

**S18 Template for Illinois Reads Final Curriculum CIEP 329
Illinois Reads Books**

This curriculum plan and the interactive strategy and technology based resources are worth a combined 50% of your course grade. This completed template is worth 25% of your course grade.

Title of Book	<i>Ethan Marcus Stands Up</i> by Michele Weber Hurwitz		
Title of Unit	Mini Unit		
Grade level (interest)	7 th grade	Reading Grade level	6-8 th grade
Lexile Level	Not Found	Guided Reading level	Not Found
A. Purpose for Instruction/ Essential Questions/ Theme	How can an act of courage affect others? How does point of view affect the story? Why does teamwork sometimes fail?		

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

CCSS ELA Standards [Reading, Writing]	<p>1.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>2.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> <p>3. CCSS.ELA-LITERACY.RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>4. CCSS.ELA-LITERACY.RL.7.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).</p>
--	---

C. Student Learning Outcomes – Targeted unit goals

Students will view examples of courage, teamwork, and failure to use skills of predicting, synthesizing, connecting, and inferencing.

Lauren G. Crowe 2018

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

Lesson 1: Pre-book and chapters 1-8 (pages 1-57)
Lesson 2: Chapters relating to Wesley – Main focus would be done at the end of the book
Stop after page 7
Stop after page 51
Stop after page 90
Stop after page 115
Stop after page 155
Stop after page 170
Stop after page 209
Stop after page 236
Stop after page 258
Lesson 3: Chapter “Status Update” (pages 156-163)
Lesson 4: Chapter “To Be Continued” (pages 217-222)

Academic Language to be supported at word, syntax and discourse levels	Synthesis Inference
Vocabulary Tier 2 Words	Protests Failure
Tier 3 Words	

Bloom’s Levels Addressed: (Check all that apply)	
<input checked="" type="checkbox"/> Remembering	<input type="checkbox"/> Analyzing
<input checked="" type="checkbox"/> Understanding	<input type="checkbox"/> Evaluating
<input type="checkbox"/> Applying	<input checked="" type="checkbox"/> Creating

E. Instructional Lessons

Research Based Strategies [Tied to STW & standards]	1: Predicting 2: Synthesis 3: Inference 4: Connections
---	---

Brainstorming for Lessons

Interactive activities for each lesson	Lesson One: Vocab-o-gram to predict where the words fit in the story Lesson Two: Use the target feature to place plot points of Wesley's character in order Lesson Three: Inferencing with the boxes to determine what will happen from what did happen. Lesson Four: Use Venn diagram to make connections to text to self, world, and text
---	--

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

Objective:	Students will predict where vocabulary words are placed into the categories they see fit best.
Procedure Lesson One:	<ul style="list-style-type: none">• Students will start lesson from their usual seats• Teacher will introduce the book and set up the SmartBoard• Teacher will model Vocab-O-Gram by placing Ethan in the "Characters" category then pull another word and have students guess where the word goes, show that a word can go in multiple categories• Teacher will then pass out the student copy of Vocab-O-Gram and have students work individually, then as groups to see where they agree and disagree• Teacher will call on students to put words into categories• Once the chart is completed the teacher will save the class chart• As the students read they will mark the words as "C" for confirmed or "A" for adjust
Technology pages:	

Objective:	Students will analyze the character of Wesley and how his perception changes throughout the book.
Procedure Lesson Two:	<ul style="list-style-type: none">• Teacher sets up SmartBoard to the target page• Students will discuss Wesley as a character after the sections that pertain to him• On their papers students will write their ideas from synthesizing about him keeping with the “I think, I now think, and finally I think”• The students will pick parts that they feel influenced his character and put them on the dart board closest to center meaning it was highly influential and further from center means less influential• Leave some darts empty for the students to come up with their own examples
Technology pages:	

Objective:	Students will infer how a character from the book would act in real life.
Procedure Lesson Three:	<ul style="list-style-type: none">• Teacher will set up SmartBoard block page• Students will discuss with neighbors what happened in the text based of the prompt given in each box• Class will flip all boxes to outcome• Students will then make an Instagram post based on a character of their choice and have two other characters “comment”
Technology pages:	

Objective:	Students will establish connections with <i>Ethan Marcus Stands Up</i> and explain the affect it has.
Procedure Lesson Four:	<ul style="list-style-type: none">• Teacher will set up Venn diagram SmartBoard page• Students will drag the words to either “Self”, “Text”, or “World” (or the corresponding middle parts) and explain a connection they can make• Then students will use their papers and write a paragraph about a connection they can make for each category of self, text, and world
Technology pages:	

Plans for Formative and Summative Assessment linked to standards and learning outcomes (objectives)	<p>Formative assessments include checking students' packets at the beginning of class to see if the previous page is done. Another example would be to create exit slips for the students to answer a reflection question at the end of class.</p> <p>A summative assessment would be completing a RAFT assignment the details of which can be determined by the teacher but attached is an example on the last page of the student packet.</p>
--	---



ETHAN
MARCUS
STANDS UP

NAME

Vocab-O-Gram

Place the word in the box you think fits best.
Words may be used more than once.

McNutt Junior High Ethan Scoma Erin Invention Day
Basement Brian Wesley Desk ESD Standing
Zoe Reflection English Language Arts

Setting

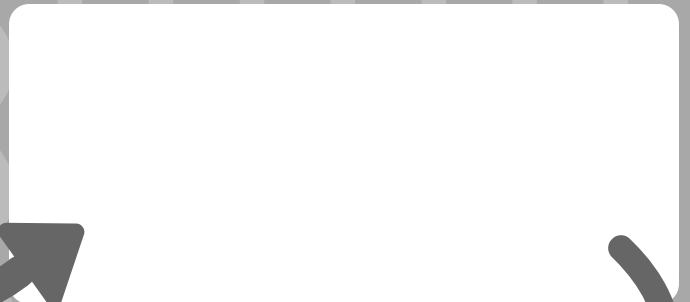
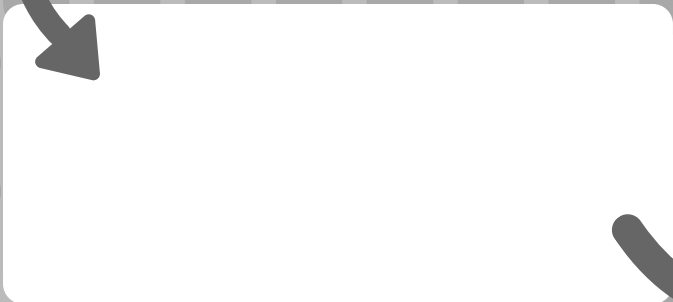

Characters

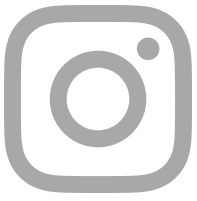
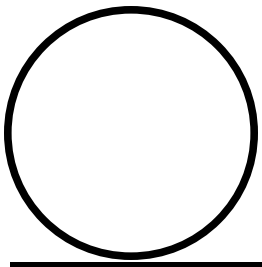
Problem/Goal

Resolution

I think, I now think, I finally think

Use the boxes below to record what you think is happening in the book at the points listed below.





Connections

Use the prompts on the board to create connections to yourself, the world, and other texts.

Include page numbers and specific details.

To Self

To World

To Text

RAFT

Circle ONE option from each box

Role

Ethan

Erin

Brian

Zoe

Wesley

Audience

Best Friend

Parent

Teacher

Sibling

Class

Format

Poster

Text Conversation

Letter

Poem

Comic

Topic

Invention Day

Crush

Reflections

Sibling

Failure



