

Teachings:	A Thousand Celilos: Tribal Place Names and History Along the Lewis and Clark Trail	Subject/s: Reading/Writing/Social Studies Grade Level: 4/5
Unit Objectives/Big Ideas: <i>Example: Students will use a variety of texts to compare and contrast, draw conclusions and create generalizations about chosen topics. Students will research their local community histories and present their findings in a presentation that explains how and why an area has changed, compares what life is like now to what life was like in the past, and draws conclusions about the importance of keeping traditions alive. Students will identify at least two tribal place names that have been supplanted by non-tribal people. Students will explain the role language plays in preserving culture and cultural traditions.</i>		
Common Core State Standards Addressed: <ul style="list-style-type: none"><li>• RL.4.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</li><li>• RL.4.6 Describe how a narrator’s or speaker’s point of view influences how events are described.</li><li>• RI.4.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</li><li>• RI.4.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</li><li>• RI.4.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the points of view they represent.</li><li>• RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</li><li>• W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</li><li>• SL.4.4 Report on a topic or texts, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</li><li>• SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</li></ul> Tribal Enduring Understandings Addressed: <ul style="list-style-type: none"><li>• The Columbia River tribes have made significant contributions to the region over time and continue to do so today.</li><li>• Knowledge of tribal cultural, environmental, political, social, and economic factors affects how we understand the present and future significance of an inundated waterfall.</li><li>• Celilo Village has been affected by past, present, and future events occurring locally, regionally, nationally, and globally.</li><li>• The decisions that were made about Celilo Falls before and after March 10, 1957 will affect the status of that place for years to come.</li></ul>		

EPISODE 1 (WEEK 1): <b>Refining Reading Skills and Understanding the Value of Place Names.</b> <b>Weekly CCSS Focus/Objective:</b> Students will practice transferring their fiction reading skills in order to engage with nonfiction texts with a critical eye. CCSS Focus/Objective: RL1—Quote accurately from the text when explaining details and drawing inferences; RL6—Use envisioning to describe how a narrator’s point of view influences how events are described; RI2—Summarize the text by determining one main idea and supporting key details. Essential Questions: How have American Indian peoples traditionally: <ul style="list-style-type: none"> <li>o named, described, and interpreted this place?</li> <li>o interacted with and contributed to the natural environment of this place?</li> <li>o built relationships and communicated with each other in this place?</li> <li>o created and organized a built environment in this place?</li> <li>o transported themselves and goods through this place?</li> </ul>					
Date	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Daily Objective</b>	Students will use sensory imagery to draw a picture of a scene in narrative nonfiction and then compare it to the actual scene.	Students will use Post-It Notes consistently while reading the text.	Students will “try out” a variety of reading strategies to see what works best for them.	Students will revise at least one of their Post-It Notes to get to the next cognitive level of thinking.	Students will explain the significance of names and the power of naming
<b>Learning Target</b> <i>(What we tell and show the students. They should be able to identify and demonstrate this learning target.)</i>	Readers use some fiction strategies while reading nonfiction in order to develop confidence and understand what they read.	Readers of informational nonfiction often use Post-It Notes to summarize as they read for information.	Readers of nonfiction use a variety of strategies in a variety of situations to make meaning of the text.	Readers of nonfiction push their writing to the next level in order to deepen their thinking about a text.	Readers notice the place names of areas and investigate the history behind them in order to uncover the many layers of history that they do not see in the present.
<b>Vocabulary</b>	Envision, narrative, and story specific vocabulary: Mother Earth Creator Canal Barge Drawbridge Cable Cars Fancy Dance War Dance Yakama Nez Perce Cedar Boughs	Summarize, time immemorial, usual and accustomed, in lieu fishing sites, and content specific vocabulary.	Oral reading, second person pronoun, expository.	Detail, nuance, elaborate.	Silàylu (Wy’Am pronunciation); Wanalà (to Sahaptin person from Celilo) Pronounced: <a href="http://depts.washington.edu/sahaptin/s/silaylu.mp3">http://depts.washington.edu/sahaptin/s/silaylu.mp3</a> The Great Falls of the Columbia, The Great Mart  The Columbia River original place name is Nch’l Wàna (“Big river”) Pronounced: <a href="http://depts.washington.edu/sahaptin/w/nch%27i_wana.mp3">http://depts.washington.edu/sahaptin/w/nch%27i_wana.mp3</a>
<b>Materials and Mentor Texts</b>	“Living in Celilo: A Storypath Exploring the Lasting Legacy of Celilo Falls” curriculum. Free, downloadable lesson plans: <a href="http://www.indian-ed.org/curriculum/elementary-school-curriculum/wa-celilo-falls-dalles-dam/">http://www.indian-ed.org/curriculum/elementary-school-curriculum/wa-celilo-falls-dalles-dam/</a> ; video footage of the falls from “Echo of Water Against Rocks,” starting 23 seconds into the video. Streaming Link: <a href="http://www.indian-ed.org/sti-">http://www.indian-ed.org/sti-</a>	“The First World Trade Center,” by Shana Brown, in Episode 1; “Living in Celilo: A Storypath Exploring the Lasting Legacy of Celilo Falls” curriculum. Free, downloadable lesson plans: <a href="http://www.indian-ed.org/curriculum/elementary-school-curriculum/wa-celilo-falls-dalles-dam/">http://www.indian-ed.org/curriculum/elementary-school-curriculum/wa-celilo-falls-dalles-dam/</a>	Students will reread “The First World Trade Center,” this time either as a take they are reading to a first grader or replacing the pronouns of Celilo Falls with forms of “you.” This brings the story to life and introduces the native concept of the natural environment as a living being.	Student facing rubric on post-it notes. Previous readings.	<a href="http://www.columbiariverimages.com/Regions/Places/celilo_falls.html">http://www.columbiariverimages.com/Regions/Places/celilo_falls.html</a> ;  Restoring Our Names (Umatilla place names) <a href="http://www.digitalcultures.com/ctuirMap/">http://www.digitalcultures.com/ctuirMap/</a> .

