TITLE/TOPIC	MESSAGE	ASSIGNMENT (CALL TO ACTION)	URL	NOTES
Module 1: How Point of View Influences Perceptions	In this module, reading, writing, speaking and listening are constructed around the big idea of point of view while students consider how point of view influences perspective. Students read from and write to informational text as well as classic and contemporary literature. Students engage in class discussions involving the informational text and literature to analyze how point of view influences a reader's perception. The goal is for students to apply a broad range of reading, writing, speaking, and listening skills to determine and analyze main idea, cite evidence that strongly supports an analysis of text, determine an author's point of view and purpose in text, analyze the influence and use of words and phrases in text, and compare and contrast narrators' points of view. **Focus Standards** **CC.1.2.6.A** - Determine the central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. **CC.1.4.6.D** - Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension. **CC.1.4.6.I** - Use clear reasons and relevant evidence to support claims, using credible sources and demonstrating an understanding of the topic. **CC.1.4.6.K** - Write with an awareness of the stylistic aspects of composition. • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Use sentences of varying lengths and complexities. • Develop and maintain a consistent voice • Establish and maintain a formal style. **Important Standards** **CC.1.2.6.B** - Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text. **CC.1.2.6.D** - Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. **CC.1.3.6.F** - Determine the meaning of words and phrases as they are used in grade level reading and content, including interpretation of figurative language in context. **CC.1.3.6.H** - Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics as well as their use of additional literary elements.			

TITLE/TOPIC	MESSAGE	ASSIGNMENT (CALL TO ACTION)	URL	NOTES
		ACCESS the Module 1 Instructional Framework.	http://www.pdesas.org/CMap/CMap/DefaultCmap/16616	This link will take you to the PDE/SAS Portal with the full Module 1 Instructional Frameworks aligned to the PA Core Standards. To access the instructional modules, you must be a registered SAS user.
Providing an Objective Summary of Text	In this lesson, you will learn how authors convey a central idea. (CC.1.2.6.A)	LISTEN to "Main Idea" podcast.	Florida Virtual School - Reading for College Success (iTunes U Episode) https://itunes.apple.com/us/itunes-u/reading-for-college-success/id399604979?mt=10	Listen to the episide for an idea of ways to locate main ideas then watch the video to learn what is MI and how to locate that and the important details
		WATCH the video and TAKE NOTES about main idea and details.	http://www.brainpop.com/english/writing/mainidea/	
		QUIZ yourself about locating main ideas.	http://www.quia.com/pop/120023.html?AP_rand=2046424800	
		READ the text. ANSWER the questions about the text.	http://www.k12reader.com/main-idea/20-leagues-main-idea.pdf	
		ORGANIZE your main ideas and details.	Popplet Lite App - https://itunes.apple.com/us/app/popplet-lite/id364738549?mt=8	VIDEO to show HOW TO USE POPPLET: https://www.youtube.com/watch?feature=player_embedded&v=fhEvBTxlV1I
		WATCH the video to learn how a real life cop summarizes events in his life.	http://www.tv411.org/reading/understanding-what-you-read/video-summarizing	
		REVIEW summarizing.	http://www.pinterest.com/pin/283445370272716018/	
		HIGHLIGHT main ideas and details. SUMMARIZE each text.	http://www.ereadingworksheets.com/reading-comprehension-worksheets/summary-test.htm	
		READ and ANNOTATE the document.	http://chnm.gmu.edu/tah-loudoun/wp-content/lessons/avdellas/boston-gazette.pdf	
		SUMMARIZE your learning from the above document. CREATE an iMovie trailer.	iMovie - https://itunes.apple.com/us/app/imovie/id377298193?mt=8.	

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Citing Textual Evidence to Support Analysis of Writing	In this lesson, you will objectively analyze text and draw evidence from the text to support your analysis. (CC.1.2.6.B)	LEARN how to cite text.	https://learnzillion.com/lessons/669-cite-evidence-from-the-text-in-your-own-words	
		LEARN how to cite evidence using the RACES method.	http://www.franklinboe.org/site/handlers/filedownload.ashx?moduleinstanceid=9575&dataid=13498&FileName=Citing%20Textual%20Evidence%20Presentation.ppt	"Immigrant_Interviews_-_Citing_Textual_Evidence"
		PRACTICE citing text evidence.	https://www.youtube.com/watch?v=ahAM98tK7sA	
		READ the article and CITE evidence that suggests the author believes that pathological gaming is dangerous to kids.	http://articles.chicagotribune.com/2009-04-21/news/0904200538_1_addiction-video-games-pathological	
Determining an Author's Point of View	In this lesson, you will examine author's purpose and how the author's point of view impacts the meaning. (CC.1.2.6.D)	LEARN about author's purpose.	http://www.ereadingworksheets.com/reading-worksheets/authors-purpose-lesson-3.ppt	
		PRACTICE identifying author's point of view.	http://fcit.usf.edu/fcat/strategies/ap/activity4.htm	
		DETERMINE authors purpose.	https://www.youtube.com/watch?v=GODg8IPsO-U	"Authors Purpose Video Organizer"
		REINFORCE your understanding of author's purpose.	http://www.shsu.edu/txcae/Powerpoints/prepostest/authorpovpostest.html	
		STRENGTHEN your understanding of author's purpose	http://www.thewritesource.com/books/textbooks/write_source_6/	
		SHOW and EXPLAIN the author's purpose.	*How to use SHOW ME to demonstrate your understanding of Author's Purpose.*	For each article from above, SHOW and EXPLAIN what the author's purpose is and how you came to that conclusion.
Using Organizational Techniques to Write Informational Text	In this lesson, you will learn about non-fiction text structures and how they help you organize your writing of informational texts. (CC.1.4.6.D)	LEARN the types of text structures in informational text.	https://www.youtube.com/watch?v=zVU8xoXRHys	

