Unit 6/Week 4

Title: Out There

Suggested Time: 5 days (45 minutes per day)

Common Core ELA Standards: RL.6.1-6; W.6.1, W.6.3, W.6.4, W.6.7, W.6.8; SL.6.4, SL.6.5; L.6.4, L.6.5

Teacher Instructions

*Refer to the Introduction for further details.*

**Before Teaching**

1. Read the Big Ideas and Key Understandings and the Synopsis. Please do **not** read this to the students. This is a description for teachers, about the big ideas and key understanding that students should take away **after** completing this task.

Big Ideas and Key Understandings

The oceans are vast and full of living creatures – some are still a mystery.

Synopsis

Although Danny is a young adult of only 17, he is fully capable of taking his father’s boat out to sea to fish. While out on a solo trip one foggy morning, Danny encounters “something” mysterious in the water. Shortly after his mysterious sighting, Danny’s boat is hit by a derelict boat. His credibility is questioned when he reports the abandoned boat to the authorities and reveals his sighting of the mysterious creature at sea.

1. Read entire main selection text, keeping in mind the Big Ideas and Key Understandings.
2. Re-read the main selection text while noting the stopping points for the Text Dependent Questions and teaching Vocabulary.

**During Teaching**

1. Students read the entire main selection text independently.
2. Teacher reads the main selection text aloud with students following along. (Depending on how complex the text is and the amount of support needed by students, the teacher may choose to reverse the order of steps 1 and 2.)
3. Students and teacher re-read the text while stopping to respond to and discuss the questions and returning to the text. A variety of methods can be used to structure the reading and discussion (i.e.: whole class discussion, think-pair-share, independent written response, group work, etc.)

