

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

<b>Title of Book</b>	<i>Dangerous Jane</i>		
<b>Title of Unit</b>	Jane Addams: A Woman for Others		
<b>Grade level (interest)</b>	3rd	<b>Reading Grade level</b>	Late 3 <sup>rd</sup> Grade-Early 4 <sup>th</sup> Grade
<b>Lexile Level</b>	770L	<b>Guided Reading level</b>	S
<b>A. Purpose for Instruction/ Essential Questions/ Theme/Resources Used with Citations</b>	<p>PURPOSE: The purpose of these six lessons is to develop students’ skills in understanding and using comprehension strategies such as questioning, visualizing, determining importance, inferring, and connecting when reading grade level texts. Additionally, these lessons are designed to incorporate technology that engages students in their reading and learning in order to enhance comprehension of the text.</p> <p>ESSENTIAL QUESTIONS: In what ways did Jane Addams take risks to help others and fight for peace? How can this text help to develop students’ reading comprehension strategies?</p> <p>THEME: Jane Addams and reading comprehension</p> <p>RESOURCES: Harvey, S., &amp; Goudvis, A. (2017). <i>Strategies that work: teaching comprehension for understanding, engagement, and building knowledge</i>. Portland, ME: Stenhouse Publishers.</p> <p>Blachowicz, C., &amp; Fisher, P. (1996). <i>Teaching vocabulary in all classrooms</i>. Pearson.</p> <p>Slade, S. (2017). <i>Dangerous Jane</i>. Atlanta, GA: Peachtree Publishers.</p>		

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

<b>CCSS ELA Standards [Reading, Writing] 4 required, you may identify up to 6 if you are writing six lessons</b>	<p>1. <a href="#">CCSS.ELA-LITERACY.L.3.4</a> Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>2. <a href="#">CCSS.ELA-LITERACY.RI.3.1</a> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>3. <a href="#">CCSS.ELA-LITERACY.RI.3.7</a> Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p>
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	<p>4. <u>CCSS.ELA-LITERACY.RI.3.2</u> Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>5. <u>CCSS.ELA-LITERACY.CCRA.R.1</u> Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>6. <u>CCSS.ELA-LITERACY.RI.3.8</u> Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p>
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**C. Student Learning Outcomes – Targeted unit goals**

<ol style="list-style-type: none"><li>1. I can predict and sort words from the story to determine how they fit into the context of the story. (Skill/Concept)</li><li>2. I can generate questions about the events, characters, and actions in the story. (Skill/Concept)</li><li>3. I can visualize the text through drawing, sketching, and finding images to represent the story. (Strategic Thinking)</li><li>4. I can determine which aspects of the story are important versus which aspects of the story are merely interesting. (Extended Thinking)</li><li>5. I can infer what is occurring in the story with the use of a graphic organizer. (Strategic Thinking)</li><li>6. I can make text to self, text to text, and text to world connections. (Extended Thinking)</li></ol> <p><b>Webb’s Depth of Knowledge: Recall, Skill/Concept, Strategic Thinking, Extended Thinking</b></p>
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**D. Text Sections to be read closely with plans to support reading and discussion – identify pages**

<p>Lesson 1: Pages 1-6 Lesson 2: Pages 7-10 Lesson 3: Pages 11-16 Lesson 4: Pages 17-22 Lesson 5: Pages 23-28 Lesson 6: Pages 29-34</p>
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<p><b>Academic Language to be supported at word,</b></p>	<p>Word Tier 2- hopeless, ached, operas, poverty, desperate, undaunted, resolutions</p>
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## A Reno LUC

<b>syntax and discourse levels</b>	Word Tier 3- Toynbee Hall, settlement house, immigrants, Women’s Peace Party, International Congress of Women, prime minister, foreign minister, Noble Peace Prize Syntax- Support students in their understanding of hyphens in sentences, complex sentences with multiple clauses Discourse- Support students in following a story in chronological order
<b>Vocabulary</b>	
<b>Tier 2 Words</b>	
<b>Tier 3 Words</b>	