	<a href="#">videos/</a> .					
Teaching Method	Mini-lesson, read-aloud.	Read aloud, stop and jot. Show picture of present Celilo Lake. Be curious, “What happened?” I want to know!	<ul style="list-style-type: none"><li>• Demonstration of using “you” pronoun for the topic.</li><li>• Demonstration of read-aloud like you’re reading to a young child.</li></ul>	<ul style="list-style-type: none"><li>• Demonstration, Turn and Talk, Journal Write.</li><li>• Students will revise one of their summary Post-It Notes to reflect reading expectations.</li><li>• Student-Facing Rubric that provides a model for Post-It Note writing and journal response. (HANDOUT)</li></ul>	Discussion of Stegner quote, Mini-lesson, turn and talk, individual practice. Share observation lists and discuss how and why things might have been different 10, 20, 50, or 100 years ago.	
Differentiation	<i>High Level Learners: Include drawing feelings and thoughts.</i> <i>Emerging Learners: Draw the actions you envision.</i>	H: introduce thought prompts to push thinking. E: Reinforce answering the question, “What is this trying to teach me?”	H: Assumption that they have already found strategies that work; they name them and explain why a particular approach works best for them. E: N/A	H: Move from Level 1, 2, to Level 3. E: Move from Level 1 to Level 2—do not show Level 3.	Higher: Work on CHAPTER, rather than section, summary and begin drawing conclusions. Emerging: Summary only.	
Assessment	Journal entry: a picture of what they envision Celilo Falls to look like, including representations of sensory detail if they are ready.	Exit Slip or Post-It Note that demonstrates accurate summarization of what is read.	Students will write one Post-It note for each strategy and try to determine which works best for them.	Students will submit an original and revised Post-It note. Exit Slip.	Weekly Assessment: Journal write: Using this week’s mentor texts, any other texts you have read, and your prior knowledge, explain why it is important to uncover the history of where you live. Explain at least one strategy you use to engage with a nonfiction text. List some key factors that determine an author’s point of view.	
Homework	Write a poem or paragraph that illustrates the activities that went on in the story.	Summarize what you read independently tonight using at least three Post-It Notes or one complete journal entry.	Complete the "Community Observation" handout. Once you have finished, paste or tape it into your journal on the left side so that you can write notes about those places on the right side of your journal.  Students will form their research groups that will guide their reading and research presentation for the remainder of the unit of study.		Share the words with others today. Using your independent reading, locate at least one historical account that either explains where a place name came from or what might have been there before what you observed over the past two days. Write it in your journal next to your chart. Trade texts with someone in your research group to identify a differing account of the same event or person.	

