

## Illinois Reads Book Curriculum Plan

<b>Title of Book</b>	Edgeland by Sophia Agos	
<b>Title of Unit</b>	"Edgeland"- The Journey of Life and Death	
<b>Grade level (interest)</b>	7 <sup>th</sup> grade	
<b>Lexile Level</b>	690L	
<b>A. Purpose for Instruction/ Essential Questions/ Theme</b>	We can't always control the things that happen in our lives. Some have their life perfectly mapped out and laid in front of them, while others are just trying to live for another hour. This might cause us to see things differently. Things are always seen at different perspectives (just like the Suns and Shadows have different perspectives on religion), but we will never know how something truly functions until we get up close and personal with it. Wren and Alec discovered this when they fell down the drain. They realized that things they have been told about the drain all of their lives were lies. But, they would have never known this if they hadn't fallen down the drain in the first place. I am hoping to teach students the meaning of multiple perspectives. Throughout <i>Edgeland</i> there were so many different characters with different opinions on the same situation. Everyone had his/her own way of viewing and interpreting a situation.	

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

<b>CCSS ELA Standards [Reading, Writing] 4 required</b>	<p>1. CCSS.ELA-LITERACY.RL.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p> <p>2. CCSS.ELA-LITERACY.RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p>3. CCSS.ELA-LITERACY.RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p>4. CCSS.ELA-LITERACY.RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p>
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**D. Text Sections to be read closely with plans to support reading and discussion - identify pages**

Lesson 1 (pgs. 1-14): After the students read the first and second chapters we will do a vocabulary activity. There will be five main vocabulary words on the Smart Board activity. They will be seeing these five words throughout the entire book and will need to know what they mean. The Smart Board activity will include the vocabulary words and pictures that go along with them. Students will have the opportunity to come up and put the vocabulary word with the picture that matches it. After doing each word I will ask the students what they think the word means based off of the picture and the information given in the book. After all five words are matched and our discussions on each word is finished we will transition to a graphic organizer. The graphic organizer will be a Vocab Inference sheet. On this graphic organizer there will be four sections. In the first, students will fill out a new word that they have found in chapters one and two. In the next section students will write what they infer the word means. They could do this by using clues from the text. In the last section students will write down the actual definition of the word. They can do this by using a dictionary, or a computer. When they finish we can go over as a whole group some of the words they found confusing, or interesting.

Lesson 2 (throughout entire book; start at the first chapter): After reading the first two chapters students will be introduced to a “Drain Journal.” This where they will be writing down information about the chapters they have read, unknown vocabulary words, and any questions they have. Some of these questions might say, “Does Wren find her dad?” “Does Alec go back home to his family?” “Do the Suns and Shadows practice same religion?” These questions can vary throughout the book. These journals will be used throughout the entire time that the students are reading *Edgeland*. Students will have to write the date and chapters they read each time they wrote in their journals. This journal will be helpful for students to look back at what they previously read. Students will also be able to analyze the central idea of the book and how it has developed over each chapter. Before starting the “Drain Journals” I will introduce them with a Smart Board presentation. This will involve the different components that will be in the journals and different examples of those components. Students will also have to determine if some examples are being used correctly or not. This will help students refrain from filling out the “Drain Journals” in an incorrect, or inappropriate, format.

Lesson 3 (pgs.77-96): After students have read Chapter fourteen to seventeen they will begin this assignment. At this point in the book Wren and Alec would have fallen down the drain already. They are beginning to interact with a new environment. We will start the lesson with a Smart Board activity. There will be a Venn Diagram and three fact boxes at the bottom. One student will come up each time and drag a fact box to the correct circle. One circle will say “Interactions with Edgeland,” the other will say “Interactions with Purgatory” and the middle will be for similarities. Each fact box will go with each part of the Venn Diagram. After this model students will go back to their desks and do their own Venn Diagram with the same categories. When they finish they will do a turn and talk with the person next to them. They will discuss their answers and fix any possible mistakes made.

Lesson 4 (pg. 254): Once all of the students have finished the book we will start with a Smart Board activity. The activity will involve students using information about one character and using it to describe how they changed from the beginning to the end of the book. This will help students see how this certain characters, and many other characters, developed and have possibly gone against their previous point of view. Students will come up and drag the information to the swirl that it is supposed to be with. One swirl will say “Wren in the Beginning” and “Wren at the End.” If the students don’t put the fact in the right swirl then it will deny it. At this point we will go over why it is wrong and what happened in that particular situation. Once we have finished this activity students will take post-it notes back to their desks and do a similar activity. I will have a couple t-charts with characters’ names. One side will be for the beginning and the other side for the end. Students will write on the post-it notes how each character’s personality was in either the beginning or end. Students will be told that they must put at least two, or more, post-its on each t-chart. This will make sure that students are participating in the activity. This can also show me how much students do, or do not know. After all of the t-charts seem to be sufficiently filled we will go over some of the responses and have a discussion on main topics and turning points.

