

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

<b>Title of Book</b>	<i>The Peculiar Incident on Shady Street</i>		
<b>Title of Unit</b>	Engaging with Mystery Texts on Shady Street		
<b>Grade level (interest)</b>	3 – 5	<b>Reading Grade level</b>	5
<b>Lexile Level</b>	620L	<b>Guided Reading level</b>	
<b>A. Purpose for Instruction/ Essential Questions/ Theme</b>	<p>Purpose: The purpose of this unit is to help students engage with mystery texts. Through the use of <i>The Peculiar Incident on Shady Street</i>, students will practice the strategies of visualizing, summarizing, and inferring. Throughout this unit students will be practicing using quotes from the text, using context clues, and identifying perspective. The unit utilizes a SMART Board, a drawing app on an iPad, Google Docs, graphic organizers, and a video camera. Each lesson has a formative assessment in order to check in on student understandings. The unit ends with a summative assessment that combines aspects of all prior lessons.</p> <p>Essential Questions:</p> <ol style="list-style-type: none"> <li>1. How does a main character’s perspective influence how the story is told?</li> <li>2. How do we determine what events are important in a story?</li> <li>3. How do we use clues from the text to better understand the story?</li> </ol> <p>Theme: Unit: utilizing reading comprehension strategies and interacting with technology. Book: friendship, working together, overcoming challenges</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>	<ol style="list-style-type: none"> <li>1. 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.</li> <li>2. 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.</li> <li>3. 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.</li> <li>4. CCSS.ELA-LITERACY.RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.</li> </ol>
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**C. Student Learning Outcomes – Targeted unit goals**

1. Students will be able to utilize the visualization strategy while reading.
2. Students will be able to use evidence from the text to defend their visualizations.
3. Students will be able to summarize the events of the chapters.
4. Students will be able to infer the meaning of unfamiliar words.
5. Students will be able to use context clues to understand unfamiliar phrases.
6. Students will be able to identify how the narrator’s point of view affects the events of the story.

**D. Text Sections to be read closely with plans to support reading and discussion – identify pages**

Lesson 1: pages 1-7 (Chapter 1)  
Lesson 2: pages 59-87 (Chapters 9-12)  
Lesson 3: pages 95-115 (Chapters 15-17)  
Lesson 4: pages 140-164 (Chapters 22-25)

<b>Academic Language to be supported at word, syntax and discourse levels</b>	Academic Language: Summarizing Visualizing Inferring
	Tier Two: Wrought iron Metallic Jittery Weathered Rational
	Tier Three: Supernatural Paranormal Haunted

**Vocabulary**  
**Tier 2 Words**  
**Tier 3 Words**

**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**

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<b>Research Based Strategies [Tied to STW &amp; standards]</b>	All strategies are from Harvey, S., & Goudvis, A. (2007). Strategies that work: Teaching comprehension for understanding and engagement. Portland, Me: Stenhouse Publishers. Visualizing (Chapter10) – lesson 1 Summarizing (Chapter 12) – lesson 2 Inferring (Chapter 10) – lessons 3 & 4
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<b>Interactive activities for each lesson</b>	Lesson 1: Visualizing a vivid piece of text using a drawing app. Lesson 2: Creating a video news story of the events of the text in iMovie. Lesson 3: Word/Inferred Meaning/Clues/Sentence Chart displayed on Smart Board. Lesson 4: Discuss as a group the events of the story and then write a paragraph from another character’s perspective of those same events on Google Docs.
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**Plans for four instructional lessons, including examples of text dependent questions, graphic organizers and technology based original interactive materials**

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**Lesson 1:**

**Objective:**

Students will be able to utilize the visualization strategy while reading.  
Students will be able to use evidence from the text to defend their visualizations.

**Procedure  
Lesson One:**

Prior to this lesson, students will have read the first chapter.

I Do:

1. Teacher introduces the lesson by describing the visualization technique.
  - a. Visualizing is creating a picture in your mind using clues from the text. Compare to a movie.
2. Teacher explains how to use the drawing app, ibisPaint.
3. Teacher explains that students will listen to read aloud and while listening will use clues from the text to create visualize the scene. Teacher explains to students that after they draw pictures, they will write a paragraph quoting words and phrases that influenced their pictures.
  - a. The students will be drawing these pictures after the read aloud.
  - b. Students should pay attention to what words and phrases influenced their drawings.
4. Teacher reads chapter 1 aloud.
  - a. Teacher should emphasize the first paragraph on page 5.
  - b. Teacher should emphasize the last paragraph on page 5.
  - c. Teacher should emphasize the second paragraph on page 7.