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<p><b>EPISODE 2 (WEEK 2): Gathering Data and Determining Author Purpose and Structure; How Cultural Values Impact Places.</b></p> <p>CCSS Focus/Objective: Students will compare the gender roles, cultural practices, and technology of the 1950s Wy’Am people to their own lives today. Students will use the PDF version of the <b>nonfiction narrative</b> book <i>Linda’s Indian Home</i>, by Martha McKeown, and the activity questions (handouts) throughout the week to demonstrate drawing conclusions and comparison skills.</p> <p>Standards Addressed</p> <p>RL.4.6 Compare and contrast the points of view from which different stories are narrated, including the difference between first- and third-person narrations.</p> <p>RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and while drawing inferences from the text.</p> <p>RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p> <p>RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>SL.4.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>SL.4.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"><li>○ What changes in the traditional cultures and languages have occurred in this place?</li><li>○ What economic changes have occurred in this place?</li><li>○ How has the health and wellbeing of tribal peoples been affected?</li></ul>					
Date	Monday	Tuesday	Wednesday	Thursday	Friday
Daily Objective	Students as a class will decide how to refer to the Wy’Am people in the book since there are many interpretations, uses, and feelings of the term “Indian” vs. “Native American.”	Students will determine how word choice influences and impacts readers.	Students will compare the child-rearing practices of the Wy’Am in the 1950s to their home practices today.	Students will determine the importance of Celilo Falls to the Wy’Am by analyzing the meaning of the Indian names contained in the text.	Students explain how the Wy’Am culture and economy are connected.
Learning Target ( <i>What we tell and show the students. They should be able to identify and demonstrate this learning target.</i> )	Careful and sensitive readers discuss books and perspectives in ways that are respectful and mindful.	Careful readers notice author’s word choice and how it impacts their understanding of what they read.	Sophisticated readers connect to what they read by noticing how the text is similar to and different from their own experiences.	Sophisticated readers consider the importance of language to the cultures they read about.	Careful readers notice the motives for actions and practices of the people they read about.
Vocabulary	Wy’Am, Indian, Native American	White-skinned, red-skinned, skene, comer, as-sim, word-choice.	Wy’Am, sequence.	Compare, contrast, venison.	Racism, memory dinner, cultural shift, regalia (if doing the optional costume lesson).
Materials and Mentor Texts	<i>Linda’s Indian Home</i> , by Martha McKeown (PDF). Handout 2.2, p. 1. PowerPoint from week 1.	<i>Linda’s Indian Home</i> , by Martha McKeown. Handout 2.1, "Author Purpose." Perspective Reading. Handout 2.2, p. 2. PowerPoint from week 1. (Optional) Local nature sound recordings (the app “chirp” is great for bird calls). Recordings of instrumental music that may complement the sounds.	<i>Linda’s Indian Home</i> , by Martha McKeown. Handout 2.1, "Author Purpose." Perspective Reading. Handout 2.2, p. 3.	<i>Linda’s Indian Home</i> , by Martha McKeown. Handout 2.1, "Author Purpose." Perspective Reading. Handout 2.2, p. 4.	<i>Linda’s Indian Home</i> , by Martha McKeown. Handout 2.1, "Author Purpose." Perspective Reading. Handout 2.2, p. 5. PowerPoint from week 1.

