

Template for Illinois Reads Final Curriculum CIEP 329  
 Illinois Reads Books

<b>Title of Book</b>	<i>Captain Superlative</i>		
<b>Title of Unit</b>	Be a Hero!		
<b>Grade level (interest)</b>	3-5th	<b>Reading Grade level</b>	5th
<b>Lexile Level</b>	600L	<b>Guided Reading level</b>	
<b>A. Purpose for Instruction/ Essential Questions/ Theme</b>	<ul style="list-style-type: none"> <li>● The purpose of this unit is to capture fifth-grade students with a text that reminds them that people experience life differently and how someone acts affects the people around them, especially in middle school. Through J.S. Puller’s <i>Captain Superlative</i>, students will visualize the words on the page without pictures, discover new vocabulary and language, understand character development, and note evidence in order to make an inference.</li> <li>● Essential Questions:                         <ul style="list-style-type: none"> <li>○ How does the author’s writing perspective help you to better understand the story?</li> <li>○ What do you know about the characters that are not directly stated in the story?</li> </ul> </li> <li>● Theme: In the novel, Janey is a sixth-grade girl living with her dad in a small town. As a middle schooler, Janey is trying to figure out who she is. She is comfortable being “just air” until Captain Superlative, an anonymous superhero student, disrupts her peace. This story demonstrates how small acts of kindness can turn a middle school environment upside down.</li> </ul>		

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

<b>CCSS ELA Standards [Reading, Writing]</b>	<ol style="list-style-type: none"> <li>1. CCSS.ELA-LITERACY.RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</li> <li>2. CCSS.ELA-LITERACY.RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.</li> <li>3. 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>4. 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> </ol>
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**C. Student Learning Outcomes – Targeted unit goals**

- Students will gather evidence from Chapter 1 of the novel, *Captain Superlative*, and use background knowledge to understand the “new” student in school, Captain Superlative.
- Students will listen to a part of the novel (description of Janey’s home) be read aloud and do their best to use descriptive words and the narrator’s POV to visualize the scene being described.
- Students will produce questions about Janey’s courageous uncharacteristic actions when she stands up to the bully.
- Students will unpack and make inferences about the song Paige wrote, “The Girl Next Door.”

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

Lesson 1: Chapter 1  
Lesson 2: Chapter 4 (Page 51)  
Lesson 3: Chapter 8 (Page 92)  
Lesson 4: Chapter 21 (Page 214)

**Academic Language  
to be supported at  
word, syntax and  
discourse levels**

Tier 2 Words: Background Knowledge/Connection, Visualizing, Questioning, Inferring, evidence, characteristic, description  
Tier 3 Words: Superlative, leukemia

**Vocabulary  
Tier 2 Words  
Tier 3 Words**

Top of Form

**Bloom’s Levels Addressed: (Check all that apply) \*\*Wait until the end to decide what ones apply**

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|-----------------|-------------|
| Remembering ✓   | Analyzing ✓ |
| Understanding ✓ | Evaluating  |
| Applying        | Creating ✓  |

Bottom of Form

**E. Instructional Lessons**

<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.  Background Knowledge & Connections - Lesson 1 Visualizing - Lesson 2 Questioning - Lesson 3 Inferring - Lesson 4
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<b>Interactive activities for each lesson</b>	Lesson 1: Captain Comparative worksheet Lesson 2: Educreation sketches of Janey's living room Lesson 3: Inquiry Circles and questions posed in reading journal Lesson 4: Stop & jots and Garageband activity
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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:**

<p><b>Objective:</b></p>	<p>Students will gather evidence from Chapter 1 of the novel, <i>Captain Superlative</i>, and use background knowledge to understand the “new” student in school, Captain Superlative.</p>
<p><b>Procedure Lesson One:</b></p>	<p>I DO</p> <ul style="list-style-type: none"><li>- The teacher will introduce the lesson by reading the first section (Chapter 1) of the novel, <i>Captain Superlative</i>, to the whole class as they follow along with their own copy.</li><li>- The teacher will set the expectations that they will stop throughout the chapter to prompt student thinking.</li><li>- The teacher will indirectly pull evidence from the text to activate background knowledge.</li><li>- Before starting the activity, the teacher will project images of superheros and model citizens to spark ideas.</li></ul> <p>WE DO</p> <ul style="list-style-type: none"><li>- Together, the teacher and students will brainstorm the characteristics of Captain Superlative.<ul style="list-style-type: none"><li>- The teacher will use an anchor chart to note examples of characteristics that students have pulled from the text about Captain Superlative.</li></ul></li><li>- Together, the teacher and students will then note a favored superhero, or model citizen, they have and name characteristics that they possess.<ul style="list-style-type: none"><li>- The teacher will write these down on the anchor chart as well.</li></ul></li></ul> <p>YOU DO</p> <ul style="list-style-type: none"><li>- Students will compare and contrast their favorite superhero or model citizen (from another text/media) to the character Captain Superlative on the Captain Comparative worksheet independently.<ul style="list-style-type: none"><li>- Students can use the anchor chart created by the class to guide their thinking</li></ul></li><li>- After completing the worksheet, the students will have an opportunity to share their ideas with the class as a whole.</li></ul>
<p><b>Technology pages:</b></p>	<p>TECH:</p> <ul style="list-style-type: none"><li>- Using the SMARTboard to project images of example superheroes and model citizens, the teacher will introduce common characteristics that these figures have before allowing students to choose their own to focus on.</li></ul>

