S19 Template for Illinois Reads Final Curriculum CIEP 329

Illinois Reads Books

Title of Book	*Strange Birds: A Field Guide To Ruffling Feathers*		
Title of Unit	*Understanding Social Justice Issues Through the Eyes of Fictional Characters*		
Grade level (interest)	4-7	**Reading Grade level**	6th Grade
Lexile Level	750L	**Guided Reading level**	U
A. Purpose for Instruction/ Essential Questions/ Theme	**Purpose:** The purpose of this unit is to increase student's awareness of social justice problems in their community and to generate meaningful solutions. Through the reading of the text: *Strange Birds: A Field Guide to Ruffling Feathers,* students will analyze the perspectives of characters and make inferences and connections to help them understand social justice issues in their own community and the various perspectives of those affected by those issues. Students will monitor their comprehension, demonstrate knowledge of character traits, make predictions, infer tone and mood, and use evidence from the text to understand character perspectives and make text to world connections. This unit uses a combination of smart board technology, visual aids, and graphic organizers to help students visualize and engage in the lesson. **Essential Questions:** How do you create and initiate a reasonable solution to a problem? How can we use the actions of characters in a fiction text to help us understand social justice issues in the real world? **Theme:** The theme of this novel is working together, overcoming obstacles, and building friendships in order to recognize and problem-solve local community issues.		

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

CCSS ELA Standards [Reading, Writing]	1.CCSS.ELA-LITERACY.RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. 2.CCSS.ELA-LITERACY.RL.6.3

	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. 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.RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

C. Student Learning Outcomes – Targeted unit goals

Lesson 1: Students will gather evidence from the text and its features to make logical predictions about its genre and purpose.
Lesson 2: Students will leave tracks of their thinking and provide evidence from the text to compare and contrast two of the main characters and themself.
Lesson 3: Students will analyze language in the text to infer tone and mood.
Lesson 4:Students will make inferences using evidence from the text to determine how a character would respond to a social justice issue in their own local community.

Webb's Depth of Knowledge: Recall, Skill/Concept, Strategic Thinking, Extended Thinking

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

Lesson 1: p. 1-6
Lesson 2: p. 1-56
Lesson 3: p. 322-350
Lesson 4: Whole book

Academic Language to be supported at word,	Tier 2 Words: ostentatious, serene, vandalism, defacing, ventured, menacing Tier 3 Words: centennial, migratory, flea market, seaside goldenrod, nature preserve

syntax and discourse levels **Vocabulary** **Tier 2 Words** **Tier 3 Words**	

Top of Form

Bloom's Levels Addressed: (Check all that apply)

Remembering	Analyzing ✓
Understanding ✓	Evaluating ✓
Applying ✓	Creating ✓

Bottom of Form

E. Instructional Lessons

Research Based Strategies [Tied to STW & standards]	All strategies are taken from: Harvey, S., & Goudvis, A. (2007). Strategies that work: Teaching comprehension for understanding and engagement. Portland, Me: Stenhouse Publishers. ● Lesson 1: Monitoring Comprehension and Making Connections ● Lesson 2: Making Predictions ● Lesson 3: Inferring ● Lesson 4: Making Connections and Inferring

Interactive activities for each lesson- (Tech)	Lesson 1: Creating a prediction web as a class using Prezi Lesson 2: SMART board lifting up the text and annotating it & SMART board informal response activity Lesson 3: SMART board tone and mood sorting activity Lesson 4: SMART board explicit and implicit evidence sorting activity and Mindmeister online mind map creation tool

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

Lesson One:

Objective:	Students will gather evidence from the text and its features to make logical predictions abouts its genre and purpose.
Essential Question:	How can we use text features to make predictions?
Procedure	**<u>I DO</u>** 1. The teacher will begin the lesson by reintroducing students to the predicting strategy. She will ask students to turn and talk to recall the steps to make a prediction and record their answers on the board. 2. The teacher will introduce the book: Strange Birds: A Field Guide to Ruffling Feathers. She will explain that this novel is about a group of four girls who are strangers at first, but become united and form a strong bond. Together they help fight for and resolve a social justice issue in their own community. Through this unit we will be exploring how characters resolve issues of social justice and how we can use this to help inform our own lives. 3. Some students understand the text better when they hear it read aloud, so the teacher will then play a three minute audiobook. Students should follow along in their copies. a. During this time, students should be listening to the recording and following along in their book. The teacher will do a think aloud of what she noticed from the text and what she made note of to guide students for their second listening. b. The teacher will play the audio clip a second time during which students should be making notes about their first impressions of the novel. 4. Students will work with a partner for five minutes to generate a genre and purpose t-chart in their notebooks to help them remember the features of each. Students should be encouraged to use doodles, short phrases, or examples from other texts to help them. **<u>WE DO</u>** 5. Students with teacher guidance will do a book walk and practice making predictions using the cover page, the back, and inside flap to generate evidence for their prediction. The teacher will use Prezi to generate a web of predictions and evidence suggested by the class. (**Tech activity**) 6. Students will use sticky notes to record a few predictions which they will keep track of as they read the novel. **<u>YOU DO/ Formative Assessment</u>**

Technology pages: pgs 11 &15	7. Working together in groups, students will work to find answers to these questions: a. What is the genre of this novel? What do you think is its purpose? Using the information we have collected as a class, make a prediction for the climax and resolution of the story? Use evidence from the text to support your conclusions.