Administrator 9/4/2014 7:54 PM

**Comment [1]:** We see a shift here in spelling from Wy’Am to Wy’Am. Later it goes back to Wy’Am, and then shifts again to Wy’Am. Perhaps do a search for Wy’Amand create uniformity of spelling through the unit?

Teaching Method	Read aloud. Paired and group discussion. Independent student writing.	Read aloud. Paired and group discussion. Independent student writing.	Read aloud. Paired and group discussion. Sequence hunting and fishing practices.	Read aloud. Paired and group discussion. Sharing personal family practices. Comparing differing ways of life: Child-rearing Food gathering 1950s American culture Students break into groups and create their own “T” charts or Venn Diagrams.	Socratic Seminar. Group discussion. Compare, contrast cultural assumptions and misperceptions. Determine authors' purpose and bias in advertising.
Differentiation	n/a	H: Students can re-write passages to reflect 21 <sup>st</sup> century mores. E: Create a word wall for vocabulary words.	H: Sequence individually E: Have students complete the sequencing task as reading partners	n/a	H: in lieu of the foldable assignment, students write an essay or create a presentation on the importance of identifying and evaluating authors’ purpose. E: Students compare and contrast write a paragraph (or two) identifying the purpose of each author.
Assessment	All students come to consensus about what is respectful vocabulary to use during this episode.	Completion of worksheets. Discussion. EXIT SLIP: Write two ways the Wy’Am people are the same or different from the people in your community.	Sequence sheets Discussion EXIT SLIP: Explain why using sequence is important in teaching or explaining tasks.	Student groups present and display their charts.	Using <i>Linda’s Indian Home</i> , the costume placards, articles, and any other materials gathered in class, create a “foldable” to explain the similarities and differences of Wy’Am ways of life and students' own. (This is differentiated for high and emerging learners in the “differentiation” section of this lesson.)
Homework	Find and share examples of culturally biased costumes or images.	Depending on the reading level and curiosity of your students, photocopy corresponding sections of the story for them to read and respond to.			n/a

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**EPISODE 3 (WEEK 3): Gathering Data and Determining Author Purpose and Structure; How Cultural Values Impact Places.**  
CCSS Focus/Objective: Choose an area of research; identify the text structure of at least two different texts. Summarize the texts by determining main idea and supporting details; determine authors' points of view and how they impact readers.

- RL.4.6 Describe how a narrator’s or speaker’s point of view influences how events are described.
- RI.4.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- RI.4.3 Explain the relationships or interactions between Lewis and Clark and the Northwest Tribes they encountered based on specific information in the text.
- RI.4.6 Analyze multiple accounts of the description and purposes of Celilo Falls, noting important similarities and differences in the points of view they represent.

Essential Questions:

- How did members of the Lewis and Clark expedition describe and interpret this place?
- How did American Indian peoples describe encounters with members of the Lewis and Clark expedition?