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

Remembering X	Analyzing X
Understanding X	Evaluating X
Applying X	Creating X

## **E. Instructional Lessons**

<b>Research Based Strategies [Tied to STW &amp; standards]</b>	Lesson 1: Vocab-o-gram (Teaching Vocabulary in all Classrooms, 5 <sup>th</sup> Edition, Blachowicz and Fisher) Lesson 2: Wonder Books (Strategies That Work, 3 <sup>rd</sup> Edition, Harvey and Goudvis) Lesson 3: Drawing to Respond to Reading (Strategies That Work, 3 <sup>rd</sup> Edition, Harvey and Goudvis) Lesson 4: Distinguishing Your Thinking from the Author’s (Strategies That Work, 3 <sup>rd</sup> Edition, Harvey and Goudvis) Lesson 5: Inferring from Images and Text in Nonfiction (Strategies That Work, 3 <sup>rd</sup> Edition, Harvey and Goudvis) Lesson 6: Connecting the Story to Different Aspects of the Readers’ Lives (Strategies That Work, 3 <sup>rd</sup> Edition, Harvey and Goudvis)
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## **Brainstorming for Lessons**

<b>Interactive activities for each lesson</b>	Lesson 1: Vocab-o-gram, smartboard slide 1 Lesson 2: I Wonder Questioning activity, smartboard slide 2 Lesson 3: Visualizing Drawing Board, smartboard slide 3 Lesson 4: Determining Importance Vortex activity, smartboard slide 4 Lesson 5: Inferences Graphic Organizer, smartboard slide 5 Lesson 6: Connections activity-text to self, text to text, text to world, smartboard slide 6
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**Plans for four instructional lessons, including examples of text dependent questions, graphic organizers and technology based original interactive materials**

**Objective:**

Students will predict and sort words from the story to determine how they fit into the context of the story.

**Procedure  
Lesson One:**

1. Begin by previewing the text, *Dangerous Jane*. Flip through the text and allow students to share what they see in the illustrations. Ask students to share any background knowledge they have on Jane Addams' life.
2. Facilitate discussion with students about the importance of vocabulary in a text and how it can enhance comprehension.
3. Use smartboard slide 1(below) to model how a vocab-o-gram works. Explain to students that the words in the work bank fit in one or multiple categories on the lower part of the slide. Model by taking one word and explaining your thought process on why you chose to put it in that category. **(I do)**
4. Encourage students to make predictions about how that word may be used in the story.
5. Ask students to choose another word from the word bank and together decide where the word fits best. **(We do)**
6. Split students up into small groups of 2-3 students to work together on this activity with the remaining words. Allow students plenty of time to discuss with their partners where they think the words fit best and why. **(You do)**
7. Walk around to listen in on student conversation- formative assessment.
8. Rejoin the group as a whole class and have students come up to the smartboard to drag or clone the words into the category that their group decided on. Ask the student to explain their choice. Allow room for disagreement and discussion on word placement among the whole group.

**Technology  
pages:**

The image shows a smartboard slide titled "Vocabulary-o-gram" in blue text. Below the title is a word bank of various words: Jane, unwanted, prairie, town, together, help, hopeless, need, promised, ached, house, career, families, poor, different, share, plans. Below the word bank is the instruction "Use these vocabulary words to make predictions about...". Underneath this instruction are five categories for prediction: "The setting", "The characters", "The problem or goal", "The actions", and "The resolution". At the bottom of the slide, the letters "A B C" are displayed in large, colorful font (A is red, B is green, C is blue).

**Objective:**

Students will generate questions about the events, characters, and actions in the story.