Lesson 2:

Objective:	Students will leave tracks of their thinking and provide evidence from the text to compare and contrast three of the main characters and themself.
Essential Question	What text to self connections can I make to the characters in the book?
Procedure Lesson Two:	**<u>I DO</u>** (Students should have already read Chapters 1-8) 1. The teacher will ask students to briefly re-familiarize themselves with Chapter 1-8 which they should have already read prior to class. a. Students will turn and talk with a partner to share which character they identified the most with. 2. The teacher will then call on students to read aloud a few pages from a selected chapter from the text which includes descriptive details and character features. 3. The teacher will ask the students: What are some ways we leave tracks of our thinking in a text? (By annotating the text, writing down questions or connections) a. The teacher will hand out copies of a printed version of the passages and a few sticky notes for students to make notes on. 4. Using the smartboard, the teacher will display the selected passage and model her thinking while annotating the text and pointing out key details that are given about the character Mrs. DiSanti. **(Tech Activity)** a. Students will follow along, annotating their own copy of the text. b. The teacher will pause and ask clarifying questions such as: how do we know what to annotate when we're looking for evidence of character development? **<u>WE DO</u>**

	5. Students, with teacher guidance, will annotate a different passage from Chapter 5 looking for evidence of Mrs. Castillo. a. Students will use their devices to share their findings and will sort their responses on the SMART board using the Shout it Out activity. 6. The teacher and students will then practice using evidence from the text to compare and contrast Mrs. DiSanti and Mrs. Castillo. a. Students will turn and talk with a partner to discuss examples. b. Students will then provide examples of similar or dissimilar traits between Mrs. DiSanti and Mrs. Castillo. **<u>YOU DO/ Formative Assessment</u>** 7. Students will make text to self connections by comparing themselves to two main characters from the text. Students will infer characteristics about the characters using explicit information from the text. a. Students should cite page numbers from the text where they found their information. b. Students' work will be collected individually, but they can brainstorm ideas with peers at their table. c. The teacher will circulate the room and stop to check on each of the groups to ensure they are understanding the activity. 8. This work will be collected as the formative assessment.
Technology pages: 12 & 15	

Lesson Three:

Objective:	Students will analyze the language in the text to infer tone and mood.
Essential Question:	What is the difference between tone and mood and how can we infer the tone and mood of a text?
Procedure Lesson Three:	**<u>I DO</u>** 1. The terms tone and mood are often confused with one another, so to help students differentiate between the two the teacher will provide the definitions of each of the terms and use examples to further illustrate their differences. 2. The teacher will begin by explaining that tone is the author's feelings towards the subject, audience, or message of his or her work. Tone can be positive or negative. Mood is how the text makes the reader feel. The mood can be happy or sad or a range of other emotions. a. Sometimes tone and mood can be similar if the way the author feels about a subject translates to how the reader feels after reading the text. 3. The teacher will display the definitions on the board and highlight important words such as "author's feelings" and "reader feel" to illustrate the primary difference that tone is the author's feelings about a topic that is revealed through the language of the text and the mood is the readers feeling. 4. The teacher will display an example from the text and explain her thinking to help students to differentiate between tone and mood. a. "Did you hear about the part about enjoying my dinner en paz?" Mrs. Castillo asked. "But there's a deadline," Ofelia insisted. "I need you to sign it." "We read the application, but I don't know if we are ready to sign anything," Mr. Castillo said, shaking his head "A summer in New York City?" "Not a summer. Just for four weeks." She looked expectantly at her dad. "The winners get to work with Qwerty Sholes journalist and editors and photographers to create a real magazine." She was almost out of her chair thinking about it. "New York City is not a place for a young girl to be alone," her mother said. "You've never even been to New York," Ofelia said. "How would you know?" "Don't get bocona with me," Mrs. Castillo said with a frown. "I'm old enough to know that a place like New York City is dangerous." "I wouldn't be alone," Ofelia assured her. "It's like a sleepaway camp. There would be adult chaperones keeping an eye on us." Ofelia made sure to emphasize the word chaperones. "We don't know anything about these adults," Mr. Castillo said. "How do you know they aren't—" "Pa, please," Ofelia interrupted.

	"Qwerty Sholes is one of the biggest publishers in the country. Do you know how many contest winners have gone on to win Pulitzers Prizes in journalism? Don't you want me, your only daughter, to be a Pulitzer Prize winner?" "But you've never even stayed home alone for more than an hour," Mr. Castillo said jokingly. "How are you going to survive four weeks in New York without your viejos?" "I could stay home alone if you would just let me," Ofelia said, not amused by her father's joke. Ofelia hated that her parents suffered from OCS—Only Child Syndrome. They hovered and questioned and acted like danger lurked around every corner. They treated her like a baby, their only baby, that needed constant protecting. She'd love all the attention when she was a little kid, but she wasn't a little anymore. She found herself wishing her parents would have another child just to take some of their focus off her. But that would never happen because her dad was right about them being her viejos. Her parents were old. b. Offelia's tone is of annoyance and frustration. A sympathetic reader who agrees with Ofelia might also conclude the mood is one of frustration or annoyance. An older reader or parent might be inclined to align with the parents point of view and conclude that the mood is one of compassion or worry. **<u>WE DO</u>** 5. Students, with teacher guidance will review the terms tone and mood and sort examples, definitions, and pictures on the SMART board to differentiate between the two. **(Tech Activity)** 6. After everyone has completed the sorting activity, students will confer with their peers at their table to determine where the statements belong and why. The teacher will circulate the room to sit down with each group and make sure they understand each of the terms. 7. With teacher guidance, students will vote on a song to listen to and determine the tone and mood. The teacher will ask guiding questions such as how does the melody, beat, or rhythm make you feel? Do you think the artist intended this? How might the artist feel in this song? What evidence supports this. a. An example song to analyze would be "Let it Be" by the Beatles. Students could infer that the mood is peaceful and relaxing and the tone is hopeful and benevolent since the artist is speaking to Mother Mary and recognizes that things will get better even when times are hard. **<u>YOU DO/ Formative Assessment</u>** 8. Working independently, students will choose one passage from Chapter 38-40 and determine the tone and mood of that passage using evidence to support their answer. 9. The teacher will collect the students tone and mood worksheet as the formative assessment.
Technology pages:13&16	