Date	Monday	Tuesday	Wednesday	Thursday	Friday
Daily Objective	Students will compare two descriptions of the same place, read about the authors to infer how experience, history, and culture influence points of view.			Students will identify words and phrases that authors use to sway their audiences’ opinions.	Students will determine how expertise determines the believability of an author.
Learning Target	Readers of nonfiction identify factors that contribute to an author’s point of view or perspective and his/her purpose.			Readers of nonfiction can identify language that an author uses to persuade or sway opinions in order to determine bias and draw conclusions.	Readers of nonfiction critically judge an author’s expertise in order to determine how believable they are in order to draw conclusions about the place, event, or person they are reading about.
Vocabulary	Point of view, perspective, author’s purpose.		Text-specific vocabulary, including intertribal, precarious, sanctimonious, covenant, empirical, confederated, expertise.	Argument, persuade, loaded words, author’s purpose, perspective.	Expertise.
Materials and Mentor Texts	The Lewis and Clark Journals (April 16, 1806): <a href="http://lewisandclarkjournals.unl.edu/read/?_xslsrc=1806-04-16&amp;_xslsrc=LCstyles.xsl">http://lewisandclarkjournals.unl.edu/read/?_xslsrc=1806-04-16&amp;_xslsrc=LCstyles.xsl</a> .	“Childhood Memories of Fishing at Celilo Falls” by Allen V. Pinkham, Sr. Episode 5 of the Celilo Storypath located at: <a href="http://www.indian-ed.org/curriculum/elementary-school-curriculum/wa-celilo-falls-dalles-dam/">http://www.indian-ed.org/curriculum/elementary-school-curriculum/wa-celilo-falls-dalles-dam/</a>	<i>Lewis and Clark Through Indian Eyes</i> , chapter entitled “We Have Always Been Here,” by Roberta Conner (especially pages 89, 91-101). Videos from “Native Homelands” and/or “Tribal Perspectives of American History in the Northwest.” “Spilyay Breaks the Dam” as told by Virginia Beavert (Anaku Iwacha), Logos, Ethos, Pathos video: <a href="http://www.youtube.com/watch?v=x4tTugqBkJU">http://www.youtube.com/watch?v=x4tTugqBkJU</a> . Author’s Purpose Commercials: <a href="http://www.youtube.com/watch?v=GODg8IPsO-U">http://www.youtube.com/watch?v=GODg8IPsO-U</a> .		
Teaching Method	Students compare/contrast L&C journal description of Celilo to Grandma’s description in “I Wish I Had Seen the Falls.” “T” chart. Identify their purpose: to persuade, entertain, or inform (or a combination).	Teacher models and reads aloud the difficult text so that students can then practice in pairs. During silent reading time, students will have chosen one local history text to read on their own, using the skills practiced in class. Students do not read from their independent texts today.	Read aloud short excerpts of Conner’s Umatilla perspective on the observations in the Lewis and Clark journals. Identify the structure (compare/contrast), and create a “T” chart.	Read aloud more excerpts and add to the “T” Chart, model thought processes: “What does this author want to make me feel? Believe? How does the author feel? What words are “loaded words,” intended to sway or change my opinion about certain events?	Compare and contrast William Clark’s and Roberta Conner’s accounts of a visit between the Lewis and Clark party and the Walla Walla tribe.
Differentiation	Higher Level Learners: Students use the “T” Chart and begin to draw at least two conclusions about why the perspectives are so different.	H: Students will complete as much of the article and take notes in their journals using Cornell Notes or other note-taking system.	H: Work on “T” charts individually during silent reading and note-making. Encourage students to start formulating opinions and revising previous opinions about the events.	H: Have research groups discuss what an author leaves out of an account of an event. Why does the author leave it out?	H: Do the work individually or with partners
	Emerging Learners: Discuss in small groups the differences and similarities before they make the “T” chart. Once	E: Students will work in small groups with the teacher and read only those sections essential for comparison.	E: Work on “T” charts in pairs with close teacher observation.	E: Identify what the author wants to make them feel? Identify loaded words or omissions of certain details.	E: Do the work in small groups with teacher support.

	the “T” chart is made students will discuss and agree upon at least one conclusion they can draw from their comparison.	They will make their notes on Post-Its within the text itself.				
Assessment	Journal check.	Exit Slip: Identify the differing points of view of Celilo Falls. Explain how authors’ experience (or lack of it) impacts their point of view.	Exit Slip: Explain how differing perspectives of the same event help to provide a more complete picture of history.	Exit slip: Provide at least three examples of “loaded words” in your text and explain why they are “loaded.”	Weekly Assessment: Identify vocabulary words: expertise, author’s purpose, perspective, and explain how they impact reading	
Homework	Share with at least two different people the two differing perspectives and write in your journal what their responses were.	Journal Write: Identify at least two differing points about your research topic. Explain how the authors' experience (or lack of it) impacts their point of view.	Continue taking notes on research group texts.	Divide texts among your research group and write a thought-prompt paragraph (handout).	Continue taking notes from research texts.	

