

It's Just In... News

Curriculum Unit Overview



Current Events Unit for Gifted Education

By: Kimmon Miller

Curriculum Unit is designed for 4th and 5th grade students based off of the North Carolina Common Core Standards.

Lessons taught July 13th through July 16th.

In this Curriculum Unit you will find an Introduction for the unit including a rationale, differentiation for gifted learners, and a description of the population of gifted children whom the unit is intended to teach.

Also, the goals and outcomes for this unit are described for the Curriculum Unit.

An Assessment Plan for how to assess students with formative and summative assessment to have evidence of student learning.

Specific lesson plans for implementing this unit in a classroom.

All of the resources used in creating and during the unit are listed for your use in implementing the unit.

Introduction

In the unit “It’s just in... News” many skills are taught in addition to, content and concepts. Skills are things that students will be able to do as a result of participating in the unit. The content is factual information students will learn in the unit. Lastly, concepts are overarching ideas students will understand as a result of the unit that students can apply to various topics.

One of the skills students build on is their visual content and understanding. These skills are important to students because it allows for students to learn how to decode and understand complex materials. Instead of just looking at an image and seeing what it is on the surface it shows them how to think in a deeper way about the material being presented. Once students can do this in a visual way they can apply that skill to text and other aspects of their learning. Another skill students will gain from the unit is being able to organize and apply information they have learned. This skill is important because many students can gather information but they struggle with organizing and applying it in new ways. Gifted students often gain struggle with this because the level of information they gather is so in depth and it makes it harder for them to organize the order of what they have gathered. Through building on this skill they will see how information can be sequential and that helps to organize and apply that information. This skill helps another skill that students will gain from this unit is summarizing information. Upper elementary school students, especially gifted students need support in summarizing information. They sometimes go too in depth with the material or are worried about going to in depth and do not provide enough information. Through this unit it will help students understand how to best organize and summarize their thoughts

after organizing the information. Also, developing question skills is another skill students will learn in this unit. Students are often used to being asked questions. The questions can be lower level, factual questions, or higher level, thinking questions. Through this unit it will guide students in answering higher level questions and seeing how they have understood the content being taught. By scaffolding students to develop their own higher level questions they will build their own in depth knowledge of the content being taught. These are all important skills for students to learn while furthering their education.

In addition to these skills, students will build on skills that will be useful for the rest of their lives. The first is collaboration. Collaboration is an extremely important skill because students need to know how to work together because they will have to in school, work and other aspects of life. Many gifted students prefer to work alone and do not have these collaboration skills due to this. Through this unit it provides opportunities for students to work together in fun and exciting ways that fit their personalities. Through doing that it builds their collaboration skills and encourages them to work together to build those life long skills. Lastly, students will build on their communication skills. They will work on communicating visually, written and verbally. In school, work and life they will have to engage in conversations share their opinions and hold discussions with people in these three ways. This unit focuses on building these skills in all three ways. All the skills that students will learn in this unit are life long skills that are beneficial to gifted students learning.

The content being taught in this unit is information that North Carolina sets for fourth and fifth grade students to learn. Students are required to know and show

proficiency in these topics to pass these grades and to move along to the next grade and higher content they will learn on. Also, these are topics students will be faced with on end-of-grade testing. Although the content is set by the state for students to learn gifted learners will learn the material faster or already know non-gifted learners wouldn't know. By using models to teach this content it helps gifted learners to think in a more in-depth way about the topics presented in this unit that are set for in the Reading and Speaking & Listening standards set in the Common Core curriculum.

The concepts that are focused on in this unit are perspective and voice. Perspective is someone's view or opinion on something. Voice is the way one shares their own thoughts and opinions on a topic in a way that is unique to them. The unit bridges these two concepts together through a question. That question is, how does perspective influence voice. In the unit students will learn the meaning of the concepts above and how they are connected. Students will see that one's thoughts impact the way they share those thoughts. This concept is important because it allows students to share their thoughts and opinions in new and different ways visually, written and orally on every topic they might be faced with. By focusing on a concept students will build an umbrella of knowledge that they can connect to thinking in other content areas.

This unit is beneficial to gifted learners because of the models it uses to teach the skills, content and concepts. It uses Visual Thinking Models, Socratic Seminar and Questioning to build their knowledge.

Visual Thinking Model is beneficial to gifted students because it allows for them to see an image and think about it in a complex way to develop understanding. This complexity can be applied in readings and other materials that they will be confronted

with in future topics. Also, it allows for students to share their opinions, thoughts and observations. Visual Thinking Strategies also help gifted learners make connections with various ideas and see different perspectives on images. Lastly, it allows for students to build their communication and speaking skills by discussing the images they are shown.

Socratic Seminars are beneficial to gifted students because they give students the power. They develop their own deeper thinking and questioning skills through reading, discussing and observing. It requires students to use the text to support their thinking instead of just making assumptions off of prior knowledge. Furthermore, it encourages them to share their thoughts and builds their confidence in sharing their opinions.

Questioning is beneficial to gifted students because it allows them to think at higher levels. It builds their knowledge and allows them to come to conclusion on the information on their own without being fed the information. Also, by questioning students think at a higher level about the information they are learning instead of just specifically regurgitating the information they have taken in.

This unit differentiates for gifted learners through the complexity of the content. Current events are often written at higher reading levels and challenge the students to think more about the information being provided. Another way it differentiates is through the depth and complexity of the process. By building on their ability to think deeper, question, speak and listen as gifted learners and pushing it to even higher and more challenging levels. Creativity is differentiated through the product by students sharing their knowledge in a creative outlet of a news broadcast in a role that is unique to fitting their personality needs. The learning environment is also differentiated in this unit for gifted learners because the teacher becomes the facilitator to students leading their

learning. This allows students to take ownership of their learning and guiding it instead of it being teacher directed.

“Its just in...News” unit is designed to meet the unique needs of gifted learners. Through nurturing their unique abilities and characteristics this unit helps to build their skills, content and concept knowledge to help them learn and grow in the future in other topics of learning.

Goals and Outcomes

In this unit three goals were set for students. The first being the content goal, these were things that student will know, such as factual information or knowledge on a topic outlined in the standards. The second are the process goals; these are goals that students will be able to do or a skill to apply. The last goal is the concept goal. A concept is a broad, overarching topic that students will learn and connect to other curricular and life areas. Students will be able to understand the concept and apply it to other areas of knowledge.

The content goal set for students is to develop an understanding of informative writing and improve their writing through in depth examination of the key parts of informative writing. Students will know the authors perspective in a piece and how to determine this. They will know that perspective is someone’s thoughts, views or opinions on a particular topic, or someone’s point of view. Students will know that informative writing is a piece of writing that tells the reader information on a given topic. Students will also know engaging ways to begin informative writing; such as establishing the importance, using a personal story, providing facts that show the significance, defining the topic or subject, or pointing out a misconception that people may have about

the topic. Also, students will know the precise language that applies to informative writing. The words are facts, description, compare and contrast, and cause and effect. In addition to this, students will know the difference in a first-hand account, meaning someone who witnessed the event, versus a second-hand account, meaning someone who's heard or learned about the event. Students will know that authors voice is strengthened through content (the information they are providing), structure (text elements that emphasize the information being provided) and word choice (verbs, adjectives, adverbs that the author chooses to portray themselves as individuals and different from others). Lastly, students will also know the difference in an adjective, verb and adverb. By demonstrating the outcomes of what students will know they will show mastery of the content goal.

The second goal for students is the process goal. The process goal in this unit is to develop life long learner skills that students can build on in this unit and apply to other areas of learning. To show proficiency in this goal students must met the outcomes set forth for them by being able to do the following tasks. Students will be able to analyze visual and textual representation of information. Also, students will be able to use visual and textual representation of information to understand the perspective of the piece. Students will be able to use visual and textual content to understand how the piece is made unique to show the author's voice. Students will also be able to access, organize and apply information that they have gained to new situations. Students will be able to communicate their thoughts and opinions effectively in various ways. Students will be able to express concepts using creative problem solving skills. Also, students will be able to engage in and hold deep collaborative discussions on a specific topic. Students will be

able to sequence events and write about them in a clear and meaningful way. They will also be able to examine a topic and explain it to others. In addition, students will be able to craft questions about specific topics to further their understanding on the material and to develop deeper thinking of all students on the topic. Lastly, students will be able to paraphrase or summarize information and apply it in new ways.

