

IT'S ALL ABOUT THE STORIES / CURIOSITY

| LESSON 1 | LESSON 2 | LESSONS 3 - 4+ | SUMMATIVE |
|---|---|--|---|
| Ongoing formative assessment - What do students know and need to know? How do I help them close the gap and provide extensions? | | | |
| <p>What do students need to be able to know and demonstrate. <i>What do the standards say students need to be able to know and demonstrate?</i></p> <p>Activate Prior Knowledge What Story Do You Know? <i>Bonus media from Studies Weekly's library of primary and secondary sources, videos, or one of Studies Weekly's suggested Literature Links</i></p> <p>What questions do you have? <i>Create anchor chart or circle map.</i></p> <p>Determine an inquiry question to drive lesson using students' questions.</p> <p>Begin to collect informational data. <i>Create anchor chart or circle map.</i></p> | <p>Revisit inquiry question and possible responses using evidence from informational data collected.</p> <p>Guide students as they preview print looking for evidence of text features such as: <i>Titles, Labels Images Charts, Maps Timelines, Graphs Italicized Print</i></p> <p>Guide students as they begin to annotate text with: <i>I notice, I think, I wonder</i></p> <p>Collect informational data <i>Add to anchor chart, circle map, or graphic organizer</i></p> | <p>Revisit inquiry question and possible responses using evidence from informational data collected.</p> <p>Focus on what students need to know and demonstrate by selecting the standard aligned stories from the publication using differentiated high impact strategies such as: <i>Activating prior knowledge Comparing and contrasting texts Engaging/participating in collaborative conversations Asking and answering questions to check understanding Identifying facts and supporting details using text evidence Using graphic organizers to organize thinking Reciprocal Teaching Developing and Using Models Making Observations and Predictions Summarizing written text Differentiating reading based on student need</i></p> <p>Collect informational data. <i>Add to anchor chart or circle map.</i></p> <p>Model shared interactive writing with teacher and student feedback. <i>Response to inquiry question using evidence from informational data collected</i></p> | <p>Review and confirm inquiry question response created during shared interactive writing.</p> <p>Summative Assessment What Story Can I Tell Now? <i>How can I represent that story? (to measure at the conclusion of instruction) Paper pencil Online Written Response to Inquiry Question Student created artifact</i></p> |

Embedded Literacy and Critical Thinking Skills

ELD – Graphic Organizers, Quick Writes, SDAIE strategies, Visual Support, Anticipatory Guide, Cooperative Learning Readers Theater, Products and Projects
Considering C3 Framework, students will demonstrate ongoing evidence of developing questions and inquiries, integrating the disciplines of civics, economics, geography, and history, evaluating sources and using evidence, and communicating conclusions

5E Model – Engage, Explore, Explain, Elaborate, Evaluate

HOW DO STUDENTS OWN THEIR LEARNING? – IT'S ALL ABOUT THE STORIES / CURIOSITY

| LESSON 1 | LESSON 2 | LESSONS 3+ | SUMMATIVE |
|--|---|---|---|
| Ongoing formative assessment - What do I know, need to know, how do I close the gap? | | | |
| <p>What do I need to know and be able to demonstrate?</p> <p><i>I can share what I already know.</i> What Do I Know? <i>Primary Source Analysis Tool Give 1/Get 1 See, Think, Question</i></p> <p><i>I can ask and share my questions.</i> <i>Anchor charts and graphic organizers.</i></p> <p>What inquiry question will guide my learning?</p> <p><i>I can collect informational data.</i> <i>Anchor charts and graphic organizers.</i></p> | <p>I can find evidence to answer the inquiry question.</p> <p><i>I can preview print and look for evidence of text features such as:</i> <i>Titles, Labels Images Charts, Maps Timelines, Graphs Italicized Print</i></p> <p>I can annotate text. <i>I see, I think, I wonder</i></p> <p>I can collect informational data. <i>Anchor chart, circle map, graphic organizer</i></p> <p>I can participate in shared interactive writing with my teacher and classmates. <i>Response to inquiry question using evidence from informational data collected</i></p> | <p>I can find evidence to answer the inquiry question.</p> <p>How is what I know changing? I can demonstrate how I am learning and growing through the use of: <i>Reading (read to, read with support, read independently) Collaborative Conversations Cornell Note Taking Debate Carousel Pebble in a Pond Think Pair Share Building Academic Vocabulary Interacting with Text (Speech Bubbles and Labels) Graphic Organizers (Circle, Bubble, Cause and Effect) Sentence Summary Question Cards Flip Book Reading Jig Saw Exit Tickets</i></p> <p>I can collect informational data. <i>Add to anchor chart or circle map</i></p> <p>I can participate in shared interactive writing with my teacher and classmates. <i>Response to inquiry question using evidence from informational data collected</i></p> | <p>I can answer the inquiry question.</p> <p>I can demonstrate what I learned. What Story Can I Tell Now? How can I represent that story?</p> <p><i>Paper pencil Online Written Response to Inquiry Question Student created artifacts such as: Response to writing prompt Single Pop Up Book Double Pop Up Book Flip Book Popsicle Puppets Triorama Map with Labeling Illustration with Labeling or Dialogue Graphic Organizer Display Tray Pebble in a Pond Character Traits Sentence Summary</i></p> |

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