Lesson 4:

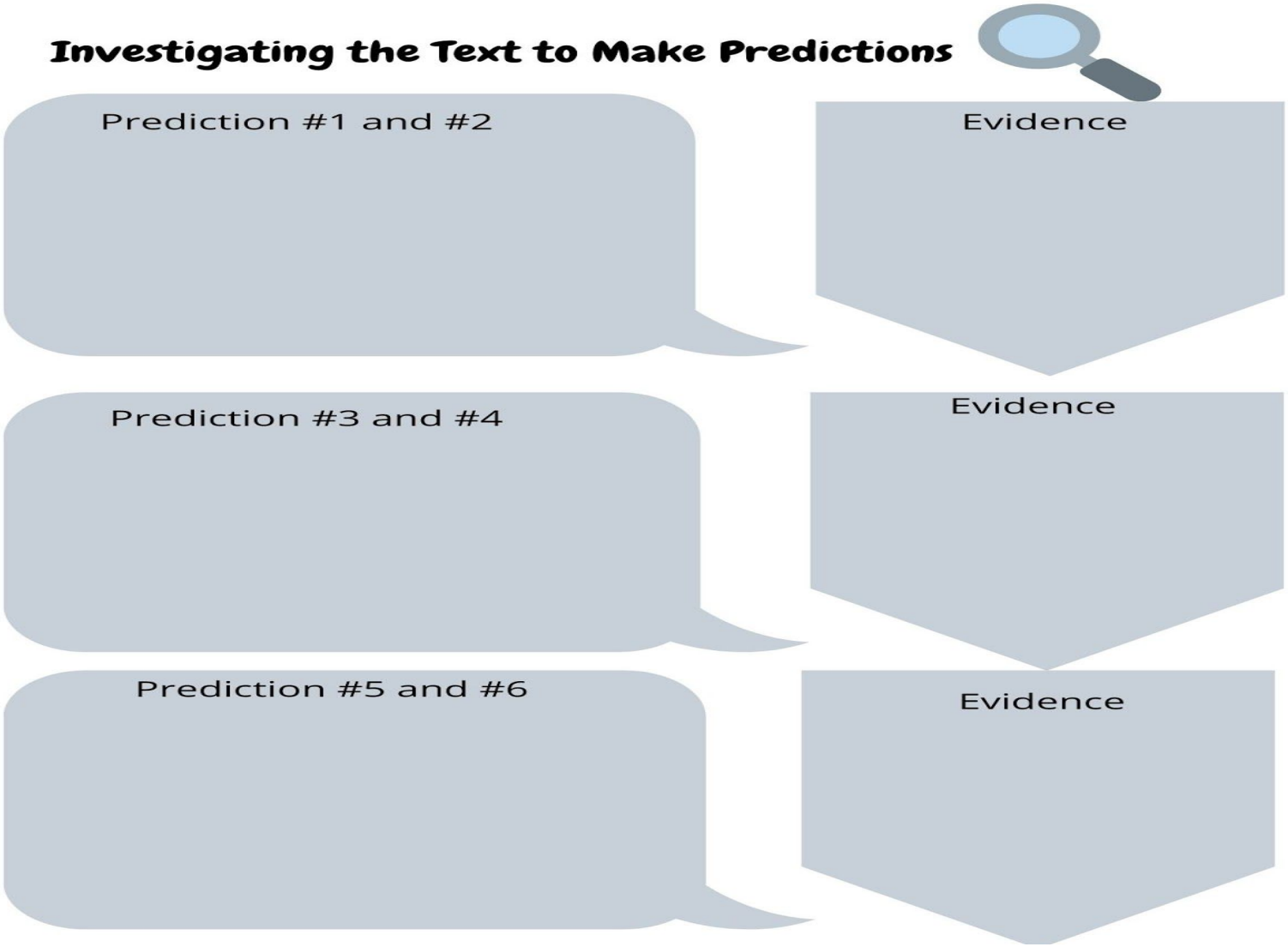
Objective:	Students will use implicit and explicit evidence to make inferences and draw connections from their life to the text.
Essential Question	How can I use evidence from a text to make connections to my own life?
Procedure Lesson Four:	**I DO** 1. The teacher will begin by introducing the topics of implicit and explicit information and will remind students that implicit and explicit information are not unfamiliar terms. They've already recognized and used implicit and explicit information when they make predictions or inferences about a text. a. The teacher will ask students to turn and talk to discuss what they think each of the terms mean. 2. The teacher will explain and display the definitions of implicit and explicit information. a. Implicit= information that is not explicitly stated from which we must infer meaning based on other evidence. b. Explicit= information that is directly given or stated in the text. c. The teacher will then share the following example with the class and share her thinking for differentiating between implicit and explicit information. i. If you read the sentence- It's raining outside. It's implied that the clouds are hiding the sun. The sun being hidden is implicit information and the sentence "It's raining outside is explicit information". **WE DO** 3. Students with teacher guidance will then practice sorting examples of explicit and implicit information using the Super Sort activity on the SMART board. **(Tech activity)** 4. Students should work with their peers at the table to determine which statements are explicit and implicit. 5. The teacher will then call on various groups to hear their reasoning for why they said a statement was either implicit or explicit. **YOU DO/ Formative Assessment** 6. Now that they know the difference between implicit and explicit information, students will create a mind map that uses implicit and explicit textual evidence to make text to self, text to text, and text to world connections. Students are required to select a social justice issue in their own community which will prepare them for their group work in the summative assessment.
Technology pages: 14 &16	