**Lesson 2:**

<p><b>Objective:</b></p> <p><b>Procedure Lesson Two:</b></p>	<p>Students will listen to a part of the novel (description of Janey’s home) be read aloud and do their best to use descriptive words and the narrator’s POV to visualize the scene being described.</p> <p>I DO</p> <ul style="list-style-type: none"><li>- The teacher will read Chapter 4 of <i>Captain Superlative</i> aloud in its entirety to the class.</li><li>- The teacher will go back to page 51 and rereads the descriptive passage of Janey’s living room to the class.</li></ul> <p>WE DO</p> <ul style="list-style-type: none"><li>- The teacher will ask the students the close their eyes while they read the passage and try to visualize the scene.</li><li>- After reading, the teacher will ask the students to share about what they saw.</li></ul> <p>YOU DO</p> <ul style="list-style-type: none"><li>- After discussing their images, the teacher will ask the students to sketch a visual representation of what they saw on the tech resource, Educreation.</li><li>- After students finish sketching their images, they will be given time to share with a partner their visualizations.<ul style="list-style-type: none"><li>- The teacher will emphasize that by doing this, it shows that each sketch is unique to the reader and helps them understand the story.</li></ul></li></ul>
<p><b>Technology pages:</b></p>	<p>TECH:</p> <ul style="list-style-type: none"><li>- Educreation resource for sketching visualizations. Page 10 of document</li></ul>

**Lesson 3:**

<b>Objective:</b>	Students will produce questions about Janey’s courageous uncharacteristic actions when she stands up to the bully.
<b>Procedure Lesson Three:</b>	<p>I DO:</p> <ul style="list-style-type: none"><li>- The teacher reads Chapter 8 of <i>Captain Superlative</i> aloud in its entirety to the class.</li><li>- The teacher will project page 82 of the text on the SMARTboard and rereads it to the class.</li></ul> <p>WE DO:</p> <ul style="list-style-type: none"><li>- The students will come up to the SMARTboard and underline or highlight the part of the text on page 82 that they had a question about and then pose their question to the class aloud.<ul style="list-style-type: none"><li>- The teacher will tell the students if they thought one of their classmates’ questions was noteworthy, to write it in their reading journals.</li></ul></li></ul> <p>YOU DO</p> <ul style="list-style-type: none"><li>- Students will draw from the questions they posed on the SMARTboard and generate more individually in their reading journals.</li><li>- After the allotted time, students will be allowed to form “Inquiry Circles” to investigate questions they are curious about and try to find the answers in the text/from another (inferring answers to their questions).</li></ul>
<b>Technology pages:</b>	<p>TECH:</p> <ul style="list-style-type: none"><li>- SMARTboard to lift page of text to mark up.</li></ul>

**Lesson 4:**

<b>Objective:</b>	Students will unpack and make inferences about the song Paige wrote, “The Girl Next Door.”
<b>Procedure Lesson Four:</b>	I DO: <ul style="list-style-type: none"><li>- The teacher reads Chapter 21 of <i>Captain Superlative</i> aloud in its entirety to the class.</li></ul>
<b>Technology pages:</b>	WE DO: <ul style="list-style-type: none"><li>- Students will be prompted by questions posed by the teacher. Students will be asked to stop and jot to record their inferences on post-it notes during the particular scene on page 214.<ul style="list-style-type: none"><li>- The teacher will encourage them to reference specific evidence that leads to their thinking.</li></ul></li><li>- Once the students have time to gather their thoughts, they will have the opportunity to share their thinking aloud.</li></ul> YOU DO: <ul style="list-style-type: none"><li>- Using GarageBand the students will work in groups to infer what sounds would match Pagie’s song. Page 11 of the document.</li></ul>

<b>Plans for Formative and Summative Assessment linked to standards and learning outcomes (objectives)</b>	For the summative assessments, students will work in groups to create a “plan of action” inspired by the text, <i>Captain Superlative</i> . Students will use their understanding of the text to generate ideas about how to stop bullying in their classroom, school, and community. Students will then share and present their group’s plan of action to the class. The class as a whole will then combine their thinking to make a plan to act together and hold one another accountable.
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# CAPTAIN COMPARATIVE

Choose your favorite superhero or model citizen, write their name in the POW, then write defining characteristics about them beneath it!



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Compare and contrast Captain Superlative to your chosen figure here:

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