**Procedure  
Lesson Two:**

1. Begin lesson two with a read aloud of the text.
2. Stop at page ten to facilitate discussion on the importance of questioning the events, characters, actions, and setting in a text.
3. Use smartboard slide 2 (below) to model this comprehension strategy.
4. Read aloud teacher questions. Explain your thought process of coming up with this question. Explain that you want to know more about this part of the story because it will help you to better understand the character, the actions, the events, etc. **(I do)**
5. Survey the room and have students share aloud some questions that they currently have about the text. **(We do)**
6. Have students take turns coming up to the smartboard to write down their questions. **(You do)**
7. Continue reading and remind students to look for the answers to their questions in the text if they are present in the text (the text will not answer all questions).
8. Go back to this activity at the end of the read aloud to have students turn and talk about if their questions were answered.
9. Students will complete right column of smartboard slide 2 with an answer to their question if applicable.

**Technology  
pages:**

**I Wonder.....???**

Write down all of your questions about this section of the story.  
What do you wonder about the characters, events, setting, and actions?

Was your question answered in the story? Put a checkmark and write the answer if it was.

Example: How long did people stay/live at the Hull House?	
Example: Why did only some places that Jane visited in Europe have poor people while other places did not?	

ABCDEFGHIJKLMNOPQRSTUVWXYZ

**Objective:**

Students will visualize the text through drawing, sketching, and finding images to represent the story.

**Procedure**

**Lesson Three:**

1. Continue read aloud and stop at page sixteen.
2. Explain visualizing and how it relates to reading.
3. Model visualizing by taking a part of the story (already on smartboard slide) and drawing it on the smartboard slide 3. As you are drawing, explain your thought process of how you are coming up with this visual. Make sure to explain in what way this visual helps to you to better understand the text. **(I do)**
4. Give each students a piece of paper and have them free draw on the paper about how they think the second part of the story on smartboard slide three looks while you ask them to share about what they are thinking about and why they think the story looks this way. **(We do)**
5. Allow students to take turns coming up to the smartboard slide to draw their ideas and visuals about the parts of the story listed on the smartboard slide. Encourage students to use color and even internet image if it enhances their visual. **(You do)**
6. Encourage students to write a caption of their visual to better explain their thought on the text.
7. Continue reading and encourage students to keep visualizing in their head as the story continues.

**Technology pages:**

The image shows a smartboard slide with a yellow background. At the top, the title "Visualizing: How do you see the story?" is written in blue. Below the title, there is a purple instruction: "Draw or insert pictures to show others in our class how you see this part of the story." The slide is divided into two columns by a vertical purple line. The left column is headed "Part of Story" and the right column is headed "Your Drawing or Picture of this part of the story". There are four rows. The first row has the text "Jane finds a building to make into the Hull House." on the left and a drawing of a red building with a person and a speech bubble saying "All are welcome here!" on the right. The second row has the text "People all around the country loved Jane!" on the left and is empty on the right. The third row has the text "Jane helped residents of the Hull House with daily tasks such as childcare, laundry, and finding a job." on the left and is empty on the right. The fourth row has the text "People living in the Hull House lived together peacefully." on the left and is empty on the right. A faint drawing of a house is visible in the bottom left corner of the slide.

Part of Story	Your Drawing or Picture of this part of the story
Jane finds a building to make into the Hull House.	
People all around the country loved Jane!	
Jane helped residents of the Hull House with daily tasks such as childcare, laundry, and finding a job.	
People living in the Hull House lived together peacefully.	

**Objective:**

Students will determine which aspects of the story are important versus which aspects of the story are merely interesting.

**Procedure  
Lesson Four:**

1. Continue read aloud and stop at page twenty-two.
2. Explain determining importance with emphasis on the idea that not every detail in the story is essential to understanding the deeper meaning.
3. Use smartboard slide 4 to model this activity.
4. Explain to students how the vortex activity works- categorize the word bubbles with parts of the story at the bottom into important or just interesting but not important
5. Do one word bubble as a model. Read the statement aloud and explain your thought process of why this particular statement is either important or interesting. Drag the bubble into the appropriate category. **(I do)**
6. Choose another word bubble and scaffold student thinking as to what category the statement belongs in. **(We do)**
7. Have students work with a partner to determine where the rest of the bubbles correctly go. **(You do)**
8. Call students up to the smartboard to physically place the bubbles in the appropriate vortex.