	7. Students will complete this activity and connect the lives and experiences of the characters to their own life by using Mindmeister which is an online mind map.

Plans for Formative and Summative Assessment linked to standards and learning outcomes (objectives)	● The formative assessments are the "you do" portions of each of the lessons outlined above. The teacher will either digitally or physically collect students independent work to evaluate their understanding of the content, skill, or strategy. **<u>Summative Assessment (pg 17)</u>** ● Students will make inferences using evidence from the text to determine how a character would respond to a social justice issue in their own local community. In groups, students will work together to draft a proposal that addresses a local problem in their community as well as a probable solution, which they will briefly present to their peers and instructor as a campaign on a fake facebook page. The campaign should be visually engaging and directly address the problem and solution.

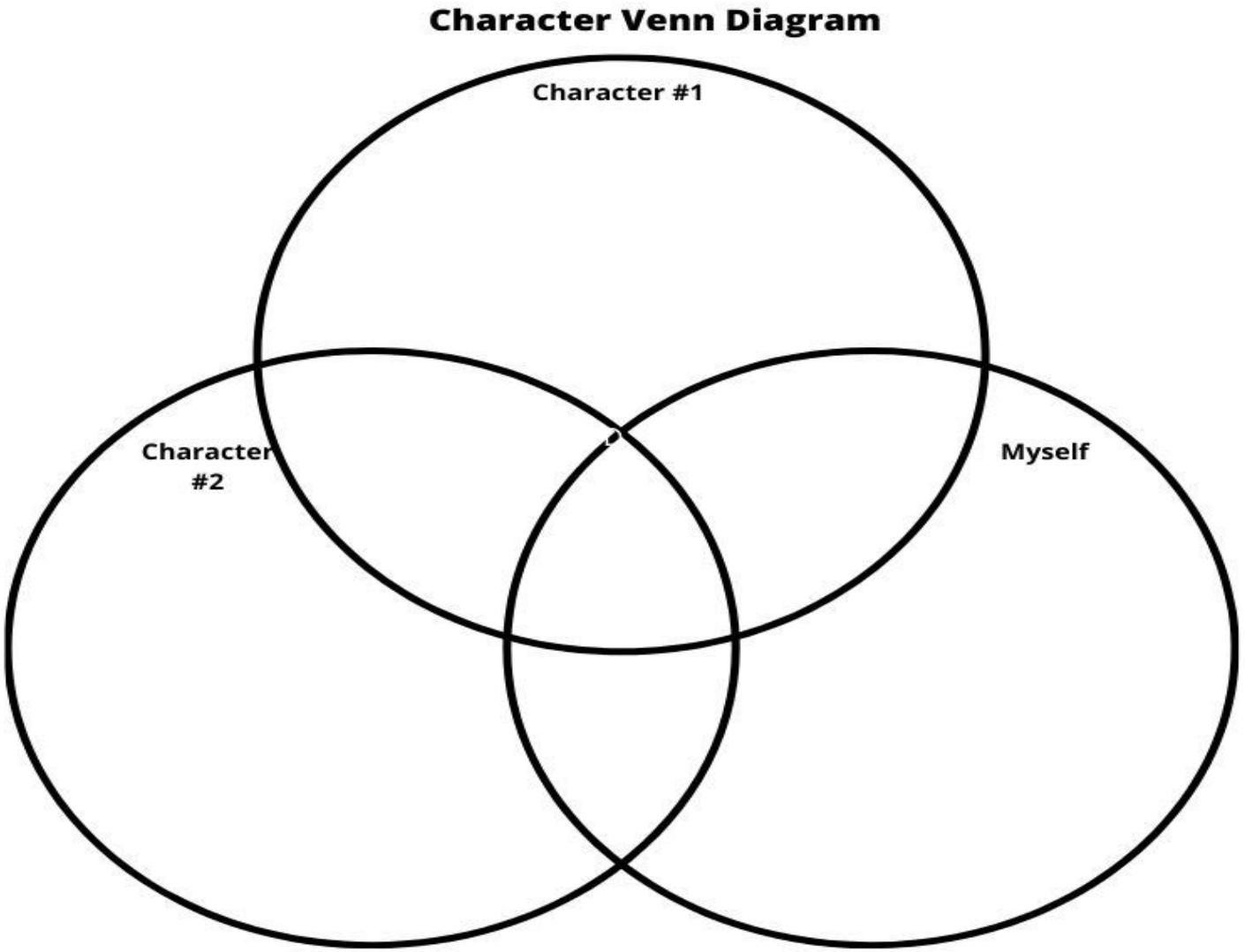
"You Do"/ Formative Assessment Activities