For the concept goal, students will understand the concept of voice. In understanding this, students will understand that voice is the way one shares their thoughts, feelings and opinions on a particular topic. They will also understand that perspective influences one's voice. With this concept they will understand how perspective influences one's voice through current event writing. Lastly, students will understand how to transfer their knowledge about voice and how perspective influences voice and transfer that into applying it to their writing and other accounts of learning to display their voice.

Through this unit students will obtain the knowledge and information needed to reach these goals and display their learning through the outcomes set forth in the unit. In teaching this unit, students with varied ranges of knowledge on the topic came together and were able to all meet and exceed the goals and outcomes set for them.

Assessment Plan

In the section Goals and Outcomes it laid out the learning objectives for students to master through this unit "It's just in...News." However, these goals and outcomes need to be measured in a way that demonstrates students are building their content knowledge, developing the skills and understanding the unit's concept. To measure student's abilities and knowledge the unit assess students through formative and

summative assessments that allow the facilitator of the unit to gauge students learning and direct the next steps to fulfill the outcomes and goals set for the students.

Throughout the unit students will be assessed through formative assessment in each individual portion. Using questioning the teacher can gauge who understands the material and who needs remediation on the material. These questions that are listed in the unit align with the outcomes and goals to see if students are mastering the outcomes and goals. At the end of each lesson, there is an evaluation piece to see if students are growing and meeting the goals. The writing in this unit also works to measure student's knowledge in meeting their content and process goals. After gathering data from the formative assessments throughout the lessons and unit it will help to guide students in building their knowledge for the goals and to put in use on their summative assessment.

This unit uses a performance task as a summative assessment for students. The students are introduced to the task at the beginning of the unit and will work on it throughout the lessons as they build their knowledge and gain understanding of the material, meeting the goals and outcomes. The performance task in this unit has students create a news broadcast and current event article to present a topic they have learned about and share their knowledge of informative writing. For the performance task, a local cable company that produces the news daily approached students to create news broadcast to share about current events. Students had to research current events, select one, write their own article on the topic showing how their perspective impacted their voice and then writing a script to present in the news broadcast on their event. By doing this students were able to show if they had mastered the content, process and concept goals for the unit.

In teaching this unit, I was able to use the formative assessment plan to see when students needed to have further instruction on material or when they became proficient at meeting the particular outcome I was assessing. The students who I taught this unit too moved through the assessments continually showing proficiency. However, there were times when one or two students might not have understood the material and this showed because they were not able to complete the outcome at the time. With further guidance and scaffolding they were able to meet the outcomes while assessing them throughout the unit. The evaluation piece, as a formative assessment, at the end of each lesson was the most beneficial because it allowed me to see what material I needed to go more in depth on the next day for students to meet the goals at the end of the unit.

For the summative assessment, the students I taught impressed me and showed an in depth understanding and exceeded the goals and outcomes set forth in the unit by truly making their work their own. Students' created and unbelievable news broadcast, which showed them meeting the goals of their learning. They also, took home a writing that showed their outcomes and proficiency of the content, process and concept goals by writing informative current event writing and displaying their voice. The assessment that was incorporated in this unit truly measured and showed this group of students' proficiency in their outcomes and goals.

Lesson plans

The next pages are lesson plans that have been developed to teach the unit. The unit encompasses approximately 8-hours of instruction. The plans are descriptive and can be followed step-by-step for implementation. Materials are also available that used to implement these lessons in a classroom of for gifted learners.

TEACHER NAME		Lesson #
Kimmon Miller		1
MODEL	CONTENT AREA	GRADE LEVEL
Virtual Thinking Strategy	ELA & Writing	4th/5th
CONCEPTUAL LENS		LESSON TOPIC
Voice		Building Voice Through Informative Writing With Current Events
LEARNING OBJECTIVES <i>(from State/Local Curriculum)</i>		
<p>W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>SL.4.1 Engage effectively in a rang of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>SL.5.1 Engage effectively in a rang of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.5.2 Summarize portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.4.3 Indetify reasons and evidence a speaker provides to support particular points.</p> <p>SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>		
THE ESSENTIAL UNDERSTANDING <i>(What is the overarching idea students will understand as a result of this lesson?)</i>		THE ESSENTIAL QUESTION <i>(What question will be asked to lead students to "uncover" the Essential Understanding)</i>
<i>Perspective influences voice.</i>		<i>How does perspective influence voice?</i>

CONTENT KNOWLEDGE (What factual information will students learn in this lesson?)	PROCESS SKILLS (What will students be able to do as a result of this lesson?)	
<p>Students will know...</p> <ul style="list-style-type: none"> • What the illustrators/authors perspective in a piece is. • Perspective is someones thoughts, views or opinions on a particular topic, or someone's point of view. • Characteristics of informative writing: a piece of writing that tells the readers information about a given topic. • Ways to begin informative writing. (See anchor chart below) 	<ul style="list-style-type: none"> • Students will be able to analyze examples of current events from visual content. • Students will be able to use visual content to understand the artists perspective. • Students will be able to use visual content to understand how the artist made the piece unique to them. • Students will be able to access, organize and apply the information they have gained. • Students will be able to speak, write and use visual forms to communicate their effectively discuss their opinions. • Students will be able to speak, write and use visual forms to communicate their effectively discuss the information gained. • Students will be able to express concepts using creative problem solving skills. • Students will engage in collaborative discussion. 	
<p>GUIDING QUESTIONS <i>What questions will be asked to support instruction?</i> <i>Include both "lesson plan level" questions as well as questions designed to guide students to the essential understanding</i></p>		
<p>Pre-Lesson Questions:</p> <p>What did you draw pictures of? How did you pick what you were going to draw? What does your drawing represent? What do you want others to take away from your drawing? If a picture is paired with a text, why do you think it is important for the two to be connected? What would the artist then be trying to help its viewers to understand? What did you reveal about an event through your artwork? How did you inform or explain something through your drawing? What is voice? How would you define perspective?</p>	<p>During Lesson Questions:</p> <p>What do you think is going on in this picture? What do you see that makes you say that? What else could you learn or take away from this picture? How do you think people who were in this event were feeling? How do you feel about this picture? How does this picture inform or explain something to you? How is the picture showing its creators thought? How does that person represent themselves through the image? Can you think of what current event this image might be from? Why do you think that? Are there other current events this image could be from? Why do you think that? How do professionals infuse voice and perspective into their work? What is the evidence that they infuse these qualities into their work? Why is it significant?</p>	<p>Post Lesson Questions:</p> <p>How does this picture inform you of, or explain to you? How is the picture showing what it's creator's thoughts? How does that person represent themselves through the image? What else have you heard, seen or read about that relates to this image? Are there any other events that remind you of this? Why do you say that? How does the picture show the person who captured it's perspective? How does perspective influence voice in images? How does perspective influence voice?</p>

DIFFERENTIATION			
<i>(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.</i>			
Content	Process	Product	Learning Environment
Current events are not elementary school content and many students do not have the knowledge of current events and are at advanced reading levels.	Using the Virtual Thinking Skills model, students will be observing and thinking critically to create personal meaning and an understanding of how one's thoughts guide their personal voice.		

PLANNED LEARNING EXPERIENCES

(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)

Engage and Connect - *This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.*

As students come into class on the first day, the teacher provides students with a piece of blank, white paper. On each table students have already been given markers and crayons. She will instruct students to draw a picture of a scene that displays an event that happened in history that you remember seeing or learning about in the news. Also, she will tell them that they only have five minutes to draw and set a timer.