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		REVIEW nonfiction text structures.	http://www.nsbsd.org/cms/lib01/AK01001879/Centricity/Domain/781/Text Structure Templates.docx	
		REVIEW authors' choices for text structure.	https://www.youtube.com/watch?v=Y7jXww7bHmU	
		DETERMINE why the author chose the text structure for a given passage.	http://www.smekenseducation.com/decf8cd0c8_sites/www.smekenseducation.com/files/PURE_TEXT_Examples__Short_Passages_for_Introduction__PDF.pdf	SELECT a passage.
		You are the author and are being interviewed by a classmate. RESPOND to the question: "Why did you choose this structure and how would the passage be different" with a new structure?		CREATE a video based on the passage selected above.
		PRACTICE writing within each text structure.	http://www.literacyleader.com/sites/litlead.essdack.org/files/Text%20Structure%20Goose%20Bumps%20examples.doc	
		SORT the paragraphs by text structure.	http://www.literacyleader.com/sites/litlead.essdack.org/files/text%20structure%20sort%20secondary_0.pdf	
		CHOOSE one text structure to RETEACH the structure to the class.	Educreations - https://itunes.apple.com/us/app/educreations-interactive-whiteboard/id478617061?mt=8	
		ASSESS your learning about text structures.	http://www.quia.com/quiz/1137258.html?AP_rand=1365410913	
		CHOOSE a topic of interest. RESEARCH and WRITE four paragraphs, each written using a different text structure.	http://www.readingrockets.org/article/reading-and-scaffolding-expository-texts#organizers	

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		CREATE a book from the exercise above. Include one paragraph per page.	Book Creator App - https://itunes.apple.com/us/app/book-creator-free/id661166101?mt=8	
Writing Informational Text	In this lesson, you will learn how to use clear reasons and relevant evidence to support claims. (CC.1.4.6.I)	READ the article. COMPLETE the graphic organizer to locate relevant and irrelevant details.	http://betterlesson.com/community/document/177544/giving-sharks-safe-homes-class-summary-article-docx	
		LEARN about irrelevant details are and PRACTICE eliminating these details.	http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=8&ved=0CEoQFjAH&url=http%3A%2F%2Fteachersites.schoolworld.com%2Fwebpages%2Flboone%2Ffiles%2Fspi%25200501.3.4%2520irrevelant%2520sentences.ppt&ei=i19NVNPGMsygyASdh4KQBg&usg=AFQjCNFGPPC4xAZvJ1m2tRbbunkMOus0jQ&sig2=CwQKPOno05etWkmtcbHk2A	
		EVALUATE each claim SUPPORT. COMPARE with a partner.	*Claim and Evidence Organizer*	
		READ the article and ANSWER the related questions. DISCUSS answers with a partner if possible.	http://www.nytimes.com/learning/teachers/featured_articles/20050503tuesday.html Additional document saved "REALLY guiding questions"	
		SELECT a claim to EVALUATE. WRITE an article supporting or refuting your claim.	*Claim Article Writing*	