Lesson One

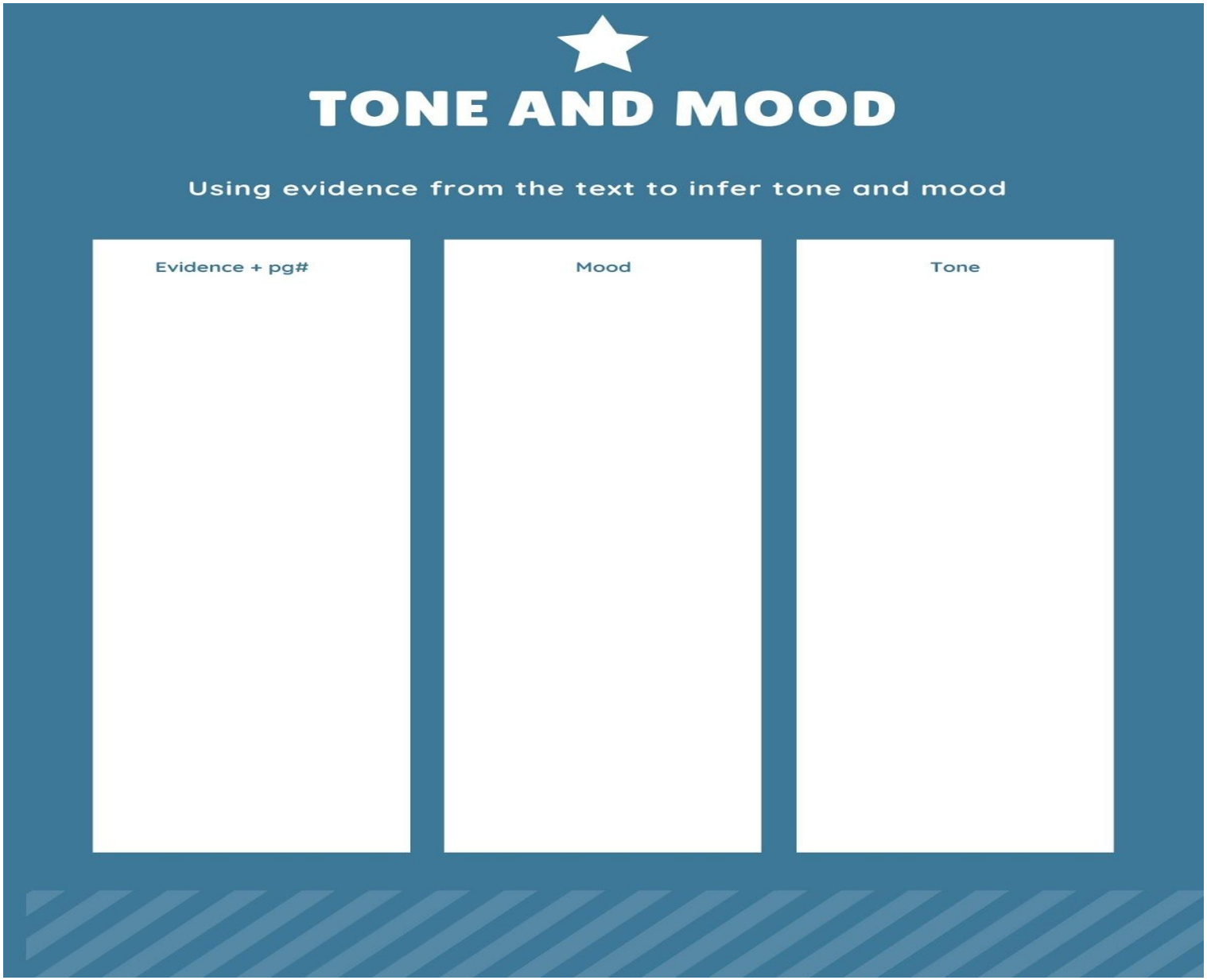


Lesson Two

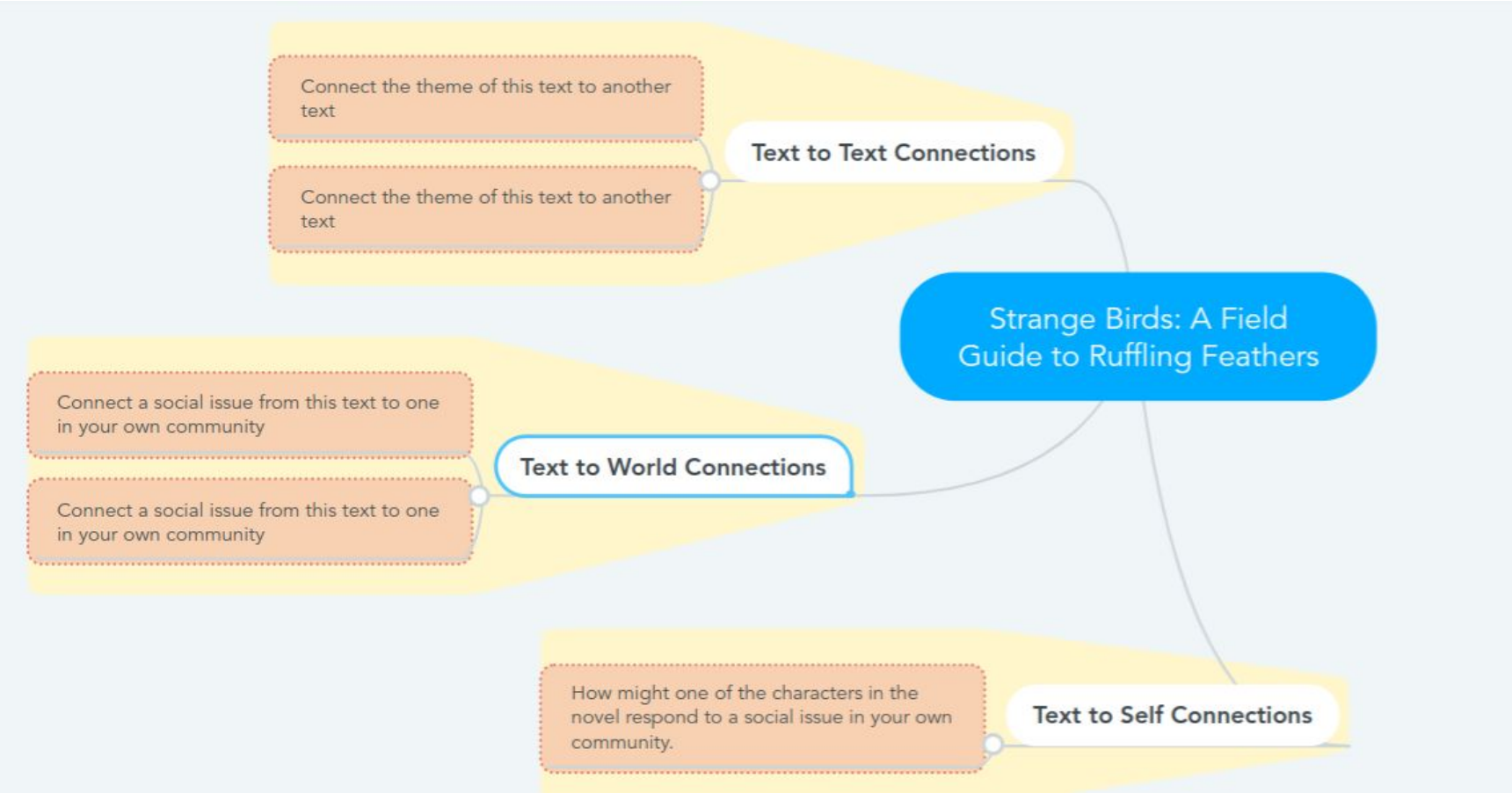
Name _____



Lesson Three



Lesson Four


Strange Birds: A Field Guide to Ruffling Feathers
Text to Text Connections
Connect the theme of this text to another text
Connect the theme of this text to another text
Text to World Connections
Connect a social issue from this text to one in your own community