<p><b>Academic Language to be supported at word, syntax and discourse levels</b></p>	<p>There are many different words that come up in <i>Edgeland</i>. Some of these words students have never seen, or heard of, before. They can use their “Drain Journals” to write down any vocabulary word that they do not know. If they have time they can write down the definition by using a dictionary, or computer. By using these journals students will not have any excuses on how they do not know a word. Some of the academic language we will be using will be things like journals, vocabulary, inferring, perspective, Venn Diagram, and turn and talk. Students will have prior knowledge on this information due to previous lessons. If there are questions or misconceptions then I will block a time to answer any that they students may have. Even though they are older does not mean that I should make any assumptions on what words students do and do not know.</p>
<p><b>Vocabulary</b> <b>Tier 2 Words</b></p>	<p>Drain Sinner The Rule of Light Mourner</p>
<p><b>Tier 3 Words</b></p>	<p>Gape Ramparts Coppers Dinar Purgatory Furrier</p>

<p><b>Bloom’s Levels Addressed:</b></p> <ul style="list-style-type: none"> <li>✓ Remembering</li> <li>✓ Analyzing</li> <li>✓ Understanding</li> </ul>
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**E. Instructional Lessons**

<p><b>Research Based Strategies [Tied to STW &amp; standards]</b></p>	<p>The main strategy that I am trying to emphasize on is perspectives. This is very important for specifically this book. So many different perspectives and characters are being introduced. If students are able to succeed during the duration of these lessons then they will positively be set up for the future. If they are able to identify a characters perspective then they will be able to understand the story better. This is not an easy book to keep up with. By using their “Drain Journals” they will be able to successfully follow along and keep up with the stories constant movement from character to character. Some research-based strategies that students will be using will include summarizing, questioning, determining importance and making connections. In lesson one students will determine the importance of certain vocabulary in the first and second chapters. This vocabulary will be seen throughout the entire book, so it is very important for them to identify them at the beginning of the book. In the second lesson students will be creating questions that they will possibly be able to answer as they continue to read. They will also be summarizing what they read in the chapter, or chapters, that they read each day. In the third lesson students will have to make connections, and find differences, on a certain character at the beginning and end of the story.</p>
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### Brainstorming for Lessons

<b>Interactive activities for each lesson</b>	<p>For each lesson there are different materials that will be used for students to participate in interactive activities. All of the Smart Board activities involve students coming up to the board and dragging one thing to match with another. During this time students will also have the opportunity to give their opinion. In each lesson I made sure to involve some form of interaction among the students when it came to the post-Smart Board activity. In Lesson one students are mainly getting their interaction through the Smart Board vocabulary activity. This is because the Inferring sheet is more of individual work. I got the idea of an Inferring Vocabulary sheet from <i>Strategies That Work</i> by Stephen Harvey and Anne Goudvis. On page one-hundred seventy-two it shows an example of someone finding a vocabulary word, inferring the meaning, finding context clues, and the sentence it is in. In Lesson two, again, there is more interaction with the Smart Board activity because it his whole group. The “Drain Journals” would be the only activity where I would urge students to try and not share with other students. This is because I want them to be a little bit more personal. Also, I don’t want students who are ahead to give away any information to students who are behind. A “Drain Journal” is something that I made up by using information found in <i>Strategies That Work</i>. On page eight-five it talks about students keeping “Response Journals.” In these journals students can write, draw, sketch, paste in artifacts, and many more. This is the same concept that I am trying to get across by using “Drain Journals.” They are simply made out of a notebook that is given to them and sheets of paper that they will get to glue in the notebook. On those sheets of paper they will be given sections to write vocabulary from the book, reflect, write how much they read that day, etc. In the third Lesson there is also a time for a turn and talk after students have filled out their Venn Diagrams. I will also allow students to pair up with each other if they are having trouble with this assignment. The last Lesson is completely interactive. Students will be connecting information to each swirl and we will be having an ongoing conversation about each fact. Then, the post-Smart Board activity will involve students putting post-it notes on a t-chart that the whole class is filling out. Once each t-chart is filled students will have the opportunity to share their facts and reasons.</p>
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Name \_\_\_\_\_