After five minutes of drawing, the teacher will have students stop working and begin an icebreaker activity. On a beach ball the questions below will be written for students answer. Students will be instructed to spread out around the room. The teacher will begin to model for students what to do. She will toss the ball up in the air and the question that is closest to her right thumb will be the one she has to answer. Using the pretend microphone she will tell everyone her name and answering the question. She will then gently toss the ball to the classroom helper to introduce himself and then he will pass it to a student. Students will continue doing this until all students have introduced their selves.

Which television character would you like to be, and why?

Which other name would you like to go by for reporting news?

Where would you like to report current events from, the ocean or the moon?

If you had the chance to transport yourself to learn about the current events, where would you go and why?

If you had to give up a favorite television show, what would it be and why?

What can you do for hours?

Which television program do you love watching and can't miss even in the worst situation?

Who is one person that you could write the most about and why?

If you were a flavored ice cream, which one would you like to be and why?

After the icebreaker students will go back to their image and will have one minute to observe their work, and then I will begin asking the pre-lesson questions. I will allow for wait time for students to think and respond.

What did you draw pictures of?

How did you pick what you were going to draw?

What does your drawing represent?

What do you want others to take away from your drawing?

If a picture is paired with a text, why do you think it is important for the two to be connected?

What would the artist then be trying to help its viewers to understand?

How did you portray your opinions through your drawing?

How do other artist show their opinions through their artwork?

What makes artist artwork specific to them?

What did you reveal about an event through your artwork?

What is voice?

How would you define perspective?

If need be the teacher will elaborate on what perspective is. Perspective means someone's point of view or their take on what they've seen, heard, experienced, etc.

Explore - *In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.*

The teacher then shows students, an image that has been selected of a current, on the SmartBoard. See image below. The teacher gathers students around the image and has them observe it without speaking. The teacher allows for students to observe the image for three minutes in silence.



This whole lesson will be my engagement to the unit. Students will begin to be introduced to see current events and how artist and writers use their perspective on a topic and include their own voice in the piece. It will get students to begin thinking how to apply their voice and unique personalities to their work and writing that they will be completing. The teacher will do this through the questioning that is to follow.

Explain - Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.

After three minutes of observing the image, the teacher asks the during-lesson questions. The teacher allows time for students to think before responding. Time is allowed for students to think, comment, and to elaborate on comments peers have made.

- What do you think is going on in this picture?
- What do you see that makes you say that?
- What else could you learn or take away from this picture?
- How do you think people who were in this event were feeling?
- How do you feel about this picture?
- How does this picture inform or explain something to you?
- How is the picture showing its creators thought?
- How does that person represent themselves through the image?
- Can you think of what current event this image might be from?
- Why do you think that?
- Are there other current events this image could be from?
- Why do you think that?
- How do professionals infuse voice and perspective into their work?
- What is the evidence that they infuse these qualities into their work?
- Why is it significant?

Responses should be geared towards an understanding of the current event that has been selected and show students beginning to understand how the artist has shown their own take of the event, their voice, in their image.

Elaborate —Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways

Students will then be put into groups. Before the groups begin the class will create an anchor chart together

that reviews what is perspective. (See Author's POV anchor chart below.) We will adapt author to the person capturing the image they have studied. Then the groups will each be provided with a list of the post-lesson questions. The list will also provide the directions that the teacher will also go over with students. The teacher will instruct the students to read the questions, and then as a group they will discuss their thoughts, then record their responses to the questions. (For questions see post-lesson questions.)

After 10 minutes of working, the teacher will asks groups to share their responses, question by question. Time may be adjusted due to students having in-depth discussion and needing more time. Discussion is guided by the teacher asking probing questions to further their thinking and answers:

Why do you say that?

What else do you see that helped you reach that decision?

Is there another way to think about that?

Once the discussion has ended the teacher will then create another anchor chart with students. (See below: Ways to Begin an Informative Text) As a class they will discuss how an image is usually placed at the beginning of the article and then it follows into the text. The texts are started in one way and this will lead into the discussion of how they are started to make the anchor chart.

Evaluate: *This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.*

Summary of lesson is provided by teacher:

What do you think the artist is trying to inform us of or explain to us in this image?

Why is it important that we know about this event?

Why should we stay informed of current events?

How can we inform or explain to others about current events that are going on?

How could you use your perspective on the event to make it your own?

Why is it important to make it your own?

How does the picture show the person who captured it's perspective?

How does perspective influence voice in images?

How does perspective influence voice?

Students are provided with a piece of blank white paper, crayons and markers again. Students are instructed to illustrate a current event that is going on that they know something about but would like to learn more about. They are instructed to provide a caption for their illustration that shows how they are informing their audience of a current event using a method that is unique to them. (If students do not know of current events, they will be provided with newspapers and websites were they could spend a few minutes browsing to gain ideas. Newspapers will contain local and U.S. wide current events as well as sites such as newsela.com, cnn.com/studentnews, studentnewsdaily.com, timeforkids.com/news, channelone.com, are just a few examples.)

Students will be assessed on a rubric that includes the following:

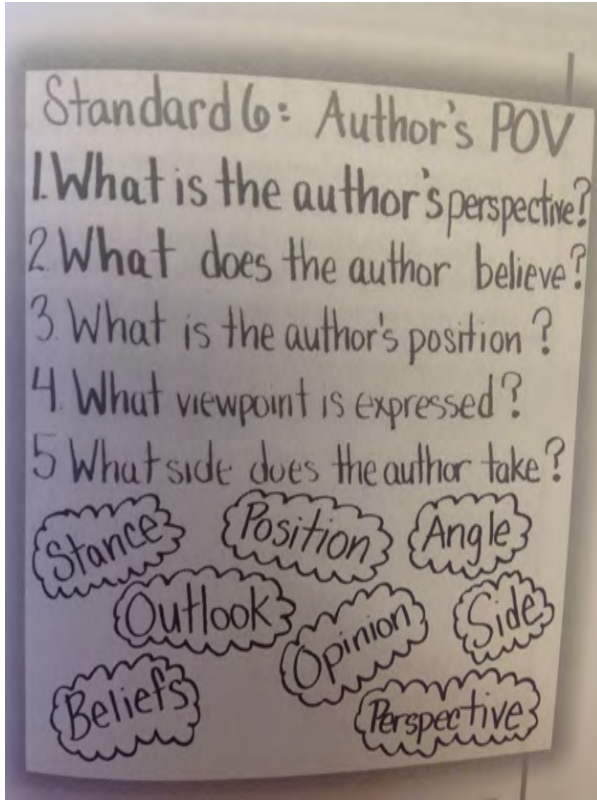
Identification of a current event they will be writing about.

An image that displays their perspective through showing their voice.

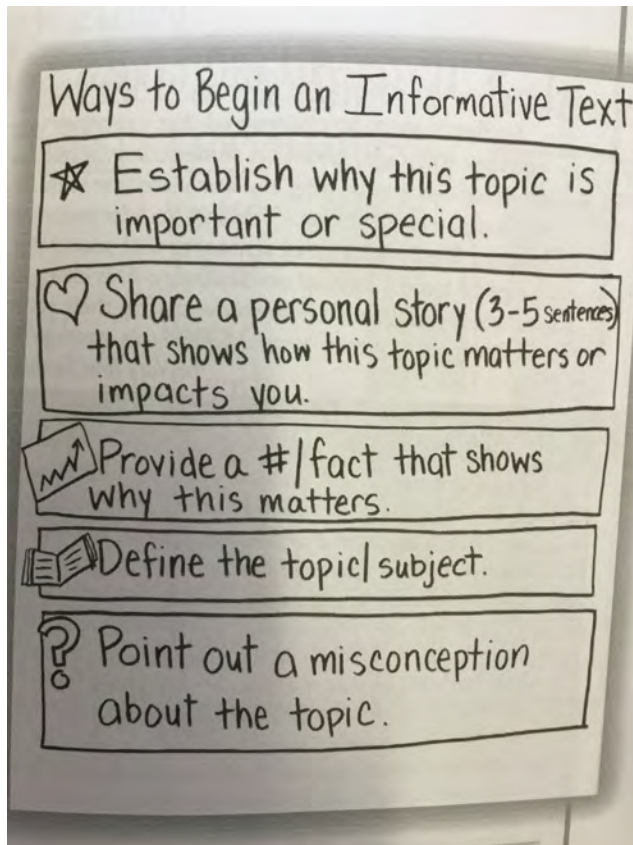
Detail in the description.

