <p>For this lesson, students will have read through chapter 25 (individually or as a class)</p> <p>Chapter 25</p> <p>I do</p> <ul style="list-style-type: none">• The teacher will introduce the lesson, to the students: illustrating the chapter with the details they find most important for the chapter's story line.• The teacher will start a bulleted list for chapter 24 of the most important events adding a couple events, then add visuals on a comic book template (on smart board)<ul style="list-style-type: none">○ The teacher can discuss the part of the comic chapters that help the reader have a deeper understanding of the text<ul style="list-style-type: none">▪ Visuals (including back ground to set the scene), thought and speaking bubbles, background knowledge from the words across the top or bottom of the frame not in the actual picture <p>We do</p> <ul style="list-style-type: none">• The class will contribute more important events and how they should be illustrated to work through chapter 24, or until the class has a good understanding of the task <p>You do</p> <ul style="list-style-type: none">• Students will start with a list of the most important events in order, then add illustrations and other comic book features such as thought and speaking bubbles• Students will share with a partner and have the chance to revise then turn this in as formative assessment <p>https://www.printablepaper.net/category/comics - has a variety of free printable comic book page layouts</p> <p>Comic Book Example on Page 10</p>

Lesson 4:

Objective:	<u>CCSS.ELA-LITERACY.RL.5.7</u> Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
Procedure	
Lesson Four:	Students will use music to provide readers with a deeper understanding of the meaning of the text.
Technology pages:	For this lesson, students will have read through chapter 36 (individually or as a class) Chapter 36 I do <ul style="list-style-type: none">• The teacher will introduce the lesson by discussing how music helps gain deeper understanding (such as in movies)<ul style="list-style-type: none">○ The teacher can play a movie clip and listen to the music without watching and then explain how the music makes the viewer feel and how it matches to what the movie wants you to feel We do <ul style="list-style-type: none">• Students can then join in listening to a movie clip and sharing what they think the director wants you to feel• Another movie clip can be watched without music (or sound if needed) to show how empty the movie feels without the music• The differences are then discussed and the class can discuss how the music makes the viewer feel more about the scene You do <ul style="list-style-type: none">• Students will use “Garage Band” to add music to the comic book scenes in chapter 36• They will then explain their music choices in a paragraph that will be turned in for formative assessment Garage Band Example Page 8