Administrator 8/11/2014 12:00 PM  
Comment [2]: Unfinished thought here?

**EPISODE 4 (WEEK: 4) Using a Critical Eye to Analyze Sources, Draw Conclusions, Make Inferences, and Theorize about Events, People, and/or Ideas.**

CCSS Focus/Objective:

- RL.4.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- RI.4.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- RI.4.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the points of view they represent.
- RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
- W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

Tribal Enduring Understandings Addressed:

- The Columbia River tribes have made significant contributions to the region over time and continue to do so today.
- Knowledge of tribal cultural, environmental, political, social, and economic factors affects how we understand the present and future significance of an inundated waterfall.
- Celilo Village has been affected by past, present, and future events occurring locally, regionally, nationally, and globally.
- The decisions that were made about Celilo Falls before and after March 10, 1957 will affect the status of that place for years to come.

### Essential Questions:

- What does the future hold for this place?
- How might tribal cultures, languages, cultural landscapes, place names, sacred sites, and communities of this place be preserved and sustained?
- How can tribal peoples and other stakeholders work together to forge their future?

Date	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Daily Objective</b>	Students will identify the text structure so that they can see how the structure chosen by the author shapes readers’ opinions.	Students will explain how omissions of certain details affect how readers interpret certain historical events.	Flex day for students to do independent research and re-teach certain skills while conferring with students or working in small skills groups.	Flex day for students to do independent research and re-teach certain skills while conferring with students or working in small skills groups.	Flex day for students to do independent research and re-teach certain skills while conferring with students or working in small skills groups.
<b>Learning Target</b>	Readers of nonfiction can identify the structure of their texts and explain how the structure influences how and what they understand.	Readers of several nonfiction texts often “talk back to the authors” as a strategy to better analyze their purpose and bias and see the “whole picture” of an event or place.		Students will practice “reading” pictures and drawing conclusions from them.	
<b>Vocabulary</b>	Comparison, Cause/Effect, Problem/Solution, Chronological, Question/Answer, Narrative, Expository.	Omission, infer.	Main idea, key detail.	Infer, analyze.	Infer, analyze.
<b>Materials and Mentor Texts</b>	All previous readings. "Text Structure" handout from <a href="http://www.ereadingworksheets.com/text-structure/text-structure-worksheets/">http://www.ereadingworksheets.com/text-structure/text-structure-worksheets/</a> (another copy also in lesson plans).	Optional Mentor Text: Honoring the Foods: Berries, Salmon, Deer, and Roots and First Salmon Feast.			
<b>Teaching Method</b>	Model the text structures authors use:  Conner: Comparison/Contrast. Pinkham: Cause/Effect. L&C Journals: Chronological. Craig: Sequence, Narrative. Beavert: Narrative. “Today I want to remind you that authors deliberately use different	Author Script: “You say that...,” “What you really mean is...,” “You forgot to mention that...,” “But that’s not the whole truth....”	Determine main idea and key details. Readers can be on the lookout for a “pop-out sentence” as they read, · Readers read, always pushing themselves to think about how new information fits with what the text has taught them so far. They read, pausing to ask themselves “What is the big thing this part teaches me? How does	Point out the details in the pictures or diagrams that highlight what they’re saying. · Link previous learning to the new information that they just encountered by flipping back and forth to show pictures that build off one another and by explaining how those pictures go	See <i>Common Core</i> for more of the kinds of questions students should be able to answer about inferences by the end of the year, such as: · Which sentence from the text best supports the inference that _____? · What does the author mean when he/she says “_____”? · Which detail from the text best