TITLE/TOPIC	MESSAGE	ASSIGNMENT (CALL TO ACTION)	URL	NOTES
Module 2: How Words Have the Power to Shape Our World	In this module, reading, writing, speaking, and listening are constructed around the big idea of the power of word choice and how words have the power to shape our world. It will delve further into author's purpose and point of view, with respect to the style and vocabulary an author chooses. Students read a variety of informational text and literature, focusing on details. In addition, students use their knowledge of author's purpose to speak and write consistently toward an intended audience, using domain-specific vocabulary, and paying close attention to the organization of ideas. Key outcomes include identifying intended audience through examining an author's word and structure choice, organization of ideas in a clear and concise manner, and utilization of language, style, and voice consistent with the intended audience. **Focus Standards:** **CC.1.4.6.B** - Identify and introduce the topic for the intended audience. **CC.1.4.6.E** - Write with an awareness of the stylistic aspects of composition. • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Use sentences of varying lengths and complexities • Develop and maintain a consistent voice • Establish and maintain a formal style. **CC.1.4.6.K** - Write with an awareness of the stylistic aspects of composition. • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Use sentences of varying lengths and complexities. • Develop and maintain a consistent voice • Establish and maintain a formal style.			
		ACCESS: Module 2 Instructional Framework.	http://www.pdesas.org/CMap/CMap/DefaultCmap/16710	This link will take you to the PDE/SAS Portal with the full Module 2 Instructional Frameworks aligned to the PA Core
Writing to an audience	In this lesson, you will consider how audience impacts choice of language, style, and voice. (This is a blend of CC.1.4.6.B and CC.1.4.6.E)	COMPLETE the lesson to learn how to determine your writing audience.	http://www.studyzone.org/testprep/ela4/g/audiencewritel.cfm	
		VIEW the video that explains formal vs. informal writing based on your audience.	https://www.youtube.com/watch?v=sdDBY2-Wmis	
		BRAINSTORM examples of formal vs. informal types of writing.	Popplet Lite - https://itunes.apple.com/us/app/popplet-lite/id364738549?mt=8	
		ILLUSTRATE your understanding of determining audiences and formal vs. informal writing.	How to create a Paper Slide Video https://paperslide.wikispaces.com/	CREATE a Paper Slide video to illustrate your understanding.
Determining Author's Purpose and Point of View	In this lesson, you will focus on author's purpose and consider how writers use words and phrases to support purpose and point of view. (CC.1.2.6.D)	LEARN how author's point of view affects text.	https://www.youtube.com/watch?v=MDJOHByFNNw	
		DETERMINE Dr. Seuss's purpose: to persuade, to inform, or to entertain.	https://www.youtube.com/watch?v=B32u4qrIVZQ	
		DETERMINE the purpose of the commercial about Riley, the dog.	https://www.youtube.com/watch?v=B32u4qrIVZQ	
		COMPLETE the quiz about author's purpose.	http://www.thatquiz.org/tq/practicetest?TUAG7034	

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		DETERMINE the author's purpose in each of the video clips.	USE "Author's Purpose Video Organizer" PDF	
		CREATE an infographic to share information about a topic of interest.	https://itunes.apple.com/us/app/canva-graphic-design-photo/id897446215?mt=8	
		CREATE an advertisement for a product of your choice. USE persuasive techniques in your ad.	Pic Collage - https://itunes.apple.com/us/app/pic-collage-free-fun-fast/id448639966?mt=8	
		CREATE a puppet show that would be entertaining to young children.	Puppet Pals - https://itunes.apple.com/us/app/puppet-pals-hd/id342076546?mt=8	
		CREATE an iBook, as a guide to assist readers in understanding author's purpose.	Book Creator Free - https://itunes.apple.com/us/app/book-creator-free/id661166101?mt=8	USE the collage, ad and puppet show to explain the three different purposes for writing.
Importance of Word Choice in Writing	In this lesson, you will focus on the importance of both style and word choice when writing, specifically when transitioning from one idea to another. (CC.1.4.6.E)	READ about the importance of transitions in writing.	https://www.kibin.com/essay-writing-blog/good-transition-words-can-improve-writing/	
		FIND and INSERT transition words into text.	http://my-ecoach.com/online/resources/7482/Transition_Words_Exercise.pdf	
		CHOOSE the correct category for each transition word.	http://www.studygs.net/trans/wrtstr6a.htm	
		REVISE a written piece from your writer's notebook to include transition words that convey your meaning.	http://www.smart-words.org/linking-words/transition-words.html	Use the URL to find lists of transition words to help.

TOPIC/TITLE	MESSAGE	ASSIGNMENT (CALL TO ACTION)	URL	NOTES
Module 3: The Way Individuals Change Over Time	In this module, reading, writing, speaking, and listening are constructed around the big idea of structure and sequencing while students grapple with the way individuals change over time. Through informational text and literature, students compare and contrast texts, examining not only how different texts and media are similar and different, but also how main characters in these texts have fundamental similarities and differences. Students engage in class discussions involving selected texts to analyze how different authors show the idea of change in key individuals throughout a text or media format. Students also employ a variety of reading and writing skills to determine how the organization of ideas can shape change in a piece of writing. Key outcomes include the ability to compare and contrast the key players in two different works, compare and contrast the experience of reading and listening and/or viewing a different version of the same work, and produce a work (i.e., writing, speech, multimedia presentation) derived from an original, all the while keeping in mind that a work or a key player may change, but certain elements must remain the same. **Focus Standards** **CC.1.4.6.D** - Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension. **CC.1.4.6.P** - Organize an event sequence that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; provide a conclusion that follows from the narrated experiences and events. **CC.1.4.6.Q** - Write with an awareness of the stylistic aspects of writing. • Vary sentence patterns for meaning, reader/listener interest, and style. • Use precise language. • Develop and maintain a consistent voice. **Important Standards** **CC.1.2.6.F** - Determine the meaning of words and phrases as they are used in grade level reading and content, including interpretation of figurative language in context. **CC.1.2.6.G** - Integrate information presented in different media or formats (e.g. visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. **CC.1.2.6.I** - Examine how two authors present similar information in different types of text. **CC.1.3.6.G** - Compare and contrast the experiences of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what is "seen" and "heard" when reading the text to what is perceived when listening or watching. **CC.1.3.6.H** - Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics as well as their use of additional literary elements. **CC.1.3.6.I** - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies and tools. **CC.1.5.6.C** - Interpret information presented in diverse media and formats (e.g. visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.			

