

Template for Illinois Reads Curriculum Plan Illinois Reads Books

Introductory Information

Submitted by	<i>Yusra Maan</i>		
Title of Book	<i>Codename Zero</i> -Chris Rylander		
Title of Unit	<i>Who Will I Be?</i>		
Grade level (interest)	6 th	Reading Grade level	6 th -8 th
Lexile Level	780L	Guided Reading level	6 th
A. Purpose for Instruction/ Essential Questions	How can we embrace our unique traits, rather than trying so hard to stuck to the status quo?		

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

CCSS ELA Standards	<ol style="list-style-type: none"> 1. CCSS.ELA-Literacy.RL.6.2: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments 2. CCSS.ELA-Literacy.RL.6.6: Explain how an author develops the point of view of the narrator or speaker in a text. 3. CCSS.ELA-Literacy.RL.6.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone 4. CCSS.ELA-Literacy.W.6.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
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C. Student Learning Outcomes – Targeted standards in Student Friendly Language

<ol style="list-style-type: none"> 1. CCSS.ELA-Literacy.RL.6.2: Determine a theme of the text and how it is shown through specific details. Give a summary of the text without your personal opinions of the book. 2. CCSS.ELA-Literacy.RL.6.6: Explain how the author develops the narrator’s point of view throughout the text. 3. CCSS.ELA-Literacy.RL.6.4: Define words and understand meanings of phrases as they are used in the text and analyze how specific words impact the meaning or tone of the text. 4. CCSS.ELA-Literacy.W.6.3: Write a narrative to discuss your experiences using different writing techniques and details.
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D. Text Sections to be read closely with plans to support reading and discussion

Lesson 1: Chapter 2 (pg. 8-17)
Lesson 2: Chapter 17 (pg. 113-124)
Lesson 3: Chapter 23 (pg. 159-169)
Lesson 4: Chapter 36 (pg. 277-290)

Academic Language to be supported at word, syntax and discourse levels	Tier 2 Words:	Tier 3 Words:
	<ul style="list-style-type: none"> • Dilemma • Jargon • Commissioned • Hierarchy • Nondescript 	<ul style="list-style-type: none"> • Rendezvous • Orchestrating • Ravenous • Covert • Espionage • Infiltrate
	Vocabulary	
	Tier 2 Words	
Tier 3 Words		

Bloom's Levels Addressed: (Check all that apply)	
<input type="checkbox"/> Remembering	<input type="checkbox"/> Analyzing
<input type="checkbox"/> Understanding	<input type="checkbox"/> Evaluating
<input type="checkbox"/> Applying	<input type="checkbox"/> Creating

E. Instructional Supports

Research Based Strategies	<ul style="list-style-type: none"> • Visualizing • Inferencing • Close Reading/Analysis • Graphic Organizers
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Smartboard Strategies	<ul style="list-style-type: none"> • Timeline • Sequencing/Summary Activity • Vocabulary Sort • Drawing the Scene
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F. Assessment (Align to Section B)

Formative	<ul style="list-style-type: none"> • Students will create a timeline graphic organizer to plot the main character, Carter's divergence from the norm of the town in his decision to join the agency. This will help me assess students' understanding of character development throughout the course of the unit. • Class discussions/small group discussions during turning points in chapters to ensure students are grasping the
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	<p>importance of a section.</p> <ul style="list-style-type: none"> • Vocabulary quizzes. • Informal check-ins: thumbs up/thumbs down
Summative	<ul style="list-style-type: none"> • Standard: CCSS.ELA-Literacy.W.6.3: Write a narrative to discuss your experiences using different writing techniques and details • Discussing identity is important for 6th graders, middle school is a time of big change and students are just finding where they seem to fit in. In this novel, Carter doesn't want to fit in, he wants to see change in the norms of the boring town he lives in. After analyzing author techniques, I think having students write a short narrative of their own lives would be a fun way to assess their understanding of identity and how it can change over time. Students can write about a time in their life where they noticed a change in their personality. A particular event may have changed them, or a person may have influenced them. This assessment will allow creativity, personalization, as well as expose students to using the different techniques used by the author of the book.