Vocabulary Inference Chart

New Word	Inference	Context Clues	Real Definition

**Inferring Vocabulary sheets (Lesson 1)**

Alec in the Beginning	Alec at the End

**Post-it note activity/T-chart (Lesson 4)**

Compare and Contrast Graphic Organizer Name \_\_\_\_\_

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**Venn Diagrams (Lesson 3)**

**F. Assessment (Align to Section B) Brainstorm**

<b>Formative</b>	I will use the students Inferring Vocabulary sheets from Lesson one as one of the formative assessments. This can tell me how students are interpreting words that they don't know in the text. I will also be using the post-it note activity from Lesson four to formatively assess. In order to know which student posted which post-it I will have students write down their names on each one. Students will also be instructed to write at least two post-its for each character t-charts. Finally, after students have completed their Venn Diagrams and assess the information that they filled in. This will help me see how the students are interpreting different elements of the story. This will help me analyze how much the students understood the vocabulary and how characters changed throughout the story.
<b>Summative</b>	After students have finished the entire book I will collect their "Drain Journals." By having students write the date and amount of chapters I can tell how much effort students put when it came to reading the book. All of the other information they write down in the journal will help me see what they understood and what they didn't, and if they decide to explore more on information and vocabulary that they didn't understand. I will grade these and hand them back to students with tips on how to improve their logging of information. If we continue to use these kinds of journals with other books then students will get into the habit of writing down information and will soon become professionals at it.

<b>Objective:</b>	Students will be able to differentiate between the different vocabulary words that they see throughout the book.
<b>Procedure Lesson One:</b>	<ol style="list-style-type: none"><li>1. Students will read chapters one and two before this lesson begins.</li><li>2. The teacher will bring up the smart board presentation and explain to them the reason we are doing this.</li><li>3. The teacher will explain that there is a lot of vocabulary that is repeated throughout the book and it is important that the students learn and understand these words.</li><li>4. Students will have to come up to the smart board and select the right name for each vocabulary word that is shown.</li><li>5. As we go through each image and word the teacher will ask students if they know what they mean and allow them to have a group discussion on it.</li><li>6. Then the teacher will let the students know what the vocabulary word's actual meaning is.</li><li>7. This will be repeated four other times (there are five vocabulary words).</li><li>8. Next, students will be given a Vocabulary Inference sheet.</li><li>9. They must go through chapters one and two to find other important vocabulary words.</li><li>10. Students will find a word, infer what it means, use clues from the text, then find the actual definition using a dictionary or computer.</li></ol>
<b>Technology pages:</b>	Page one.

<b>Objective:</b>	Students will be able to track their opinions and view points as the read the book and come up with an overall central idea.
<b>Procedure Lesson Two:</b>	<ol style="list-style-type: none"><li>1. After reading the first chapter students will be introduced to a "Drain Journal."<ol style="list-style-type: none"><li>a. This is like a normal journal where they will write down questions, vocabulary words, opinions, and thoughts on certain chapters.</li></ol></li><li>2. The teacher will use the smart board activity in order to show what is and is not important put in a "Drain Journal."</li><li>3. Students will come up and drag the most important things towards the middle and the least important things to the outer parts of the circle.</li><li>4. Each time the students drag a box to an area (the teacher will correct if wrong) the teach will explain why it is or isn't important.<ol style="list-style-type: none"><li>a. Students may also respond to why it is or is not important.</li></ol></li></ol>
<b>Technology pages:</b>	Page two.

<b>Objective:</b>	Students will be able to analyze how different parts of the story interact with each other in similar and different ways.
<b>Procedure Lesson Three:</b>	<ol style="list-style-type: none"><li>1. Students should have read chapters fourteen to seventeen prior to this lesson.</li><li>2. At this point in the book the two main characters are beginning to interact with a new environment.</li><li>3. The teacher will start the lesson with a Smart Board activity.</li><li>4. There will be a Venn Diagram and three fact boxes at the bottom.</li><li>5. One student will come up each time and drag a fact box to the correct circle.</li><li>6. One circle will say "Interactions with Edgeland," the other will say "Interactions with Purgatory" and the middle will be for similarities.</li><li>7. Each fact box will go with each part of the Venn Diagram and students will have to correctly identify where the right spot is.</li><li>8. There will be a box that students can use to fill in their own possible response and voice their opinions.</li><li>9. After this students will their own Venn Diagram with the same categories.</li><li>10. When they finish they will do a turn and talk with the person next to them. They will discuss their answers and fix any possible mistakes made.</li></ol>
<b>Technology pages:</b>	Page three.