Connect a social issue from this text to one in your own community
Text to Self Connections
How might one of the characters in the novel respond to a social issue in your own community.

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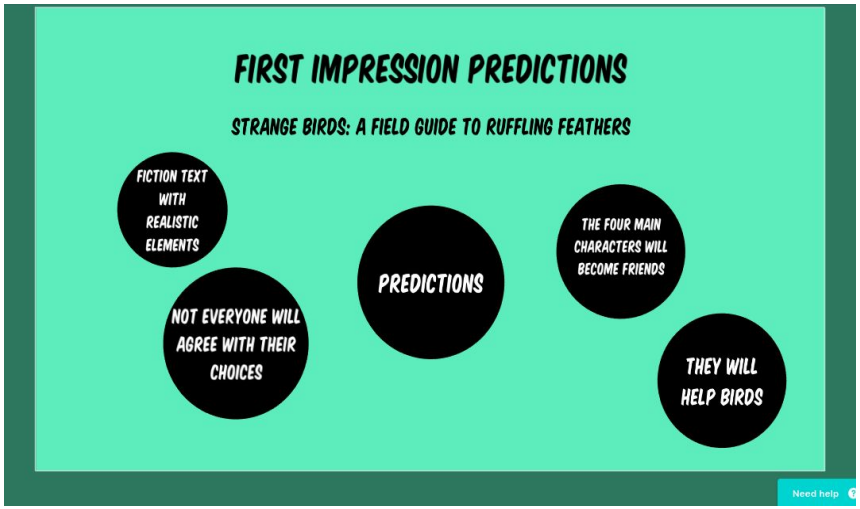
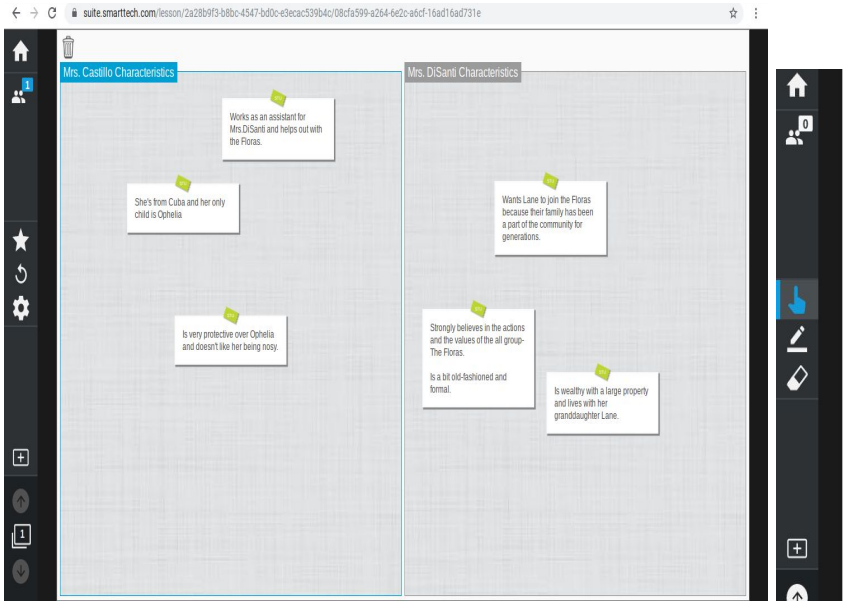
Lesson One: Prediction Prezi