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		ACCESS the Module 3 Instructional Framework.	http://www.pdesas.org/CMap/CMap/DefaultCmap/16711	This link will take you to the PDE/SAS Portal with the full Module 3 Instructional Frameworks aligned to the PA Core Standards. To access the instructional modules, you must be a registered SAS user.
Using Literary Elements: Authors' Style	In this lesson, you will examine how two authors present similar information in different types of text and compare and contrast the way these authors approach the subject through use of literary elements. (CC.1.2.6.I and CC.1.3.6.H)	LEARN how authors can present the same idea in different ways in nonfiction texts.	https://www.youtube.com/watch?v=6pRIaKq3L5I	
		LEARN how authors can have similar plots in different stories.	https://www.youtube.com/watch?v=TRKnOxPow2M	
		WATCH the *Wolong Pandas* video.		TAKE NOTES using the graphic organizer, Pandas Compare and Contrast
		READ *Pandas: An Endangered Species* text.		TAKE NOTES using Pandas Compare and Contrast graphic organizer.
		WATCH *Bamboo Mountain* video.		TAKE NOTES using Pandas Compare and Contrast graphic organizer.
		CREATE a Public Service Announcement about the decline of the panda population.	iMovie - https://itunes.apple.com/us/app/imovie/id377298193?mt=8	Using the information from your graphic organizer.
Multi-Media Approaches to Text	In this lesson, you will compare and contrast the experience of reading a story, drama, or poem to listening or viewing an audio, video, or live version of the text. (CC.1.3.6.G)	WATCH the video on how to draft a narrative essay.	http://youtu.be/HOxYFY8rNV4	
		READ and ANALYZE Ronald Reagan's speech on the Challenger disaster.	Speech Transcript PDF	
		WATCH and ANALYZE the video clip of Ronald Reagan's speech.	http://youtu.be/mEWnW9dpxAk	
		COMPLETE the graphic organizer COMPARING your visualizations and experiences.	Challenger Visualization Comparison PDF	
		REVIEW the attached project guide you will use to create a public service announcement.	iMovie Multiple Meaning PDF	
		CREATE an iMovie based on the project guide that demonstrates the multiple meanings of words and how visuals and text can convey meaning differently.	iMovie - https://itunes.apple.com/us/app/imovie/id377298193?mt=8	
Writing an Effective Narrative	In this lesson, you will explore how to employ techniques to write an effective narrative - organizing an event sequence that unfolds naturally and logically, using appropriate transitions. (CC.1.4.6.P)	WATCH this video to learn how to draft a narrative essay.	https://www.youtube.com/watch?v=Emf95F8Giyw	
		READ *All Summer in a Day* by Ray Bradbury.	*All Summer In A Day* PDF	

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		WRITE an essay.	*All Summer In A Day* Writers Notebook	
		REVISE your writing to make your story more realistic and exciting.	https://www.youtube.com/watch?v=Cx3xKoe7fdw	WATCH this video to help you with your revisions.
			PSSA Narrative Writing Rubric PDF	
Interpreting Information in Media	In this lesson you will interpret information presented in diverse media and formats and explain how the formats contribute to a topic, text, or issue. (CC.1.5.6.C)	LEARN how television, print, and online advertisements utilize the three rhetorical strategies.	http://www.readwritethink.org/videos/rhetoric/video-61.html	
		READ the following advertising techniques.	http://www.admongo.gov/_pdf/curriculum/FTC_Student_Worksheet_2.pdf	
		IDENTIFY advertising strategies by playing *Admongo*.	http://game.admongo.gov/	
		ANALYZE television commercials.	http://www.readwritethink.org/files/resources/lesson_images/lesson1166/CoomercialDig.pdf	WATCH an entire episode on television, and COMPLETE the Commercial Dig organizer.
		FIND two Public Service Announcements in two different formats in the same campaign.	https://www.psacentral.org/home	Click on "Browse Campaigns", choose a campaign, and then view the various formats of advertisements.
		EXPLAIN how the different formats (radio/television/print) create a different experience.	Show Me - https://itunes.apple.com/us/app/showme-interactive-whiteboard/id445066279?mt=8	CREATE a screencast or slideshow for your explanation.
		WATCH the following television commercial advertisement.	https://www.youtube.com/watch?v=GQ4K-TZXt7E	
		WRITE a narrative about what happened prior to this scene in the above commercial.	PSSA Narrative Writing Rubric for 6-8 PDF	