How they plan to begin their piece.

Anchor Chart 1:



Anchor Chart 2:



Rubric:

Phenomenal	Good Work	Almost There	Keep Working
Student clearly identified and provided adequate details about a specific current event that they will be researching and working with to complete their performance task.	Student identified a specific current event that they would like to research and learn more about to complete their performance task.	Student has selected several current events they are interested in researching and learning more about to complete their performance task.	Students have no current events selected that they would be interested in researching and learning more about to complete their performance task.
Students drew a colorful and completed picture that pertains to the current event they selected to learn more about for their performance task. Their image is unique to that students perspective on the topic to display their voice in the image.	Students drew a picture that pertains to the current event they selected to learn more about for their performance task. Their image is unique to that students perspective on the topic to display their voice in the image.	Students picture does not pertain to the current event that they have selected. OR Students picture was incomplete not showing their perspective on the topic to display their voice.	Students did not draw a picture at all.
The description of the image they drew provides in depth detail about what is going on without fully telling their perspective to leave the viewer thinking.	The description of the image they drew provides in depth detail about what is going and fully tells their perspective to leave the viewer thinking.	The description partially explains what is going on in the image but has no detail. OR The description does not match the image or what students have selected as their current event.	Students did not write a description at all for their image.
Students have selected how they would like to begin the writing in their performance task and clearly stated it. Also, provided detail as to exactly what they will be doing.	Students have selected how they would like to begin the writing in their performance task and clearly stated it.	Students have several ideas for how they would like to begin the writing in their performance task but have not selected one particular way.	Students did not select a way to begin their writing for their performance task.

TEACHER NAME		
Kimmon Miller		
MODEL	CONTENT AREA	GRADE LEVEL
Socratic Seminar	ELA & Writing	4th/5th
CONCEPTUAL LENS		LESSON TOPIC
Voice		Building Voice Through Informative Writing With Current Events
LEARNING OBJECTIVES <i>(from State/Local Curriculum)</i>		
<p>W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.5.2 Summarize portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.4.3 Identify reasons and evidence a speaker provides to support particular points.</p> <p>SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>		
THE ESSENTIAL UNDERSTANDING <i>(What is the overarching idea students will understand as a result of this lesson?)</i>		THE ESSENTIAL QUESTION <i>(What question will be asked to lead students to "uncover" the Essential Understanding)</i>
<i>Perspective influences voice.</i>		<i>How does perspective influence voice?</i>
CONTENT KNOWLEDGE <i>(What factual information will students learn in this lesson?)</i>		PROCESS SKILLS <i>(What will students be able to do as a result of this lesson?)</i>
<p>Students will know...</p> <ul style="list-style-type: none"> • Characteristics of an informative writing • Precise language that pertains to writing informative/explanatory pieces (facts, description, compare and contrast, cause and effect) • What the authors perspective in a piece is. • The difference in 1st-hand (someone who witnessed the event) versus 2nd-hand (someone who's heard or learned about the event) accounts. 		<p>Students will be able to...</p> <ul style="list-style-type: none"> • Engage in collaborative discussions. • Hold deep discussions on a specific topic. • Sequence an order of events. • Write in a clear and meaningful way. • Examine a topic and explain it to others. • Organize information. • Communicate their opinions. • Craft questions about a specific topic to further understand the material. • Craft questions to develop deeper thinking of all students on the topic.
GUIDING QUESTIONS <i>What questions will be asked to support instruction?</i> <i>Include both "lesson plan level" questions as well as questions designed to guide students to the essential understanding</i>		
Pre-Lesson Questions:	During Lesson Questions:	Post Lesson Questions:

<ul style="list-style-type: none"> • What do you think is happening in this picture? • How do you think people in this picture are feeling? What tells you that? • What is the perspective of the person taking the picture? • This picture is paired with a text, how do you think the perspective of the picture will influence the voice of the article? 	<ul style="list-style-type: none"> • How does the perspective influence the voice telling the story in the article? • Whose perspective are we viewing in the article? • How is that persons voice being shown? • How were the people experiencing this event feeling? How do you know? • How did this influence thier perspective of life in general? • How do you think that impacts how they live daily? • What type of writing is this article? How do you know? • What are the characteristics of informative writing? • Who’s perspective was the article from? 	<ul style="list-style-type: none"> • What do you feel you did well during the seminar? • How could you improve on to be a stronger participant next time? • What unanswered questions or confusion did you have before the seminar? • Describe the actions taken by the person you feel was the strongest participant. How did he/she keep others engaged and the conversation going? • How was your knowledge of the content in the article increased by having the seminar? • How was your knowledge if perspective influencing voice increased during the seminae? • How does the perspective influence the voice telling the sstory in this article? • How did your perspective on the article influence your voice in the discussion? • Was this article a first-hand or second-hand account?
---	--	---

DIFFERENTIATION

(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.

Content	Process	Product	Learning Environment
<p>Current events are not elementary content and many students do not have the knowledge of current events through higher reading levels.</p>	<p>Allows for deeper thinking, questioning skills, speaking and listening skills that students couldn’t develop through just answering questions on an article.</p>		

PLANNED LEARNING EXPERIENCES

(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)

Engage and Connect - This phase focuses on piquing students’ interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.

Show students the image from the top of the article page, attached as well. After students have taken 2 minutes to observe the picture, the teacher will then begin asking the pre-lesson questions to build students thinking. (10 minutes)

- What do you think is happening in this picture?
- How do you think people in this picture are feeling? What tells you that?
- What is the perspective of the person taking the picture?

This picture is paired with a text, how do you think the perspective of the picture will influence the voice of the article?

Explore - In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together

without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.

Then the teacher will explain to students that the image is from a tragic event that happened almost 14 years ago. The article that they will be reading was once a current event that many people wrote about. The event was 9/11 when America encountered a terrorist attack. Each person's perspective about what happened influenced their voice in their writing. Today, you will be reading about a student at the time of the attacks perspective and seeing how the author of the article develops her voice using the student's perspective. The class will then briefly discuss again what the word perspective means. (Perspective means someone's point of view or his or her take on what they've seen, heard, experienced, etc.)

On the board will be students' instructions for while they read and these will be reviewed before students receive their article and being reading.

- Read the article carefully and independently.
- Circle any words you do not know, or words that someone else might not know.
- Put a ? by anything you do not understand.
- Highlight or underline things that you think are interesting, important, key words or phrases.
- Record notes on the margins on the side of the paper.
- Connect the reading to your personal experiences.
- Create questions that require someone to think, a teacher thick question, that is related to the text and pique people's curiosity.

Give students time to read make notes on the article. As students finish up reading display the first question from the during lesson questions. How does the perspective influence the voice telling the story in this article? (20 minutes)

Explain - *Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.*

After students have had time to read, respond and think they will work together to create their expectations of students and teacher during the Socratic seminar. These are things such as be respectful of others opinion in discussion, be polite, listen to others, etc. They will also review a list of suggested responses during collaboration. After the expectations have been set they will be put into two preselected groups, inner group and outer group and assigned a person to observe while they are in the outer circle and their roles. The roles will be to track the students' comments on a sheet (contributes new ideas, asks questions, refers to text, makes a positive comment, makes a negative comment) and take notes on how they could improve their discussion comments, these will be written in a positive way.

Students will then get into their circles, the teacher will start the discussion by asking the first question from the during lesson questions. How does the perspective influence the voice telling the story in this article? The inner circle will spend 10 minutes discussing the article and their thoughts on the article. After 10 minutes the groups will switch and the inner circle will become the outer circle and the new inner circle will be given 10 minutes to continue the discussion by being able to provide their opinions and thoughts. If at anytime the discussion becomes stagnant the teacher will then use any or all of the other during lesson questions. (30 minutes depending on time needed if discussion is still going strong and needs to be extended for discussions.)