Lesson Two: SMART board Text Annotations and Shout it out activity



CHAPTER 5

What can we learn about Mrs. DiSanti from this dialogue in the Castillo house?

"I don't think there really is a Mrs. DiSanti," Ofelia declared at dinner.

"It *is* a little strange that she doesn't show her face, no?" Mr. Castillo agreed. He pointed to his palomilla steak with his knife. Ofelia knew this was his invitation for her to deposit any grilled onions she wasn't going to eat onto his plate.

Doesn't like Ophelia being nosy

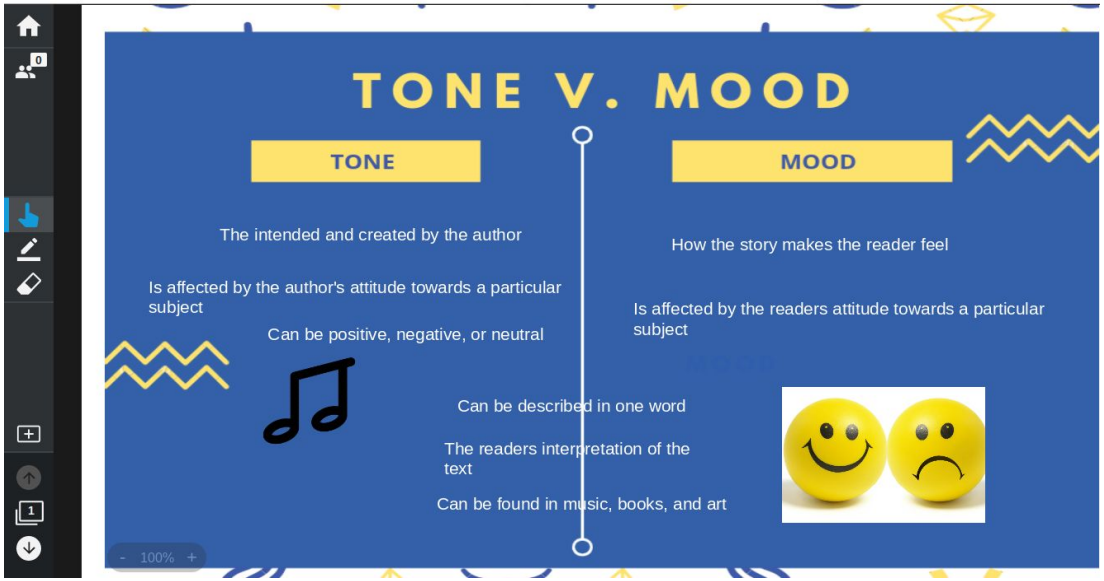
"Viejo, don't encourage her," Mrs. Castillo said. "La señora is a very private person. We're lucky she's even allowing me to bring you to work. Now, let me eat my dinner in peace, por favor."

Ofelia's mom looked tired. She was Mrs. DiSanti's assistant, which, Ofelia gathered, meant she did anything and everything the woman needed. In her first week at the DiSanti house Ofelia had helped her mother stuff hundreds of envelopes with Floras Centennial invitations. She also read three library books, saved two lizards that had fallen into the swimming pool, and took a nap on the fanciest and most uncomfortable couch. But she had yet to see Mrs. DiSanti. The only proof she had that the woman existed was that her mom was always stressed out. Mrs. DiSanti was like a ghost. And who knew ghosts were so demanding?