TOPIC/TITLE	MESSAGE	ASSIGNMENT (CALL TO ACTION)	URL	NOTES
Module 4: How Perceptions of Others Shape Our Choices	In this module, reading, writing, speaking, and listening are constructed around the big idea of actively and skillfully interpreting, analyzing, evaluating, and synthesizing text while students grapple with how perceptions of others shape our choices. Through a variety of literature, students will explore plot events and setting, analyzing how they shape the text. They engage in discussions and assignments through which they will cite specific textual evidence in order to support analysis of what the text says, as well as generalizations drawn from the text, in order to delve deeper into how authors use their own point of view to "steer" the reader to conclusions. In addition, students examine the structure and details in literary works to determine how these elements contribute to the development of theme, setting, and plot. Key outcomes include determining and analyzing plot events, setting, and theme, and organization of an event sequence that unfolds naturally and logically. **Focus Standards** **CC.1.2.6.A** - Determine the central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. **CC.1.3.6.A** - Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. **CC.1.3.6.C** - Describe how a particular story 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. **CC.1.3.6.E** - Analyze how the structure of a text contributes to the development of theme, setting, and plot. **CC.1.4.6.P** - Organize an event sequence that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; provide a conclusion that follows from the narrated experiences and events. **Important Standards** **CC.1.2.6.B** - Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text. **CC.1.2.6.C** - Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text. **CC.1.2.6.E** - Analyze the author's structure through the use of paragraphs, chapters, or sections. **CC.1.3.6.B** - Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text. **CC.1.4.6.N** - Engage and orient the reader by establishing a context and introducing a narrator and/ or characters.			
		ACCESS the Module 4 Instructional Framework.	http://www.pdesas.org/CMap/CMap/DefaultCmap/16712	This link will take you to the PDE/SAS Portal with the full Module 4 Instructional Frameworks aligned to the PA Core Standards. To access the instructional modules, you must be a registered SAS user.
Analyzing Plot Events and Setting	In this lesson, you will describe how a particular story 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. (CC.1.3.6.C)	WATCH the video; OBSERVE the elements of a short story.	https://www.youtube.com/watch?v=c6I24S72Jps	

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		READ to learn about plot.	http://www.slideshare.net/mungo13/writing-narratives?qid=6a1ce3f1-5721-482b-8638-3724b844d7f8&v=default&b=&from_search=4	
		READ the *Navigating the Plot Diagram Book*.	https://itunes.apple.com/us/book/navigating-the-plot-diagram/id925601734?mt=13	WATCH the corresponding videos for each section.
		READ *A Defenders Tale*. FOCUS on how the characters respond or change as the plot moves toward a resolution.	https://itunes.apple.com/us/app/a-defenders-tale/id776948844?mt=8	MAKE DECISIONS for the character at the end of each chapter.
		CREATE a scrapbook that portrays the character's responses in "A Defenders Tale" to changes in the plot.	pic-collage app: https://itunes.apple.com/us/app/pic-collage-free-fun-fast/id448639966?mt=8	
		LEARN about plot and characterization.	https://www.youtube.com/watch?v=yoCV0K75om4&feature=relmfu	
		READ *The Tale of Benjamin Bunny* by Beatrix Potter.	https://itunes.apple.com/us/book/tale-benjamin-bunny-read-aloud/id439578134?mt=11	USE the interactive graphic organizer to RECORD parts of the plot.
			http://www.readwritethink.org/files/resources/interactives/plot-diagram/	http://www.readwritethink.org/util/legal.html Need to get copyright on this one
		CREATE a video showing the parts of the plot in the Benjamin Bunny story.	Adobe Voice- Show your story app: https://itunes.apple.com/us/app/adobe-voice-show-your-story/id852555131?mt=8	
		SHOW how Benjamin changed throughout the story.	https://itunes.apple.com/us/book/tale-benjamin-bunny-read-aloud/id439578134?mt=11	DESIGN a graphic organizer to reflect the change.
			https://itunes.apple.com/us/app/inspiration-maps/id510031612?mt=8	
		EXPLAIN how Benjamin changed throughout the story.	Puppet pals app: https://itunes.apple.com/us/app/puppet-pals-hd/id342076546?mt=8	Create a puppet show for your explanation.
		READ the short story *The Wallet*.	http://www.ereadingworksheets.com/reading-worksheets/the-wallet-story-structure-worksheet-6.pdf	copyright: http://www.ereadingworksheets.com/e-reading-worksheets/about/terms-of-use/
			http://www.ereadingworksheets.com/reading-worksheets/the-wallet-story-structure-worksheet-6.pdf	CHECK your reading skills.
		EXPLAIN in one paragraph how the character changed throughout the story.	http://www.ereadingworksheets.com/reading-worksheets/the-wallet-story-structure-worksheet-6.pdf	http://www.ereadingworksheets.com/e-reading-worksheets/about/terms-of-use/
		CONSTRUCT a photo collage showing how the character changed throughout the story.	instacollage app: https://itunes.apple.com/us/app/instacollage-pro-pic-frame/id530957474?mt=8	INCLUDE the written paragraph in this collage.