We Do:

1. Teacher will ask class to turn and talk to a partner and point out some words and phrases from the text that helped them visualize while reading.

You Do:

2. Students will create a drawing on the drawing app, ibisPaint.
3. Students will write a paragraph explaining their drawings. The paragraph should cite specific words and phrases from the text as evidence.
4. Students will share drawings in Google Drive.

Students share drawings with the class.

**Technology  
pages:**

Image 1, 5 & 8

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**Lesson 2:**

<b>Objective:</b>	Students will be able to summarize the events of the chapters.
<b>Procedure Lesson Two:</b>	<p>Prior to this lesson, students should have read chapters 9-12</p> <p>I Do:</p> <ol style="list-style-type: none"><li>1. Teacher introduces the summarizing strategy.<ol style="list-style-type: none"><li>a. Teacher encourages students to identify the most important events from a story.</li></ol></li><li>2. Teacher introduces activity to students.<ol style="list-style-type: none"><li>a. Students will create a bulleted list of the most important events from the story.</li><li>b. Students will then create a news story about these events in a video.</li></ol></li><li>3. Teacher uses part of a previous chapter to model how to create a bulleted list.<ol style="list-style-type: none"><li>a. Use Chapter 5</li></ol></li></ol> <p>We Do:</p> <ol style="list-style-type: none"><li>1. Teacher and students continue to create a bulleted list with chapter 6.</li></ol> <p>You Do:</p> <ol style="list-style-type: none"><li>2. With a partner, students create a bulleted list of the most important events from chapters 9-12.</li><li>3. Students will create a script for their news story.</li><li>4. Students will film themselves reciting the script.</li><li>5. Videos will be posted to Google Docs.</li></ol>
<b>Technology pages:</b>	<p>To end the lesson, students will watch one other video and leave a comment.</p> <p>Image 3, 6 &amp; 5</p>

**Lesson 3:**

<p><b>Objective:</b></p> <p><b>Procedure Lesson Three:</b></p>	<p>Students will be able to infer the meaning of unfamiliar words. Students will be able to use context clues to understand unfamiliar phrases.</p> <p>Prior to this lesson students will have read 15-17</p> <p>I Do:</p> <ol style="list-style-type: none"><li>1. Teacher will introduce the inferring strategy to students.<ol style="list-style-type: none"><li>a. Teacher explains that while reading, there are many times where we come across unfamiliar words in a text.</li><li>b. There are many ways in which to determine the meaning of those words. (Ask students for suggestions).</li><li>c. Teacher explains that using context clues is a good way to infer the meaning of unknown words.</li></ol></li><li>2. Teacher will introduce Word/Inferred Meaning/Clues/Sentence Chart on SMART Board.<ol style="list-style-type: none"><li>a. Word – unknown word in text</li><li>b. Inferred meaning – what do you think it means?</li><li>c. Clues – context clues that helped you figure it out</li><li>d. Sentence – sentence from the text</li></ol></li><li>3. Teacher models with an example from chapter 15.<ol style="list-style-type: none"><li>a. Word: etched</li><li>b. Inferred meaning: drawn</li><li>c. Clues: pastels, outline</li><li>d. Sentence: “A faint smile is etched into her innocent-looking face.” Page 96</li></ol></li></ol> <p>We Do:</p> <ol style="list-style-type: none"><li>1. Teacher uses another example from chapter 15 and fills in the chart with the class<ol style="list-style-type: none"><li>a. Word: clutches</li><li>b. Inferred meaning: holds</li><li>c. Clues: scoops, to his front</li><li>d. Sentence: “My heart hammers in my chest as he scoops Reno up and clutches him to his front.” Page 100</li></ol></li></ol> <p>You Do:</p> <ol style="list-style-type: none"><li>1. Students will fill out Word/Inferred Meaning/Clues/Sentence Chart with words and phrases on Google Docs.</li></ol> <p>As a whole group, students will share unknown words and teacher will add them to the chart on the SMART Board.</p>
<p><b>Technology pages:</b></p>	<p>Image 2 &amp; 5</p>