- Whose perspective are we viewing in the article?
- How is that persons voice being shown?
- How is the writer's voice being shown?
- How were the people experiencing this event feeling? How do you know?
- How did this event influence their perspective of life in general?
- How do you think that impacts how they live daily?

Elaborate —Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways

Part 1: Students will then move back to their individual space where they will be given a sheet that has reflection questions on it. Students will spend 10 minutes reflecting on their own time to the following questions:

- What do you feel you did well during the seminar?
- How could you improve on to be a stronger participant next time?
- What unanswered questions or confusion did you have before the seminar?
- How was your thinking on those questions and confusions clarified?
- Describe the actions taken by the person you feel was the strongest participant. How did he/she keep others engaged and the conversation going?
- Do you feel your knowledge was built on the content of the article by having the seminar discussion?
- Do you feel your knowledge of perspective influencing voice was built through the seminar discussion?

After students have reflected they will come together as a class to debrief all of the information discussed. Students will share their reflection thoughts or any other thoughts from the discussion they would like to share. This is a debriefing activity to wrap up the discussion and before moving to the second part of elaborate. (15 minutes)

Part 2: (This part instructs students connecting the Socratic Seminar they just had with what they will be doing in their performance task.) The teacher will then introduce the topics of informative writing and 1st hand verses 2nd hand accounts with students. The teacher will begin by asking students “What type of writing is the article we read earlier?” (Possible student responses: tells you something, explains the event) and then she will follow that up with “How do you know?” After students have explained what in the article led them to believe that, the class will work together to create an anchor chart similar to the one below. (8 minutes)

Picture informative writing characteristics anchor chart below.

Then, the teacher will go back to the question of whose perspective was this article told from? (Possible answers: the girl who witnessed the towers falling) They class will talk about was she there or did she learn about it from someone else. Then they will create the anchor chart of first-hand verses second-hand accounts.

Picture of 1st hand verses 2nd hand accounts anchor chart below.

Evaluate: This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.

Students will be instructed to write a “6 word story.” This is where they will explain what happened in the article and/or information they learned from the seminar. Students will write in only 6 words their take of what happened in the article. By using only 6 words students will really demonstrate their voice in writing to reflect their thoughts. This format is used so students can share their thoughts but using words that will build and demonstrate their voice in writing of the subject. Their perspective of the article will influence their voice in this piece. They will also respond to the question, how does writing a 6 word story help to develop your voice? Also, the question of, was this article a first-hand or second hand account and was your 6 word story a first hand or second hand account? (15 minutes)

Article:

4/26/2015

I Was 11 on 9/11 | Scholastic News 5/6 | Scholastic.com

SCHOLASTIC
open a world of possible

Teachers Parents Kids Administrators Librarians

Kimmon Sign Out My Account



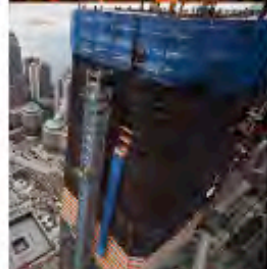
Emily Sussell and her mother run for safety on September 11, 2001. (Robert Mecea/Newsday)

“I Was 11 on 9/11”

A student from New York City tells what it was like to live through a tragic day 10 years ago

By Laura Modigliani

SCHOLASTIC
News



Top: The Twin Towers before 9/11. (Mark Lennihan/AP Images)

Bottom: A new skyscraper, the Freedom Tower, is being built near the site where the Twin Towers once stood. (Mark Lennihan/AP Images)

September 11, 2001, was Emily Sussell's fourth day of sixth grade. She attended Intermediate School 89 in New York City, four blocks away from the World Trade Center. The school stood in the shadows of two 110-story skyscrapers known as the Twin Towers.

As she sat in social studies class at about 8:45 a.m., Emily heard a loud crash.

"We felt the building shake a little bit and heard a shattering boom," she says.

An airplane had flown into the north tower of the World Trade Center. Emily and her classmates quickly evacuated their school. A family friend came to pick up Emily. As they went outside, Emily looked up at the towers.

"It looked like a giant hole through the top of the tower, filled with flames," she says. "I could feel the heat of the fire on my face, even four city blocks away."

Running for Her Life

The family friend took Emily a few blocks to Public School 234, where Emily's mother worked. As they waited for instructions on what to do next, a second plane hit the south tower. Emily and her mom soon left the school—just as the south tower collapsed. They ran to escape the

fuge cloud of smoke and debris.

"I remember thinking that these kinds of things happen only in movies, not to me," Emily says.

At 10:28 a.m., the north tower crashed to the ground. By then, Emily and her mom were safely in another school about two miles from the World Trade Center.

A National Tragedy

Like many people, Emily first thought the crashes were an accident. That changed when she learned what had happened near Washington, D.C. A third plane had slammed into the side of the Pentagon in Arlington, Virginia. The five-sided building is the headquarters of the U.S. military.

As news reports soon revealed, terrorists had hijacked, or taken over, the planes and flown them into the buildings on purpose. A fourth hijacked plane crashed in a field in Shanksville, Pennsylvania. Many people believe it was headed for the White House or the U.S. Capitol.

The events of September 11, often called 9/11, stunned the nation and the world.

In just a few hours, close to 3,000 people had been killed. More than 400 of them were firefighters and police officers who were trying to rescue people in the Twin Towers.

The Aftermath

Following 9/11, the U.S. government took many steps to try to make the country safer. It tightened security at airports and in public buildings. Within a month of the attacks, the U.S. would go to war to hunt down the people who had planned the attacks.

Like many Americans, Emily recovered from the tragedy slowly. Clouds of toxic dust from the disaster hung in the air in her neighborhood. Her family couldn't return home for nearly two weeks. She and her classmates had to attend another school for almost six months.

Today, Emily, 21, is in her final year of college at the State University of New York at New Paltz. She says 9/11 is still a big part of her life.

"It was the scariest thing that's ever happened to me, and I survived it, so I think that I'm braver now," she says.

"It's definitely made me more grateful for all of the things in my life."

To read this article at a grade 4 reading level, [click here](#).

This article originally appeared in the September 5, 2011, issue of *Scholastic News Edition 5/6*.

School to Home

Reading Club (Bare Clubs)
Book Fairs

Teacher Resources

Book Lists
Book Wizard
Instructor Magazine
Lesson Plans

Products & Services

Author Visit Program
Classroom Books
Classroom Magazines
Find a Sales Representative
Free Programs and Overlays
Guided Reading
MATW 200
Product Information
READ 192

Online Shopping

Classics
Teacher Express
Teacher Store



Sign up today for free teaching ideas, lesson plans, online activities, tips for your classroom, and much more.

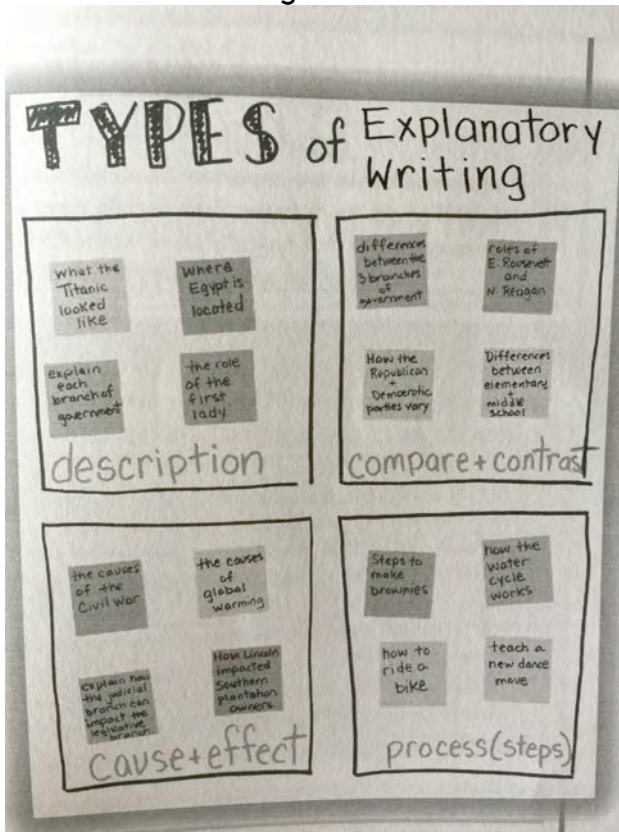
Enter your email address:

Choose your grade range:

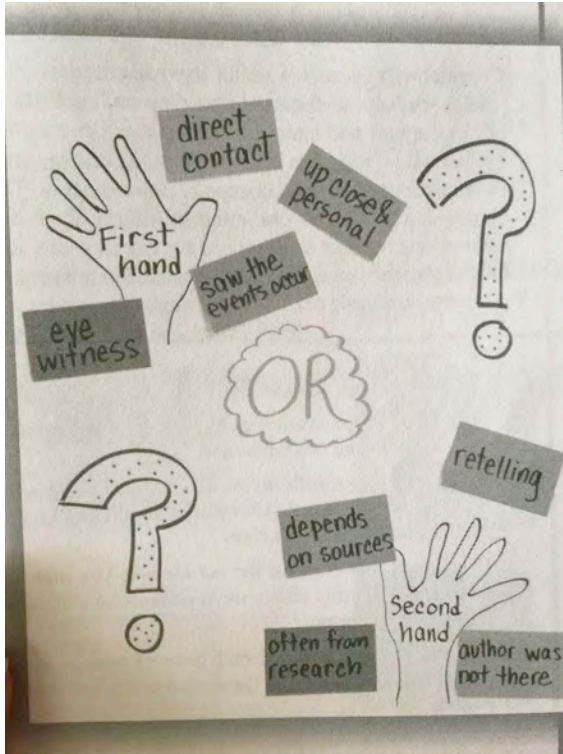
[Sign Me Up!](#)

[See a sample](#)

Informative Writing Characteristics Anchor Chart:



1st-Hand versus 2nd-Hand Accounts Anchor Chart



TEACHER NAME		Lesson #
Kimmon Miller		3
MODEL	CONTENT AREA	GRADE LEVEL
Questioning	ELA & Writing	4th&5th
CONCEPTUAL LENS		LESSON TOPIC
Voice		Building Voice Through Informative Writing With Current Events
LEARNING OBJECTIVES <i>(from State/Local Curriculum)</i>		
<p>W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.5.2 Summarize portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.4.3 Identify reasons and evidence a speaker provides to support particular points.</p> <p>SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>		
THE ESSENTIAL UNDERSTANDING		THE ESSENTIAL QUESTION
<i>(What is the overarching idea students will understand as a result of this lesson?)</i>		<i>(What question will be asked to lead students to "uncover" the Essential Understanding)</i>
<i>Perspective influences voice.</i>		<i>How does perspective influence voice?</i>
CONTENT KNOWLEDGE		PROCESS SKILLS
<i>(What factual information will students learn in this lesson?)</i>		<i>(What will students be able to do as a result of this lesson?)</i>
<p>Students will know...</p> <ul style="list-style-type: none"> • Characteristics of an informative writing • Precise language that pertains to writing informative/explanatory pieces (facts, description, compare and contrast, cause and effect) • What the authors perspective in a piece is. • The difference in 1st-hand (someone who witnessed the event) versus 2nd-hand (someone who's heard or learned about the event) accounts. • An author's voice is strengthened through in three ways, <ol style="list-style-type: none"> 1. Content: the information they are providing 2. Structure: elements in the text that emphasize information (format, highlighted text, images, words in bold, etc.) 3. Word choice: words, verbs, adjectives, adverbs that the author chooses to portray themselves as individuals. • An adjective is a word or phrase that modifies an attribute by giving it more description or adding to the noun it describes. • A verb is a word used to describe an action or occurrence, it is also a main part of the sentence. 		<p>Students will be able to...</p> <ul style="list-style-type: none"> • Engage in collaborative discussions. • Hold deep discussions on a specific topic. • Sequence an order of events. • Write in a clear and meaningful way. • Examine a topic and explain it to others. • Organize information. • Communicate their opinions. • Craft questions about a specific topic to further understand the material. • Craft questions to develop deeper thinking of all students on the topic. • Create their own current event article. • Create and produce their own news broadcast. • How to paraphrase or summarize.

<ul style="list-style-type: none"> • An adverb is a word or phrase that modifies an adjective, noun, verb, adverb, or other group of words to express the way, time, manner, etc that the word occurs. 	
--	--

<p>GUIDING QUESTIONS <i>What questions will be asked to support instruction?</i> <i>Include both "lesson plan level" questions as well as questions designed to guide students to the essential understanding</i></p>		
--	--	--

Pre-Lesson Questions:	During Lesson Questions:	Post Lesson Questions:
<ul style="list-style-type: none"> • We know that questions are important to help us understand a reading, but why are questions important to use to prepare for writing? • How are questions useful in helping one to demonstrate their voice in their writing? <u>Part 2:</u> • What is perspective? • What is voice? • How is perspective influenced by voice? • How are voice and perspective demonstrated? • How does ones perspective influence voice? • How do you share your perspectives through your non-speaking voice? • How could you enhance your voice in your task to further demonstrate your perspective? 	<p><u>Part 1:</u></p> <ul style="list-style-type: none"> • What is a verb? • What is an adjective? • What is an adverb? • How does an author make their perspective stronger in their writing? • How can an author demonstrate their voice in their writing? • How does this anchor chart show that an author's perspective can influence their voice? <p><u>Part 2:</u></p> <ul style="list-style-type: none"> • Questions listed out on anchor chart • How do these steps help you to plan out your writing? • How do these steps help you to provide your perspective and voice in your writing? • Could you develop a better way to create a flow to provide all the information for the writing but put more emphasis on the author's personal perspective and voice? • How can you modify what you have already written based off of this organizer to further show your perspective and how it influences your voice? 	<ul style="list-style-type: none"> • Can you explain in your own words perspective? • Can you explain in your own words voice? • How does ones perspective influence their voice? • Why is it important to know specific terminology, such as verb, adjective and adverb, to further develop your voice in writing? • In your opinion how has your voice developed throughout the work you have done already? • Has your perspective on your current event changed as you have learned more about it? • If your perspective has changed or has not, how has that influenced your voice? • How does perspective influence voice? • What specific task do you have left to finish your performance task? What materials, support, or assistance do you need from other classmates or teacher to complete your performance task?

DIFFERENTIATION

(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.)

Content	Process	Product	Learning Environment
<p>Current events are not elementary content and many students do not have the knowledge of current events through higher reading levels.</p>	<p>Allows for deeper thinking, questioning skills, speaking and listening skills that students couldn't develop through just answering questions on an article.</p>		<p>Teacher begins by presenting content, and then becomes the facilitator and classroom becomes student-lead. This allows students to freely discuss their thoughts, feelings, and ideas.</p>

PLANNED LEARNING EXPERIENCES

(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)

Engage and Connect - *This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.*

As students enter the room they will be asked to write down as many words as they can that are used to begin question sentences. After everyone has entered the classroom the teacher will play the Flocabulary video titled "The 5 Ws of a Story." This video will be used to get students to think more about questioning. After students have finished watching the video the teacher will then ask students the following question. We know that questions are important to help us understand a reading, but why are questions important to use to prepare for writing? How are questions useful in helping one to demonstrate their voice in their writing?