TOPIC/TITLE	MESSAGE	ASSIGNMENT (CALL TO ACTION)	URL	NOTES
Citing Textual Evidence	In this lesson, you will cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text. (CC.1.2.6.B)	READ and COMPLETE the inferencing activities.	http://www.teacherspayteachers.com/Product/Using-Inferences-Practice-35805	
		PRACTICE citing textual evidence to support analysis of what the text says.	Reading comprehension app: https://itunes.apple.com/us/app/reading-comprehension-prep/id739985631?mt=8	READ the selection and RESPOND to the related questions.
			6th grade reading comprehension prep app: https://itunes.apple.com/us/app/6th-grade-reading-comprehension/id568724137?mt=8	Paid app- $2.99
		READ each passage and respond to inferencing questions.	http://www.ereadingworksheets.com/reading-worksheets/making-inferences-2.pdf	Explain your answer by referencing the text.
			http://www.ereadingworksheets.com/e-reading-worksheets/about/terms-of-use/	
		WATCH this video and complete the inferencing activities.	https://www.youtube.com/watch?v=to30AJm2epQ	
		READ the article *Hoop Keeps Blind Dogs from Bumping into Things.*	http://tweentribune.com/tween56/hoop-keeps-blind-dogs-bumping-things	Copyright information. Please double check that this is ok- http://tweentribune.com/terms
		ANALYZE the article and explain the author's intent by writing a pretend facebook status to a friend.	http://tweentribune.com/tween56/hoop-keeps-blind-dogs-bumping-things	See above for copyright
		CREATE a picture book that shows the author's intent.	instacollage app: https://itunes.apple.com/us/app/instacollage-pro-pic-frame/id530957474?mt=8	
Determining Theme or Central Idea	In this lesson you will determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (CC. 1.3.6.A)	PRACTICE finding the central idea in this online activity.	http://www.studyzone.org/testprep/ela4/h/mainideap2.cfm	
		READ a science news article of your choice on NEWSELA.	https://newsela.com/articles/?category=science	
		DETERMINE central idea of the article.	https://itunes.apple.com/us/app/sketchnotes/id363706176?mt=8	CREATE a sketchnotes page to communicate the article's central idea.
		READ and DETERMINE the worksheet to determine central idea.	http://www.ereadingworksheets.com/reading-worksheets/main-idea.pdf	
			http://www.ereadingworksheets.com/reading-worksheets/main-idea-answers.html	http://www.ereadingworksheets.com/e-reading-worksheets/about/terms-of-use/ copyright link

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		LEARN about summarizing.	http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=2&sqi=2&ved=0CCYQFjAB&url=http%3A%2F%2Fwww.tigerwires.com%2Fcms%2Flib3%2FPA01000001%2FCentricity%2FDomain%2F291%2Ffivefingersummary.ppt&ei=Xv1HVJWhMPWBsQS504LgDA&usg=AFQjCNHhovsD988EJALsh5Y_WjlG-w9yvA&sig2=ewGpxYdkZqeeSR8Ql3t2kg	
		SELECT and READ an article from the Discovery News App.	Discovery News app: https://itunes.apple.com/us/app/discovery-news/id513902154?mt=8	
		SUMMARIZE the central theme of the article you read.	https://itunes.apple.com/us/app/pages/id361309726?mt=8	
		EXPLAIN the central idea of this article.	Discovery news - https://itunes.apple.com/us/app/discovery-news/id513902154?mt=8	USE Voicethread to publish your explanation.
Analyzing Text Structure	In this lesson you will analyze how the structure of a text contributes to the development of theme, setting, and plot. (CC.1.3.6.E)	READ "The Breakaway."	http://www.ereadingworksheets.com/reading-worksheets/the-breakaway.pdf	Copyright: http://www.ereadingworksheets.com/e-reading-worksheets/about/terms-of-use/
		RESPOND to the Reading Skills questions about text structure, theme, setting and plot.	http://www.ereadingworksheets.com/reading-worksheets/the-breakaway.pdf	
		LEARN how theme is developed.	https://www.youtube.com/watch?v=F9s8vqztKUk	As you watch the video, make note of the examples of how theme is developed.
		VIEW the Text structure power point.	http://www.slideshare.net/joannebresnan/textstructurepowerpoint?related=2	ANSWER the questions presented in the power point.
		IDENTIFY the theme in the passages.	http://www.ereadingworksheets.com/reading-worksheets/theme-worksheet.pdf	Copyright: http://www.ereadingworksheets.com/e-reading-worksheets/about/terms-of-use/
		LEARN about various types of text structures.	http://www.slideshare.net/elkissn/text-structure-for-young-readers?related=3	Great powerpoint need copyright from the author
		DEMONSTRATE understanding of theme.	iMovie app - https://itunes.apple.com/us/app/imovie/id377298193?mt=8	CREATE a movie trailer reflecting your learning about theme. Students may choose one of the previous passages for use with this activity.
Writing an Effective Narrative	In this lesson you will organize an event sequence that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; provide a conclusion that follows from the narrated experiences and events. (CC.1.4.6.P)	LEARN the features of narrative writing.	http://www.slideshare.net/mungo13/writing-narratives?qid=6a1ce3f1-5721-482b-8638-3724b844d7f8&v=default&b=&from_search=4	