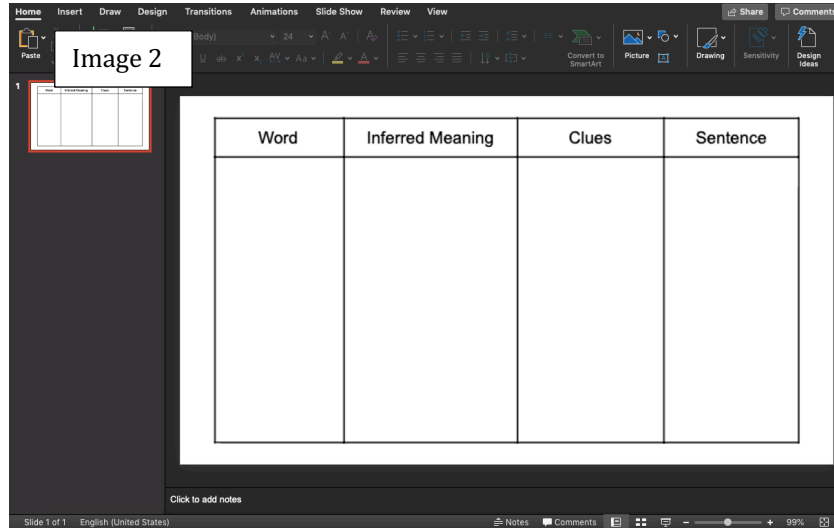
**Lesson 4:**

<b>Objective:</b>	Students will be able to identify how the narrator's point of view affects the events of the story.
<b>Procedure Lesson Four:</b>	<p>Prior to the lesson the students will have read chapters 22-25</p> <p>I Do:</p> <ol style="list-style-type: none"><li>1. Teacher discusses perspective/point of view.<ol style="list-style-type: none"><li>a. Perspective influences how the story is told.</li><li>b. The book is told from Tessa's perspective.</li></ol></li><li>2. Teacher discusses the inferring strategy.<ol style="list-style-type: none"><li>a. We know how Tessa is feeling, because it is stated in the book.</li><li>b. We have to infer how other characters are feeling based on Tessa's descriptions.</li></ol></li><li>3. Teacher introduces activity.<ol style="list-style-type: none"><li>a. Students will be writing the scene in chapters 22-25 from a different character's perspective.</li><li>b. Scenes will be shared in Google Docs.</li></ol></li></ol> <p>We Do:</p> <ol style="list-style-type: none"><li>1. Teacher and students discuss major events from the chapters.<ol style="list-style-type: none"><li>a. Major events will be written in a Google Doc that is shared with the class.</li></ol></li><li>2. Teacher and students discuss how Tessa's perspective determined how these events were portrayed.</li><li>3. Teacher and students discuss how some events could be portrayed differently if Tessa was different.</li></ol> <p>You Do:</p> <ol style="list-style-type: none"><li>1. Students choose another character who was present in these chapters.<ol style="list-style-type: none"><li>a. Nina or Andrew</li></ol></li><li>2. Students will write the scene from this character's perspective.<ol style="list-style-type: none"><li>a. Major events determined in the group discussion should be mentioned in this scene.</li></ol></li><li>3. Students will share their Google Docs.</li></ol>
<b>Technology pages:</b>	<p>At the end of the lesson, students should read a scene written by another student and leave a comment.</p> <p>Image 4 &amp; 5</p>