	types of structures to connect the ideas, events, and concepts in their texts. Each author makes the choices that are best for his/her purpose. Paying attention to what structures they have chosen to use can help readers to figure out the author’s purpose for writing the text.” To begin this work, you might put up two different sections of text and let students think about what the author wanted the reader to know in each section and how the structure chosen helped to make the purpose clear.		this fit with what’s been said so far?” · Readers sometimes identify key details first. They pay attention to what important details they are learning and then ask, “What big idea these details are trying to show or support?” To help them do this work, readers might mentally or physically cut up an article and study the different parts to ask themselves what those parts add up to show ( ____ + ____ + ____ = ?) · How would you summarize this (paragraph, section, part) of the text?	together. · Add gestures to their explanations and use their voices to emphasize what’s important. · Act out what they learned and invite their partner to join in. For example, if one partner is explaining to his partner that owls don’t flap their wings like most birds, but rather they glide, he could have his partner put out his arms and flap them like wings. Then, he could instruct his partner to sway his body and keep his arms out and still to illustrate the difference between gliding and flapping.	supports the idea that____? · Based on the text, which is most likely true about ____? · How would the author most likely feel about...?
Differentiation	H: Identify the text structures of at least two of your own texts and infer how the structure best suits the author’s purpose. E: As a research group, identify at least two of the text structures the group has read.	Differentiation comes in each student determining which strategy works best.	Higher Level Learners: Focus on one question, “What is this text trying to teach me?” Emerging Learners: Focus on “How is this text trying to teach me____?”	Differentiation comes in each student determining which strategy works best. Differentiate the amount and level of progress required for each student group and each student within each group.	Differentiation comes in each student determining which strategy works best. Differentiate the amount and level of progress required for each student group and each student within each group.
Assessment	Weekly Assessment: On demand writing: The sentence from the text that best supports the author’s purpose is..., because.... Write one main idea from one text. Which detail from the text best supports that idea? How does the author feel about this topic? Provide at least one example from the selection to support your answer.	Student project progress determined by differentiation strategies and expectations.			
Homework	Reread your notes from all your texts. Is there certain information that an author leaves out? Why do you think s/he does this?	Students write nightly goals for the completion of the portion of the projects for which they are individually responsible.			

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<b>EPISODE 5 (WEEK: 5) Synthesizing Information for Presentation.</b> CCSS Focus/Objective: Students will orally and visually present their findings to respond to their essential questions. <ul style="list-style-type: none"><li>SL.4.4 Report on a topic or texts, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</li><li>SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</li></ul> Essential Questions: Why do places change? Is change a good thing? Why is it important to know a place’s history? <ul style="list-style-type: none"><li></li></ul>					
Date	Monday	Tuesday	Wednesday	Thursday	Friday and beyond
Daily Objective	End Product is a group oral presentation with a visual project accompanying their findings.				
Learning Target	Students will identify the best structure on which to build their project and oral presentation.	Students will determine what form their presentation will take.	Students will select or create a rough draft of what their visual will look like.	Students use the “Then and Now” handouts to focus the individual portions of their projects.	Students will build their projects and create an oral presentation that answers their essential questions.
Vocabulary	Vocabulary is contingent upon the style or structure of the end product.				
Materials and Mentor Texts	Materials are contingent upon the style or structure of the end product.				
Teaching Method	How will you organize or structure your presentation? Comparison, Problem/Solution, Question/Answer, Cause/Effect.	Show example projects. Brainstorm others. Determine project form.	Come to consensus about how the project will look.	Allow students time to synthesize their notes in an organized fashion. Use ReadWriteThink.org’s outline generator to show organization of ideas and evidence.	This will likely go for another week, but this can serve as the major oral or community project for the year, depending on teacher preference or instructional need.
Differentiation	Higher Level Learners: ----- Emerging Learners:	n/a			
Assessment	Exit ticket: Each group identifies its presentation structure and explains why this is the best structure to present their findings.	Exit ticket: each group selects a project form and explains why it is the best form to present their findings.		Students submit their “Then and Now” handouts to teacher.	Formative assessments might include: storyboards, in-process checks as exit tickets, and so on.
Homework		Each student sketches his/her idea of what the project should look like.	Bring in all research notes.	Students write nightly goals for the completion of the portion of the projects for which they are individually responsible.	