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		LEARN the signal words that convey sequence.	http://www.readingrockets.org/content/pdfs/transition%20words.pdf	
		READ the *Narrative of the Life of Fredrick Douglas.*	Narrative of the Life of Frederick Douglass - https://itunes.apple.com/us/book/narrative-life-frederick-douglass/id415325265?mt=11	Pay attention to event sequence that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
		HIGHLIGHT transition words in chapters 1-2 of the book"*Narrative of the Life of Fredrick Douglas".*	Narrative of the Life of Frederick Douglass - https://itunes.apple.com/us/book/narrative-life-frederick-douglass/id415325265?mt=11	
		IDENTIFY sequence of events in the Narrative of the Life of Fredrick Douglas.	Narrative of the Life of Frederick Douglass - https://itunes.apple.com/us/book/narrative-life-frederick-douglass/id415325265?mt=11	
		USE the Sequence Events organizer to convey sequence of events in the *Narrative of the Life of Fredrick Douglas.*	http://www.thinkport.org/Tools/ContentViewer/ContentPreview.aspx?ContentID=7b346c9b-831c-480d-b451-411f196a476f	
		WRITE a summary of the *Narrative of the Life of Fredrick Douglas* in sequential order using appropriate transition words.	Narrative of the Life of Frederick Douglass - https://itunes.apple.com/us/book/narrative-life-frederick-douglass/id415325265?mt=11	
		USE a story map organizer to may your narrative story.	http://www.readingrockets.org/pdfs/storymap_complex3.pdf	
		WRITE your own narrative using the story map as your guide.		
		PUBLISH your narrative in the class iBook.	Book Creator App: https://itunes.apple.com/us/app/book-creator-free/id661166101?mt=8	

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Module 5: Determining What is Trustworthy	In this module, reading, writing, speaking, and listening are constructed around the big idea of effective research and determining trustworthiness. Students read a variety of informational and literary texts, analyzing the central idea of a text, paying close attention to the author's purpose, point of view, and credibility. The goal is for students to become aware of potential bias, and to become critical readers in order to discern what is credible and supported by evidence, and what is not. Key outcomes in this unit include the ability to assess the credibility of sources, cite textual evidence to support what a text says, analyze in detail how an author presents information and how that format may or may not change the reader's point of view, and to demonstrate the understanding of a topic by gathering relevant and credible information while avoiding plagiarism. **Focus Standards** **CC.1.2.6.A** - Determine the central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. **CC.1.3.6.E** - Analyze how the structure of a text contributes to the development of theme, setting, and plot. **CC.1.4.6.C** - Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension. **CC.1.4.6.I** - Use clear reasons and relevant evidence to support claims, using credible sources and demonstrating an understanding of the topic. **CC.1.4.6.J** - Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s) and reasons by using words, phrases, and clauses; provide a concluding statement or section that follows from the argument presented. **CC.1.4.6.W** - Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of other while avoiding plagiarism and providing basic bibliographic information for sources. **Important Standards** **CC.1.2.6.B** - Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text. **CC.1.2.6.C** - Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text. **CC.1.3.6.B** - Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.			
		ACCESS the Module 5 Instructional Framework.	http://www.pdesas.org/CMap/CMap/DefaultCmap/16713	This link will take you to the PDE/SAS Portal with the full Module 5 Instructional Frameworks aligned to the PA Core Standards. To access the instructional modules, you must be a registered SAS user.
Determining the Central Idea in a Text and How it is Conveyed	In this lesson, you will explore informational texts to identify details that contribute to the central idea and summarize text objectvely. (CC.1.2.6.A)	LEARN about main ideas in informational text.	Main Idea and Supporting Details - http://schools.nashua.edu/middle/lime/languagearts/Documents/Main%20Idea%20and%20Supporting%20Details.ppt	