<https://www.flocabulary.com/five-ws/>

Explore - *In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.*

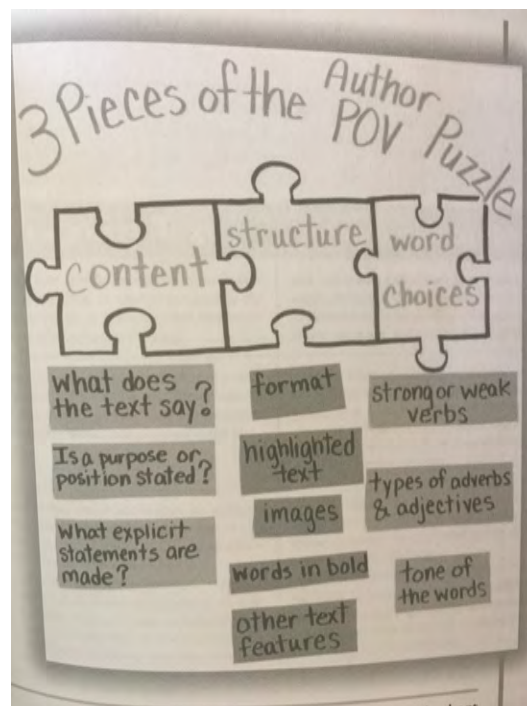
Students will now have had multiple days of learning about perspective influencing voice. Also, they will have spent some time on creating their performance task, but it will still not be finished yet. The teacher will then guide students to thinking and discussing the Pre-Lesson Part 2 questions listed above. These questions will have students thinking more about the concept they are learning about and giving them more in-depth thoughts for working on their performance task.

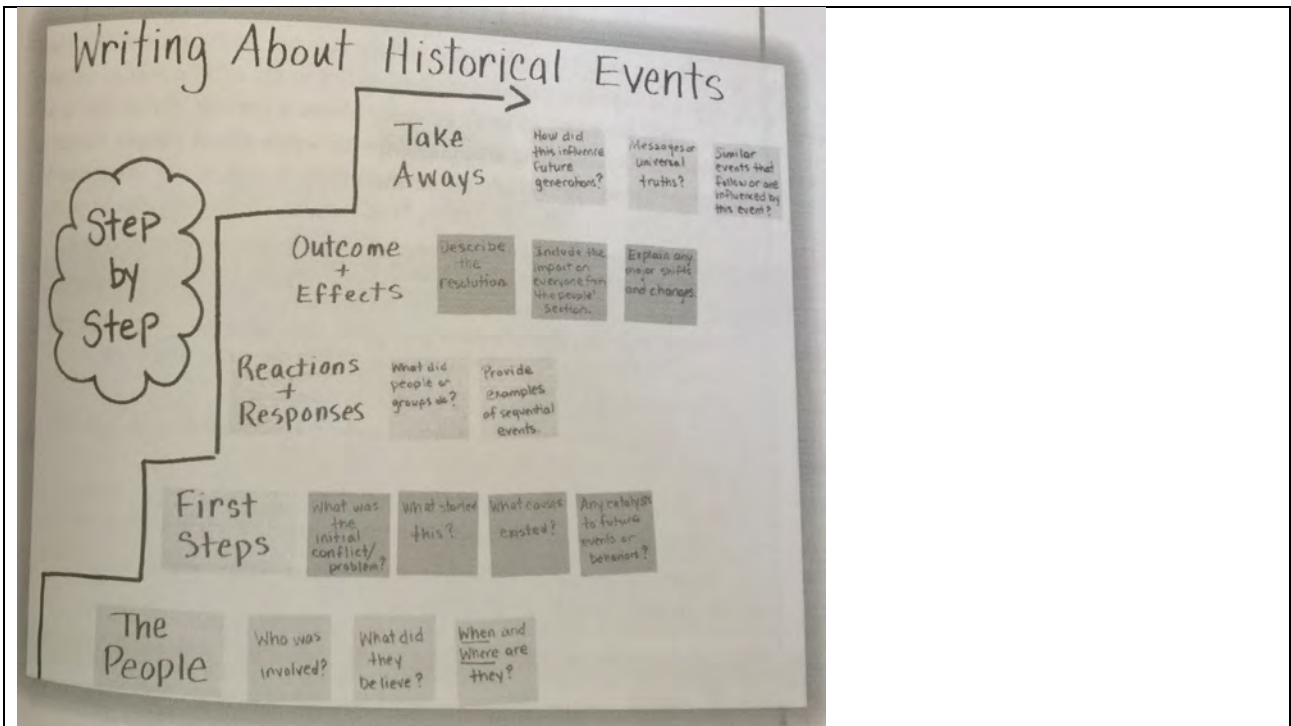
Explain - *Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.*

The teacher will then create with the anchor chart that is shown below that demonstrates how the author shares their point of view, or perspective. After creating it the teacher will then ask part 1 of the during lesson questions listed above.

Elaborate—Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways

The teacher will then discuss with students and share the anchor chart below. Instead of it being created for writing about historical events, it will be titled writing about current events. Students will then reflect on the questions asked in the anchor chart and will answer the questions about their current event. They will have time to write down what they have learned already and will have about 30 minutes to do more research on the current event they are using for their performance task. After students have completed their questions and thinking about their writing they will then discuss with the class the during lesson part 2 questions.





Evaluate: This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.

Students will be evaluated continually throughout the lesson in seeing how they are thinking and building their thoughts of perspective influencing voice. Students will then respond orally to the post lesson questions to wrap up their thinking. Student will then be given more time to work on their performance task. The time will be determined by how quickly they move through the lesson. Before they leave for the class period they will also complete an exit ticket answering the question of: What specific task do you have left to finish your performance task? What materials, support, or assistance do you need from other classmates or teacher to complete your performance task?

TEACHER NAME		Lesson #
Kimmon Miller		4
MODEL	CONTENT AREA	GRADE LEVEL
	ELA & Writing	4th&5th
CONCEPTUAL LENS		LESSON TOPIC
Voice		Building Voice Through Informative Writing With Current Events
LEARNING OBJECTIVES <i>(from State/Local Curriculum)</i>		
<p>W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.5.2 Summarize portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.4.3 Identify reasons and evidence a speaker provides to support particular points.</p> <p>SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>		
THE ESSENTIAL UNDERSTANDING		THE ESSENTIAL QUESTION
<i>(What is the overarching idea students will understand as a result of this lesson?)</i>		<i>(What question will be asked to lead students to "uncover" the Essential Understanding)</i>
<i>Perspective influences voice.</i>		<i>How does perspective influence voice?</i>
CONTENT KNOWLEDGE		PROCESS SKILLS
<i>(What factual information will students learn in this lesson?)</i>		<i>(What will students be able to do as a result of this lesson?)</i>
<p>Students will know...</p> <ul style="list-style-type: none"> • Characteristics of an informative writing • Precise language that pertains to writing informative/explanatory pieces (facts, description, compare and contrast, cause and effect) • What the authors perspective in a piece is. • The difference in 1st-hand (someone who witnessed the event) versus 2nd-hand (someone who's heard or learned about the event) accounts. • An authors point of view is strengthened through in three ways, <ul style="list-style-type: none"> 4. Content: the information they are providing 5. Structure: elements in the text that emphasize information (format, highlighted text, images, words in bold, etc.) 6. Word choice: words, verbs, adjectives, adverbs that the author chooses to portray themselves as individuals. • An adjective is a word or phrase that modifies an attribute by giving it more description or adding to the noun it describes. • A verb is a word used to describe an action or occurrence, it is also a main part of the sentence. • An adverb is a word or phrase that modifies an 		<p>Students will be able to...</p> <ul style="list-style-type: none"> • Engage in collaborative discussions. • Hold deep discussions on a specific topic. • Sequence an order of events. • Write in a clear and meaningful way. • Examine a topic and explain it to others. • Organize information. • Communicate their opinions. • Craft questions about a specific topic to further understand the material. • Craft questions to develop deeper thinking of all students on the topic. • Create their own current event article. • Create and produce their own news broadcast. <p>How to paraphrase or summarize.</p>

adjective, noun, verb, adverb, or other group of words to express the way, time, manner, etc that the word occurs.