**Technology  
pages:**



**Objective:**

Students will infer what is occurring in the story with the use of a graphic organizer.

**Procedure  
Lesson Five:**

1. Continue read aloud and stop after page twenty-eight.
2. Facilitate discussion with students about the important of inferencing to reading comprehension. Make sure to explain that inferences are what the author wants a reader to know without explicitly stating it in the text.
3. Use smartboard slide five to model this activity.
4. Read the first quote aloud and then read example inference. Explain to students how you came up with that inference and that they might have a slightly different inference based on their interpretation of the story. **(I do)**
5. Then read aloud the evidence of why you made this inference to further support your thought process explanation. **(I do)**
6. Use the second quote on slide five to scaffold students to making an inference using evidence from the story. Ask students why they think the author wants us to know this and how it helps them to better understand the story. Have students write inference and evidence on the smartboard page. **(We do)**
7. Ask several students to share their inferences aloud and the thought process that they used to come up with them (We do)
8. Have students complete the third quote individually. **(You do)**
9. Ask for several volunteers to share their inferences aloud and write it on the smartboard page.

**Technology  
pages:**

<h2 style="color: #008080;">Inferring</h2>		
Quote	I can infer that...	Evidence I found from the story to support my inference
"Newspapers called their plan silly."	I can infer that people did not believe that Jane was powerful enough to make any change in a world war.	Evidence to support my inference is that the story states that women were only capable of doing household chores.
"No time to rest"		
"She penned hundreds of letters, led peace conferences, and pleaded with warring nations to talk to each other, and more importantly, to listen."		

**Objective:**

Students will make text to self, text to text, and text to world connections.

**Procedure**

**Lesson Six:**

1. Finish read aloud of *Dangerous Jane*.
2. Facilitate whole class discussion on connections that students can make with this section of the text.
3. Explain the different types of connections that students can make including text to self, text to text, and text to world.
4. Use smartboard slide six to model connections.
5. Read aloud teacher connection in each category. Explain why these connections fit in the category that they are in.
6. Create a connection of your own and model to students how you came up with that connection and which type of connection it is. **(I do)**
7. Ask students to work together with a partner to come up with at least one connection with the text for each type connection. Scaffold student learning through verbal prompts such as “What part of the story does this connect to? **(We do)**
8. Have students continue making connection individually while writing or drawing them on the smartboard slide. **(You do)**
9. Give students ample time to complete this activity before ending read aloud.
10. Have students share their individual connections in small groups.

**Technology pages:**

**CONNECTIONS**  
Write and/or draw any connections that you made with this part of our story.

**TEXT TO SELF:**  
As a teacher, I help all students learn and grow together just as how Jane helped others live together peacefully.

**TEXT TO TEXT:**  
Jane never gave up on her work helping others just as Rosa never gave up on her work to help her family in *A Chair for my Mother*.

**TEXT TO WORLD:**  
I connected Jane and MLK because both won the Noble Peace Prize.

<b>Plans for Formative and Summative Assessment linked to standards and learning outcomes (objectives)</b>	<p>Formative Assessments in this Unit:</p> <ul style="list-style-type: none"><li>- Teacher observations: all six lessons</li><li>- Student exit slips: lesson 2 and lesson 6</li><li>- Student completion of sentence starters: lesson 5</li><li>- Student completion of interactive smartboard activities: all lessons</li><li>- Student comments during class discussions: all lessons</li></ul> <p>Summative Assessment for this Unit:</p> <p>Students will write an opinion piece about the main character in this story (Jane Addams) and the risks that she took throughout her life to help others. Students must include their knowledge from each lesson to determine their thoughts on this character/historical figure. In their writing, students should include their connections, inferences, important details, visuals, and answered questions about Jane Addams. To accommodate all students, allow students to also draw or act out Jane in order to support their writing in a creative way.</p> <p>This summative assessment is linked to the purpose of this lesson by using reading comprehension strategies to deepen students' comprehension of a text while also developing ideas/opinions about the text.</p>
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