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		READ *The Great Fire* by Jim Murphy by and UNDERLINE the Main Ideas then SUMMARIZE text.	A Close Reading of the Great Fire - http://achievethecore.org/content/upload/The%20Great%20Fire%20-%20Student%20Materials%20-%20v11%20-%20current.pdf	
		WATCH video and TAKE NOTES about the Main Idea.	Great Chicago Fire 1871 - https://www.youtube.com/watch?v=a3Q3wwRAGiw	
		ANSWER the questions accompanying The Great Fire.	A Close Reading of the Great Fire - http://achievethecore.org/content/upload/The%20Great%20Fire%20-%20Student%20Assessment%20-%20v11%20-%20current.pdf	
		CREATE a comic strip to present your *The Great Fire* summary.	Make Beliefs Comix - https://itunes.apple.com/us/app/make-beliefs-comix/id795026580?mt=8	
		DETERMINE the Main Ideas of the article and WRITE a conclusion to the question: Should Catherine O'Leary and her cow be held responsible for the fire?	Who or What Cause the Great Chicago Fire? - http://www.smithsonianmag.com/history/what-or-who-caused-the-great-chicago-fire-61481977/?no-ist	USE textual evidence to support your ideas.
Analyzing Author's Craft and Focusing on How to Create a Cohesive Text	In this lesson you will analyze in detail how individuals, events, or ideas are introduced, illustrated, and elaborated in a text. (CC.1.2.6.C)	LEARN how authors develop an idea.	https://learnzillion.com/lessons/1947-analyze-how-an-idea-is-developed-over-the-course-of-a-text	
		READ the article: *Titanic Sinks Four Hours After Hitting Iceberg.*	Titanic Sinks Four Hours After Hitting Iceberg - http://www.nytimes.com/learning/general/onthisday/big/0415.html#article	
		IDENTIFY the 5 W's and H from the article you read.	https://www.eduplace.com/graphicorganizer/pdf/5Ws.pdf	
		EXPLAIN how the article would change if one or more of these details were omitted.	https://itunes.apple.com/us/app/the-easyblog-app/id972010186?mt=8	RECORD your explanation in Easy Blog.
Citing Textual Evidence	In this lesson, you will read and analyze informational texts, focusing on citing evidence from text to support explicit or inferred statements. (CC1.3.6.B)	WATCH the "What does the text say" video.	https://www.youtube.com/watch?v=nAVRSs3rbD0	
		WATCH the *Making Inferences* video.	Making Inferences - https://www.youtube.com/watch?v=to30AJm2epQ	
		READ the "Citing Evidence."	http://oteybenglish.weebly.com/uploads/2/2/6/7/22671086/citing_evidence_ppt.pdf	
		WATCH the *Textual Evidence* video.	Textual Evidence - https://www.youtube.com/watch?v=T5A-mOqB4Pc	

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		READ the *Space Probe* section of *Astronomy & Science: From the Big Bang to the Big Crunch*.	Space Probe - http://www.carter.kyschools.us/prototype10/Lang%20Prototypes/Exemplar%20Texts/6-8/ITSMT-Astronomy%20&%20Space.doc	
		WRITE a summary of the *Space Probe* article. USE Sketchnotes.	Sketchnotes app - https://itunes.apple.com/us/app/sketchnotes/id363706176?mt=8	EXPLAIN your opinion of this program by using evidence from the article to support your opinion.
Assessing the Credibility of Sources	In this lesson, you will explore print and digital resources and identify methods on how to assess credibility to ensure your research reflects accurate information. (CC.1.4.6.W)		Helpful Hints to Help You Evaluate -http://mason.gmu.edu/~montecin/web-eval-sites.htm	
		READ How accurate is Wikipedia?	How Accurate is Wikipedia? - http://www.livescience.com/32950-how-accurate-is-wikipedia.html	
		CREATE a list of academic and pop culture topics to look up in Wikipedia.		
		LISTEN to the *TechStuff Tackles Wikipedia* podcast.	TechStuff - https://itunes.apple.com/us/podcast/techstuff-tackles-wikipedia/id282795787?i=155612139&mt=2	
		IDENTIFY one topic from your list to search in Wikipedia.	https://www.wikipedia.org/	READ the entries of each.
		SEARCH the interned for two other website articles/blogs to read about your topic.		COMPARE your reading from Wikipedia to what you read from you uInternet search.
		CREATE a public service announcement about whether or not Wikipedia should be used for academic research.	iMovie app - https://itunes.apple.com/us/app/imovie/id377298193?mt=8	
Citing Information and Creating a Bibliography	In this lesson you will demonstrate understanding of a topic by gathering relevant information from multiple print and digital sources, using clear reasons and relevant evidence (i.e. facts, details, quotes, or information) while avoiding plagiarism and providing basic bibliographic information for sources. (CC. 1.4.6.W)	READ How to write a Bibliography.	How to Write a Bibliography - http://www.tollmiddleschool.org/ourpages/auto/2009/9/17/31588900/bibliographyPP.pdf	
		CREATE a Bibliography of the sources you used in your Wikipedia research.	EasyBib app - https://itunes.apple.com/us/app/easybib/id436768184?mt=8	