<b>Objective:</b>	Students will be able to compare and contrast the viewpoints of certain characters at the beginning and the end of the story.
<b>Procedure Lesson Four:</b>	<ol style="list-style-type: none"><li>1. Students should be done with the book prior to this lesson.</li><li>2. We will start with a Smart Board activity.</li><li>3. The activity will involve students using information about one character and using it to describe how they changed from the beginning to the end of the book.</li><li>4. Students will come up and drag the information to the swirl that it is supposed to be with.</li><li>5. If the students don't put the fact in the right swirl then it will deny it.</li><li>6. If students put the wrong statement into the incorrect side then the teacher will go over why it is wrong and what happened in that particular situation.</li><li>7. Once the class has finished this activity students will take post-it notes back to their desks and do a similar activity.</li><li>8. The teacher will have t-charts with characters' names around the classroom.</li><li>9. One side will be for a character at the beginning of the story and the other side for the end.</li><li>10. Students will write on the post-it notes how each character's personality was in either the beginning or end.</li><li>11. Students will be told that they must put at least two, or more, post-its on each t-chart (their names have to be written on the post-it notes).</li><li>12. After all of the t-charts are filled the class will go over some of the responses and have a discussion on the main topics and turning points.</li></ol>
<b>Technology pages:</b>	Page four.

Smart Board interface with the following elements:

- Edit** button (top left)
- Reset** button (top center)
- ?** help icon (top right)
- Image** of copper coins (center)
- Purgatory** button (bottom left)
- Coppers** button (bottom center)
- Ramparts** button (bottom right)

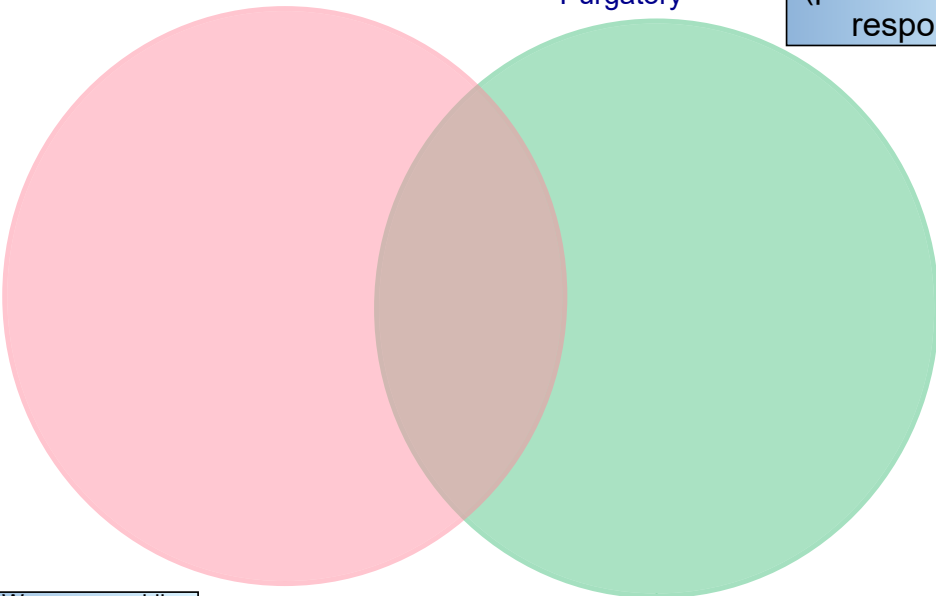
# What should be in my Drain Journal?

- Writing vocabulary words that I come across in the book and don't understand.
- Writing down vocabulary words that have nothing to do with Edgeland, but just a word I heard from a friend.
- Sharing information on a chapter with another student who hasn't read it yet.
- Possible questions that I can bring up in a class discussion.
- The date and chapter when I start a new day of reading.
- Interesting information that I found in a book that I am reading for fun at home.

 Complete the venn diagram.

Interactions with Edgeland      Interactions with Purgatory

(possible student responses)



Alec and Wren are avoiding people who can identify them as "breathers."

Alec and Wren are trying to stay safe to live just another day.

Alec has a great job where he is praised by many, while Wren struggles to survive.