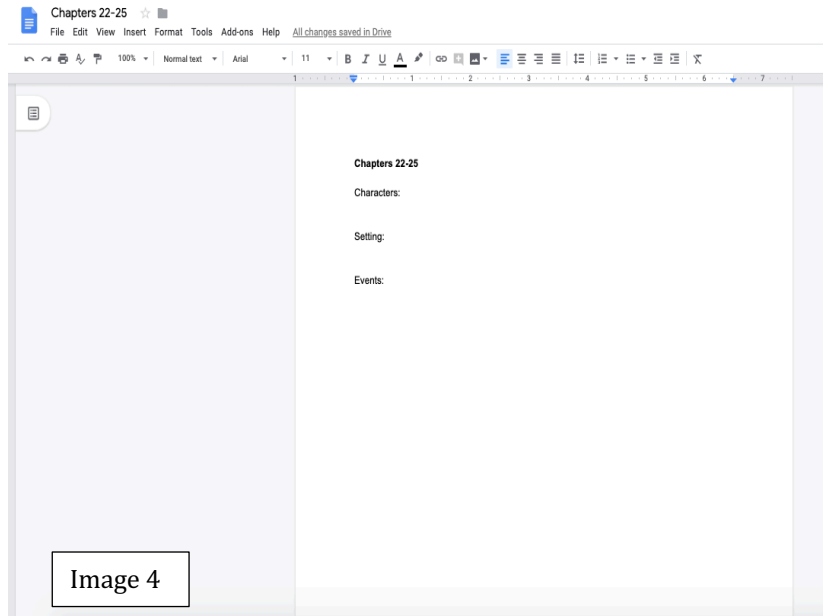
<b>Plans for Formative and Summative Assessment linked to standards and learning outcomes (objectives)</b>	<p><b>Formative</b></p> <p>Lesson 1: Students are creating drawings on a Drawing App and writing a paragraph to defend their drawings. Students should be able to point to specific words and phrases that influenced their drawings and should highlight this evidence through quotes in this paragraph.</p> <p>Lesson 2: Students are creating a bulleted list of events and a video summary. The video summary should identify the main challenge of the chapters and how the characters react to the challenge.</p> <p>Lesson 3: Students are filling out a Word/Inferred Meaning/Clues/Sentence Chart. Students will identify unknown words and phrases and will use context clues to determine meaning.</p> <p>Lesson 4: Students are creating paragraphs on Google Docs. Students will write this scene of the story from a different character's perspective.</p> <p><b>Summative</b></p> <p>Students will create a slide show that combines aspects of the previous lessons. Based off of the last chapter of the book, students will write a summary, create a drawing of a part of the chapter, identify new words and phrases, and discuss how a different character might tell the events of the chapter.</p> <p>Image 7</p>
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Technology



Characters	
Setting	
Problem	
Solution	
Events	

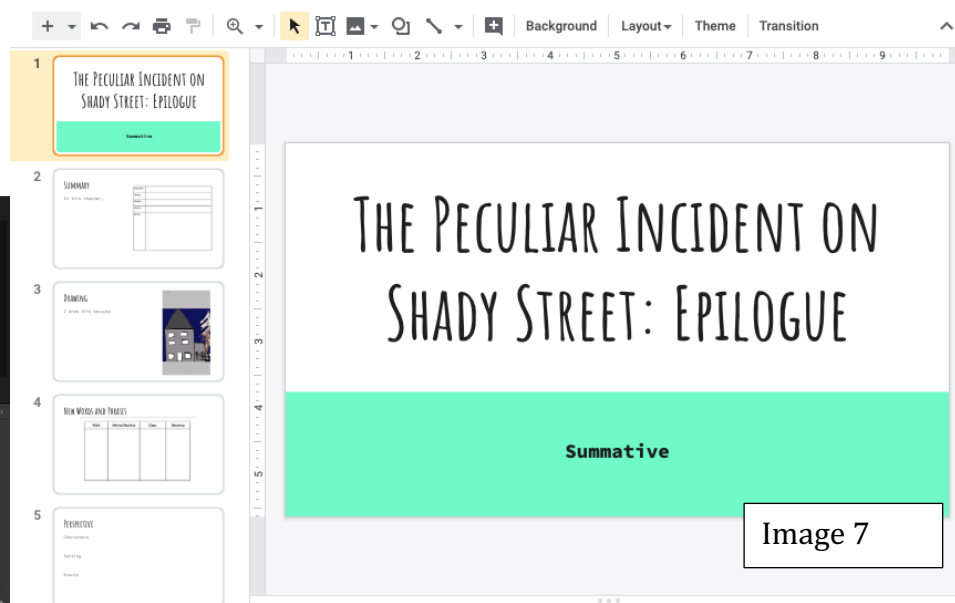
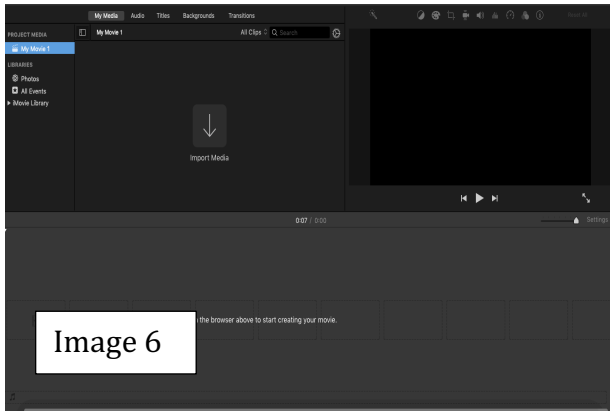


Folders

Name ↑

- Character Perspectives
- Drawings
- Inferred Word Meaning
- News Stories

Image 5



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