GUIDING QUESTIONS
What questions will be asked to support instruction?
Include both "lesson plan level" questions as well as questions designed to guide students to the essential understanding

Pre-Lesson Questions:	During Lesson Questions:	Post Lesson Questions:
<ul style="list-style-type: none"> • Was the newscast a 1st person or 2nd person account? • Did they still give their perspective in a way? • Whose perspective did we see? • How did that perspective influence their voice? 	<ul style="list-style-type: none"> • Has your perspective of this current event changed while researching it? • Has your perspective influenced your voice in writing this piece? • How do your word choices reflect your voice? • How did your perspective influence your word choice here? • What are better words to fit your voice? • How could you provide more detail on your perspective to show your voice without being biased? • How did you gather the information to put this report together? • What questions do you have left about your topic? • Are there any changes you feel you should make before your final edit? 	<ul style="list-style-type: none"> • How has your writing improved through this unit? • How has your knowledge of current events been expanded through this unit? • How has your knowledge grown in general? • What is one thing you wish you could have learned more about? • How has your voice developed in your writing? • How did your perspective influence your voice in your work? • Explain other situations where perspectives influence voice.

DIFFERENTIATION
(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.

Content	Process	Product	Learning Environment
Current events are not elementary content and many students do not have the knowledge of current events through higher reading levels.	Allows for deeper thinking, questioning skills, speaking and listening skills that students couldn't develop through just answering questions on an article. They are having to think about an discuss the information in a new way instead of just regurgitating information.		Teacher begins by presenting content, and then becomes the facilitator and classroom becomes student-lead. This allows students to freely discuss their thoughts, feelings, and ideas.

PLANNED LEARNING EXPERIENCES
(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)

Engage and Connect - *This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.*

After all students have arrived in class the teacher will begin the day by playing the weekly news for students from the Channel One News for students. <http://www.channelone.com/news/> After students have watched the news cast the teacher will then ask the questions from the pre-lesson questions. They will use the microphone from day one and act as though they are a reporter when they give their answers.

Explore - *In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.*

Students will continue to work on their scripts for their news broadcast and news article that goes along with it. While the students are working the teacher will walk around and check in with students to see how they are coming along and provide any assistance that students might need. During this time students will explore finding their voice in telling their perspective of the current event they are reporting on. As students one-by-one finish up the explore phase the students will begin the explain stage. If students finish before the teacher has finished conferencing with other students they will peer conference to work on their writing.

Explain - *Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.*

When students finish their reports they will meet with the teacher to share their work and conference on what they have done already. While students are conferencing with the teacher she will ask the during lesson questions to increase students thinking about their work and finding their voice in their writing.

Elaborate —*Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways*

After students have conferenced with the teacher they will work on their final touch ups to improve their reports with the feedback they have received from the teacher. Once students have finished their edits they will put the final touches on their reports and record their newscast to finalize their performance task.

Evaluate: *This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.*

Students will end the unit by reflecting on the post-lesson questions and briefly responding to each one. They will wrap up the lesson by sharing their thoughts on what voice and perspective are. Also, their thoughts on how does perspective influence voice and how this relates to subjects other than just current events writing.

July 10, 2015

Dear STEPS camp attendees,

I am one of the producers at WR11 12, your local news station. As many of you know we are always looking for the most current events to report. I have heard that in your camp you will be learning about current events and learning to write those while demonstrating your own voice in your writing. After finding out, our writers and producers have decided to provide you with an opportunity to share your work and to help build our ratings.

As a group you will be creating a news broadcast to be aired on Monday, July 20th on our 5:00 o'clock news. After selecting a current event and learning how to develop your writing in an informative piece, I am asking you to display your knowledge by creating two corresponding pieces. Many of you probably watch the news at night with your parents and see our news broadcasts on current events. Did you know that we also have a corresponding article (almost like a newspaper article) to match the subject on our website? If not, you might want to check these out. They often provide more details and information than is shared in the news broadcast you see on television. For your contest, you will select and learn about a local or global current event. After learning about it, you will write a news report on the event. Then each person in your group will take on a role to create the broadcast that we will air.

Now comes the tricky part! Both your news broadcast and online article must be on the same current event and must show your unique voice through writing. After you have created your pieces your instructor for the week will submit them to our producers. We are looking for your broadcast and articles to be appealing to our five o'clock news and online news subscribers. Not only will your piece appeal to this group of subscribers but it must also inform them of the current event all while being unique and displaying your individual writing voice. You will work with your teacher to record your group members presenting the news broadcast with your written report for the online article. We are looking forward to reading your pieces and will be waiting in anticipation to receive those on Friday afternoon to review. Good luck and happy writing!

Sincerely,
The Producers of WXII 12

Unit Resources

CNN Student News - CNN.com. (n.d.). Retrieved June 6, 2015, from <http://www.cnn.com/studentnews>

CNN Student News is a student friendly news resource that provides current events information. The format of the site is very similar to the type of news sites an adult will look at to stay up to date on information but offers it at a students level.

Ellis, R., Payne, E., Perez, E., & Ford, D. (2015, June 18). Charleston church shooting suspect arrested in N.C. - CNN.com. Retrieved June 24, 2015.

In the first lesson an image is used that shows people coming together and standing on a freeway bridge. The image is one taken in Charleston, South Carolina on the Cooper River Bridge after the shooting took place. This image is a powerful image that allows for students to think about numerous current events that this image might be captured for but in a positive way that does not show bias or negative associations with controversial topics.

Channel One. (n.d.). Retrieved June 6, 2015, from <https://www.channelone.com/>

Channel One News features daily news broadcast from current events happening around the world. This site was used as a resource for students to gather information to write a current event but also as an engagement in lesson four.

Linder, R. (n.d.). *Chart sense: Common sense charts to teach 3-8 informational text and literature.*

Anchor charts are a great way to build students knowledge on a topic by creating one together it appeals to diverse learning styles. Reading standards are often hard to create in an interesting and appealing way that helps students to remember this information. The anchor charts for the reading standards are from this book. The book also provides tips for how to create the anchor chart and ways to differentiate the lesson for various grades and learners.

Linder, R. (n.d.). *Chart sense for Writing: Over 70 Common Sense Charts with Tips and Strategies to teach 3-8 Writing.*

Similar to the source above, this phenomenal book is ideas for creating anchor charts with the writing standards that help students learn the various writing techniques. It also provides details on how to create the anchor chart with students and differentiation techniques.

Modigliani, L. (2011, September 5). "I Was 11 on 9/11". Retrieved June 6, 2015, from <http://www.scholastic.com/browse/article.jsp?id=3756391>

In the second lesson, students read an article before completing a Socratic Seminar. Since the lessons are designed around current events, I selected this article that is a past current event. The article is relatable to students in the lesson but is about something that happened before they were born to increase the rigor and see the in depth conversations students could have in the seminar without having prior bias on the "current event."

Newsela | Nonfiction Literacy and Current Events. (n.d.). Retrieved June 6, 2015, from <https://newsela.com/>

If you are a teacher and have not heard about Newsela, you need to rush and sign up now! This is an incredible source that provides a free and paid level of current event articles daily. But its more than that, the articles can be differentiated by Lexile Levels, students can take a quiz and teachers can get immediate feedback as they finish and students can annotate the text and have virtual conferencing with the teacher. This is great source for teaching informational text standards in a more rigorous and nontraditional way.

Student News Daily | Current events articles for teachers and students. (n.d.). Retrieved June 6, 2015, from <http://www.studentnewsdaily.com/>

Student News Daily is another site that offers current event articles for students. These can be used in guided reading, independent reading or whole group mini-lessons to teach informational standards. By using the current events the topics are relative to students and they are more engaged in their learning!

Time For Kids. (n.d.). Retrieved June 6, 2015, from <http://www.timeforkids.com/news>

This site is through Time, the news that many adults turn to keep up to date on the world. Time for Kids news is another fantastic resource in provided current event articles at student levels. Students used this site as a resource when looking for information on current events.

Who, What, When, Where, Why. (n.d.). Retrieved June 6, 2015, from <https://www.flocabulary.com/five-ws/>

Flocabulary is a fun and exciting way to teach students' vocabulary or other content material. This site uses engaging music videos where the characters rap the information they are trying to teach students. In addition to the videos it also provides resources for extension activities. This particular video is used in lesson threes engagement activity.