Smart Board interface for a story activity. The board is titled "Wren in the Beginning" and "Wren at the End". It includes an "Edit" button, a "Reset" button, and a help icon. Below the titles are six blue buttons with text fragments: "Always try ...", "Her dad wa ...", "She didn't ...", "She finds ...", "Never havi ...", and "She tries ...".

Name \_\_\_\_\_

Vocabulary Inference Chart

New Word	Inference	Context Clues	Real Definition



### T-Chart and Post-It Note Activity

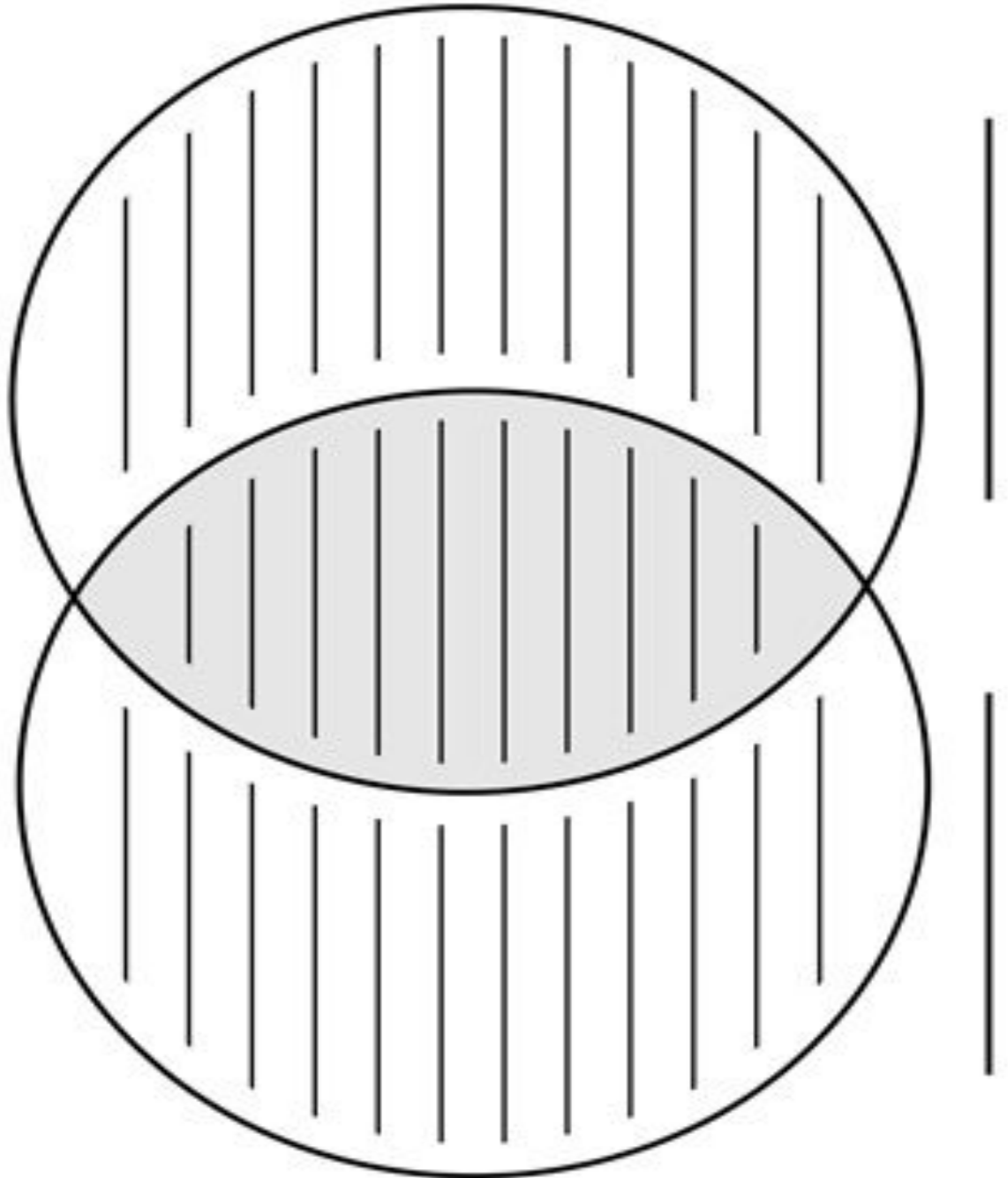
Alec in the Beginning	Alec at the End

Wren in the Beginning	Wren at the End



Alinka in the Beginning	Alinka at the End

Flower in the Beginning	Flower at the End



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