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Plans for Formative and Summative Assessment linked to standards and learning outcomes (objectives)	Formative assessment will be performed at the end of each lesson Lesson 1: New/Uncommon words graphic organizer Lesson 2: Paragraph or 2 of scene written from another character's perspective Lesson 3: Add images (and thought and text bubble, ect) to a section with only words Lesson 4: Add music to a chapter with pictures and write a paragraph explaining Summative These assessments will be reviewed and returned for students to make corrections and add details. For the paragraph from lesson 2 an image to give the reader deeper understanding will be added and the paragraph from lesson 4 can be decorated with how the music chosen makes the student feel. These additions and updates will be combined into a large poster (the four papers together and then trimmed around the edges to make a cape outline. This summative will allow students to make revisions and adds detail to their work, as well as see how multimedia add to the viewers/readers understanding.
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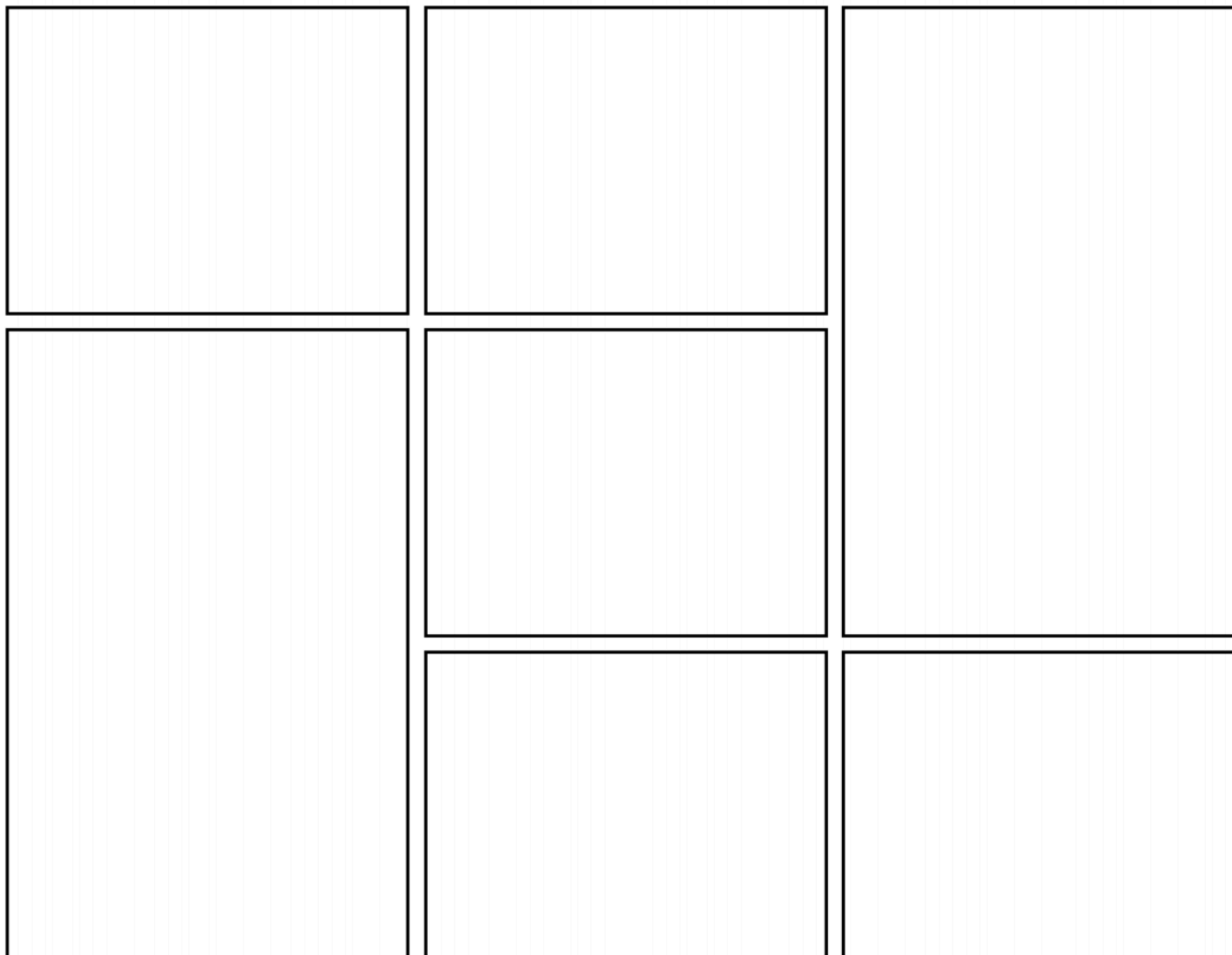
Garage Band From lesson 4

The screenshot shows the 'my popplet' interface. At the top left is the logo 'my popplet' in blue. To its right are two buttons: 'more popplets' and a question mark icon. Below these are four buttons: 'view all', 'clear all', a gear icon, and 'export'. The main area contains a grid of popplet organizers. Each organizer has three columns: 'Word' (blue border), 'Inferred Meaning' (green border), and 'Sentence' (orange border). The first row is filled with 'Rooted', 'Dug', and 'Akiko plunged her hand into her canvas pouch and rooted around.' The second row has 'Unfurling', an empty green box, and '"Here, let's hide behind this," she said, unfurling the paper.' The third row consists of three empty boxes.

Lesson 1 Popplet organizer example

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Comic Book paper example for lesson 4 (more varieties at link in lesson)



www.PrintablePaper.net

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Venn Diagram For Lesson 2