Plans for four instructional lessons, including examples of text dependent questions, graphic organizers, and Smartboard Notebook original interactive materials

<p>Procedure Lesson One</p> <p>Smartboard pages: See "Timeline Smart Board Activity"</p> <p>AND</p> <p>"Sequencing & Summarizing Smart Board Activity"</p>	<p>Standard: CCSS.ELA-Literacy.RL.6.2: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments</p> <ul style="list-style-type: none"> • Students should have already read Ch. 1 and 2 • Have students complete the Theme Graphic Organizer (see page 6) in small groups. Students will be picking 4 supporting details from the first two chapters that demonstrate the theme of routine. In other words, demonstrating Carter's wanting to change the way things were in the "boring" town. • Bring class back in with a whole group discussion on what details each group pulled from the text. • Discuss with students that the theme will be further developed as the book goes on in the actions that Carter takes. To track this, they will be creating a timeline to highlight key moments that Carter diverges from the norm of the town. (Introduce Timeline Smart Board activity) • Students will complete the timeline on Smart Board as a class. • There will be a timeline pre-drawn, students will walk up to the board to draw in a symbol or picture that demonstrates a key change in Carter. They will also write the page number the change occurs on. • A different student will draw each entry as the story goes on. **NOTE: <i>This is an ongoing activity, students will add to the timeline as they progress through the novel. For this first lesson, there will only be one timeline entry to describe how Carter is in the beginning. **</i> • Students will re-create this timeline in their notebooks; in addition, in their notebooks they will write a quote that supports why they think that scene demonstrates the Theme of a changing routine in Carter's life. • Finally, to ensure student comprehension, students will sequence the events of the first 2 chapters with the Sequencing/Summarizing Smart Board activity. • Have student read through each statement and determine which order of events occurred (they can reference their books). • After arranging the statements, students can check their answers. If some are wrong, they continue to move the statements until it is all correct.
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**Procedure
Lesson Two**

Standard: CCSS.ELA-Literacy.RL.6.6: Explain how an author develops the point of view of the narrator or speaker in a text.

- Focused on Ch. 17 & inferencing skills.
- Discuss with students different techniques for predictions: context clues, prior knowledge from what has already happened, etc.)
- Hand out **Making Predictions Graphic Organizer** (See page 7) and explain to students that before reading the chapter, they will read the quotes written on the organizer and fill out the “What I think will happen...because...” section on the organizer. This will be their prediction.
- Do the first example together. Students should explain their reasoning for each prediction.
- Have students read the chapter in small groups.
- Once they are done reading, students should fill in the “What really happened...” section on the organizer.
- Bringing it back to the whole group: have each group share out what they thought happened and why vs. what really happened.
- Discuss specific techniques they used.
- Co-create with students an anchor chart listing these techniques and post it for students to refer back to during the unit.

**Procedure
Lesson Three**

Standard: CCSS.ELA-Literacy.RL.6.4: Define words and understand meanings of phrases as they are used in the text and analyze how specific words impact the meaning or tone of the text.

**Smartboard
pages: See
“Vocabulary
Sort Activity”**

- Focused on Ch. 23
- Because chapter 23 contains a lot of Tier 3 vocabulary words, students may have trouble comprehending and will practice defining terms using context clues.
- Provide students with the vocabulary list (Terms: Rendezvous, Orchestrating, Ravenous, Covert, Espionage, Infiltrate).
- Read aloud Ch. 23 as a whole group.
- Stop at the first vocabulary word and do a think aloud on using context clues to guess meaning. On a large chart paper write a working definition. Students should copy this chart in their notebooks.
- Continue reading, pausing at each vocabulary word. Give students 2-3 minutes to write a working definition and add to the chart.
- After reading, introduce the **Vocabulary Sort Smartboard Activity**.
- Students should click and drag each word with it’s actual definition, using the definitions they created as a foundation.
- Check answers, if any are wrong continue working until it is correct.
- Reset the activity, hide the chart, and close notebooks. This time, match the word to its definition without any assistance. Choose one student from each group to define a term.
- Finally, in their notebooks students will write a sentence using each word and share with the class.
- As a challenge, students can have the option to write a short paragraph/story using all the words!