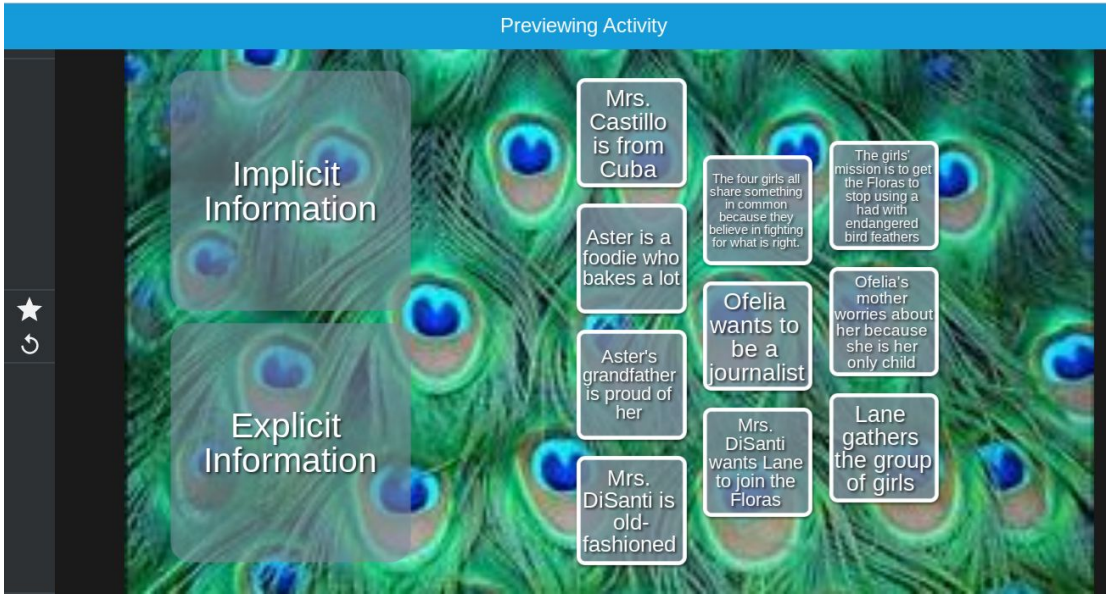
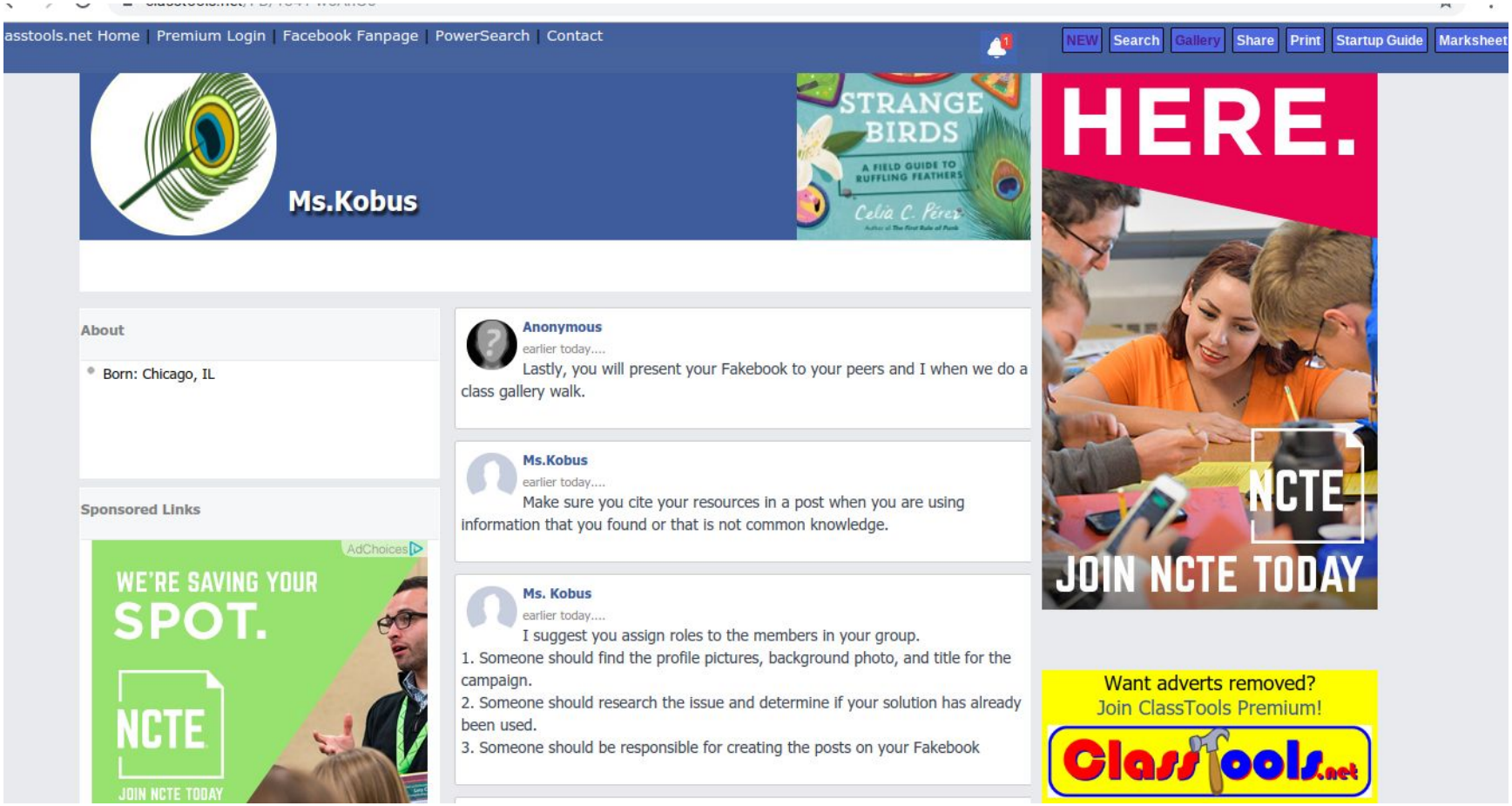
Works hard, respects Mrs. DiSanti
Works for Mrs. Disanti as her assistant

Whenever she ate lunch in the kitchen, Ofelia would watch as Mira, Mrs. DiSanti's cook, prepared a tray for the woman. Mrs. DiSanti always ate upstairs, and she always had the same thing for lunch: a

Lesson Three: Tone and Mood sorting activity



Lesson Four:



Summative Assessment