**Procedure
Lesson Four**

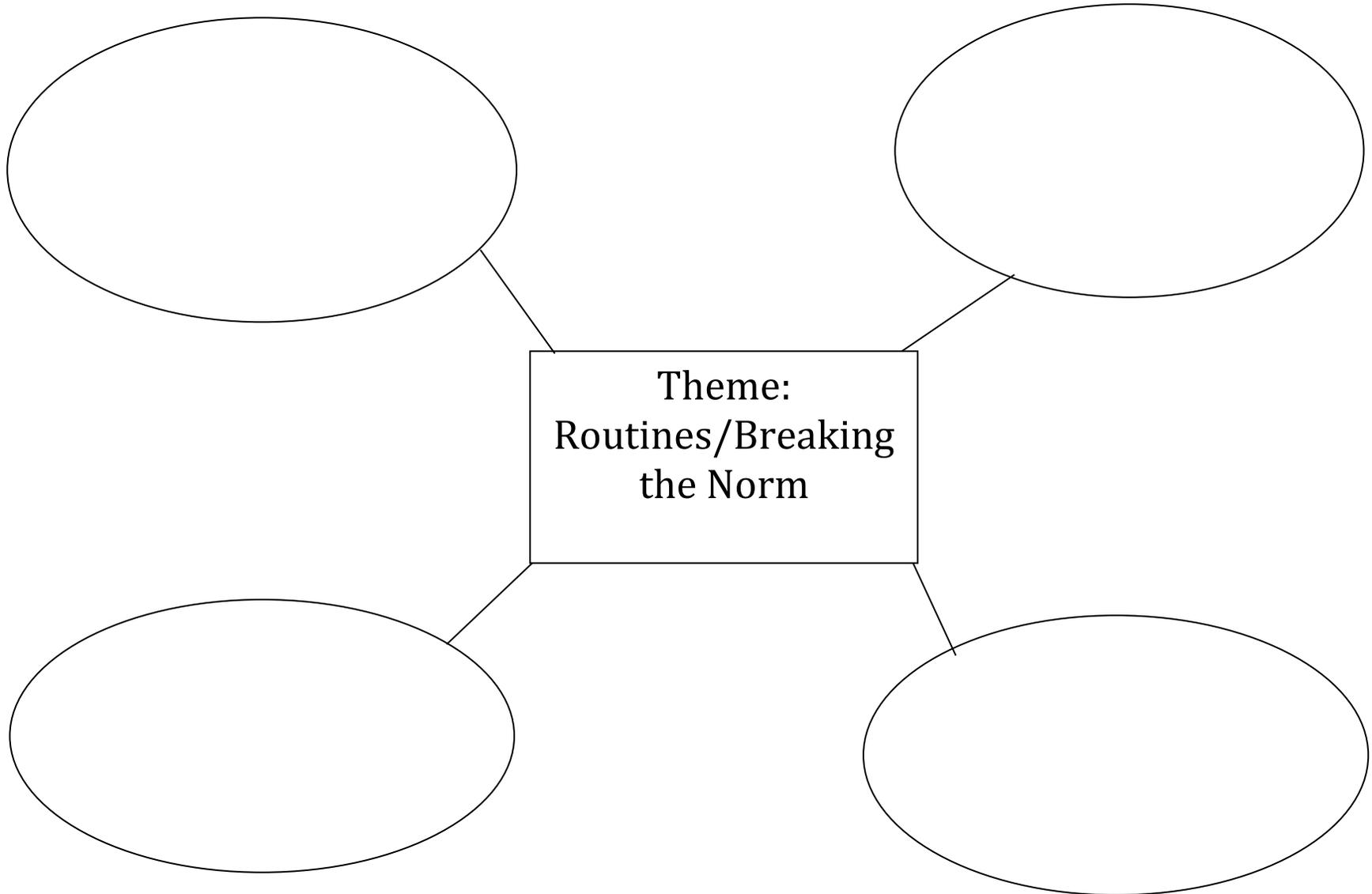
**Smartboard
pages: See
“Drawing the
Scene Activity”**

Standard: CCSS.ELA-Literacy.RL.6.4: Define words and understand meanings of phrases as they are used in the text and analyze how specific words impact the meaning or tone of the text.

- Focused on Ch. 36 & Visualization
- Pass out blank sheets of copy-paper to each student
- As you read aloud, students should follow along and sketch what they are imagining.
- After reading, have students turn and talk to one another to discuss what they drew and why that stuck out to them.
- As a group discuss imagery and what specific words in the text helped them visualize what they drew.
- Introduce the **Drawing the Scene Smartboard Activity**.
- The smartboard page already has the basic background of the scene: circus tent and the building.
- Students will one by one step up to the board and add to the scene one thing that stuck out to them as they were visualizing and refer to the specific quote in the text.
- By the end, students should be able to see a fully drawn scene.
- For students who do not like to draw encourage stick figures or small doodles as well, as long as there is an explanation.
- After the drawing is complete, have students think about somewhere they have gone and write a short journal entry using similar imagery.
- Students will share with their small groups. While students read, the other group members should doodle in their notebooks.

Codename Zero: Theme

Find four supporting details from the first two chapters of the novel that demonstrate the theme. Include page numbers.



Making Predictions

Codename Zero chapter 17

Quotes	What I think will happen & why	What Happened
"I gave [Tall Jenson] a questioning look and he waved me over. This was about more than just him wanting to say hi to me randomly or something." (pg. 113)		
"And even though I was relieved to finally get rid of Betsy, part of me was sort of bummed that it was all over." (pg. 116)		
"Then it occurred to me that I might be the kid they were looking for." (pg. 119)		
"I was pretty sure they wouldn't follow us inside. Even if they were up to not good, chasing down a couple of kids inside of a school was not a good way to remain inconspicuous." (pg. 123)		
"They were inside the school now and walking calmly right toward us." (pg. 124)		