Text Dependent Questions

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| **Text Dependent Questions** | **Answers** |
| It is common for boats to be given names. The author uses personification as he introduces the boat in the very first sentence. What is the name of the boat, and what weather words does the author use in the first two paragraphs to identify the challenges the boat is facing? How does the author personify the weather? | - The Spanker is the name of the boat. It is “groping along.”  - **Dense** fog, thick wet mist, twenty to thirty feet of **visibility**, fog.  - The mist “takes away your sight, but sharpens your hearing as it fine-tunes your nerves.” |
| Reread page 620. Who is telling this story? What conclusions can you draw about the teller? | - Danny is telling the story and cleared the Dana Harbor **jetty** in the Spanker  - Although it was misty, Danny’s nerves were fine-tuned.  - Danny knew the fog was too thick to risk riding the current and catching a lucky halibut or bass. He didn’t risk a lucky catch by riding out too far and be in danger of a large boat running him down accidentally.  - He bought the bait he could afford…frozen anchovies and squid. He knew he couldn’t afford the bait his dad bought…a half a scoop of live bait.  - He had fished the waters since he was a kid and was relaxed enough to settle back and drink his hot chocolate.  - Danny was out and fishing by 6:40. He was responsible enough to wake up early. (Most teenagers enjoy sleeping in).  -Danny is responsible and makes sensible decisions. |
| Reread page 621. Using evidence from the text, recount Danny’s morning experience by sketching two pictures – one showing his sighting and one with the *Lotta Fun*.  What is the mood, or tone, of the story? What words, phrases and figurative language does the author use to convey the tone? | - Ghostly silence  - “something” in the water toward the shore startled Danny  - that “something” looked like a huge gray-green eel slowly moving on the gray surface  - it had a **blunt**, but serpent like head awash  - dark eyes the size of salad plates  - it must have measured twenty feet, because in Danny’s judgment, it was longer than the Spanker  - something that resembled an eel  - it hadn’t had fins or flippers, so it wasn’t a fish or a whale  -Danny is so consumed with the thing, he doesn’t realize he’s got a fish on the line  - The author uses personification to describe the fishing reel and a metaphor to describe the boat coming towards the Spanker The reel was screaming and twitching.  - The boat was a **derelict**, a sea ghost. (A derelict is something abandoned by its owner).  - a small pool of blood on the railing at the stern of the boat  - a red light on the batter powered coffee pot. The pot was hot, so it had been used within the past few hours  - a burnt-rubber odor  - no signs of a fight  - an old battered tin lunch-box, which allowed Danny to infer someone was preparing to eat  - Danny had “a core of fright” lodged in his belly.  The examples of figurative language bring a tone of suspense, anxiety, mystery and fear to the story. |
| What part of the *Lotta Fun* is the **port** **bow** **cleat**, and what did Danny do with it? What can you infer about Danny from his use of this wording? | The port is the left side of a ship.  The bow is the forward part of a ship.  A cleat is a metal fitting around which a rope may be made fast.  Danny “flipped a line over the port bow cleat of the *Lotta Fun*, made it fast, then let out ten feet or so to control an easy haul.”  He’s decided to tow the boat to Harbor Patrol and report his experience.  Danny has complex vocabulary about parts of boats. It is evident that he has had many encounters out on the ocean and knows how to handle emergency situations. |
| Reread pages 624. When Danny first speaks to the sergeant, what questions does the sergeant ask?  What do these questions lead the reader to infer what the sergeant and Danny’s dad believe to be true about Danny? | 1. You by yourself out there?  2. Isn’t seventeen a little young to be alone out in the ocean, even in clear weather?  3. Your parents know?  The sergeant thinks Danny is too young to operate a boat on the ocean by himself. Danny’s father has complete trust in Danny’s ability to operate a boat independently. |
| Reread page 625. Danny hesitates twice when talking to the sergeant. What does he hesitate over and why?  Although Danny hesitates, why does he tell the truth, and why did he try to help the Lotta Fun? | - Danny **hesitates** to tell the sergeant about the “something” he saw. Fish stories often make people laugh, but his fish story was true and might explain what happened to the owner of Lotta Fun.  - Danny hesitates when reporting about the blood. He hesitates because he doesn’t know if it’s human blood or fish blood.  - Danny’s father taught him to **render** help to anyone at sea. |
| On page 627, what does **contaminated** mean? And how did Deputy Cooper think Danny might have contaminated the Lotta Fun? | Contaminated means to make impure or unclean by contact. Deputy Cooper told Danny he should not have gone aboard the Lotta Fun. He said Danny might have contaminated a potential crime scene with his shoeprints or fingerprints. |
| Reread pages 628 -630. How do the characters in the story react to Danny’s tale? How does Danny respond? What evidence does he find? | -Deputy Cooper laughs, rolls his eyes, “Sure you didn’t have a bad dream out there?”  - “That kid gets an A plus for imagination. Sea monsters don’t exist.”  - “That boy ought to have his eyes examined.”  - Buck’s voice is “hollow” when he says, “I believe you.”  - Danny responds by going online and finding cases of sea serpent/sea monster and giant eel sightings:  - 1898 the *Eva Maria* 70 -80 foot “giant snake”  - 1926 Robert Faithcloth reported a “serpent like creature at least twenty-five feet in length”  - 1991, 20 miles off Point Concepcion, CA “huge sea snake”  - National Oceanographic Data Center, 1989, larvae off eel species that could grow to possible 90 feet |
| Reread pages 630 -633, Danny’s conversation with Captain Patrick Carroll. What did the captain say that might convince the reader that Danny really saw a large sea creature? | - “Get used to being called a liar.”  - “Sixteen years ago, I saw something out there bigger than what you saw.”  - “Not only did I see it, but I photographed it.”  - “Forty feet was my guess, and it looked like what you described at the sheriff’s department.”  - “So called sea monsters have washed ashore and scientists are embarrassed, calling them ‘unknown species’.”  - “I believe there are creatures that only a few people have seen. The oceans and seas are the most mysterious places on earth and billions of things exit that are smaller than pinheads and as large as blue whales. Every so often we get lucky and meet a new one.” |

Vocabulary

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|  | **KEY WORDS ESSENTIAL TO UNDERSTANDING** | **WORDS WORTH KNOWING**  General teaching suggestions are provided in the Introduction |
| **TEACHER PROVIDES DEFINITION**  not enough contextual clues provided in the text | jetty (p. 620)  buoy (p. 620)  port bow cleat (p. 622) | Groping (p. 620)  bleating (p. 620)  outboard (p. 620)  fore (p. 623)  aft (p. 623)  port bulkhead (p. 632) |
| **STUDENTS FIGURE OUT THE MEANING**  sufficient context clues are provided in the text | dense (p. 620)  visibility (p. 620)  blunt (p. 621)  derelict (p. 621)  stern (p. 620,622)  bow chain (p. 622)  hesitated (p. 624)  render (p. 625)  contaminated (p. 627) | harbor channel (p. 620)  bleating (p. 620)  adrift (p. 621)  berths (p. 623)  civilian (p. 627)  mythology (p. 629)  harpooning (p. 630) |

Culminating Task

* Re-Read, Think, Discuss, Write

1. *In Out There, Danny claims to see a mysterious sea creature. Should Danny’s story be believed? Use evidence from the text to support your opinion.*

Possible answers: Danny’s story is not credible. The morning was very foggy and his imagination ran away with him. The fog and the finding of the derelict Lotta Fun scared Danny and impaired his normally clear thinking. He lies when he tells the deputies about the blood, “I didn’t even think about that, sir.” Although Danny finds examples of other sightings online, none of them are recent. The blood found on the Lotta Fun Is not human blood so it is unlikely anything attacked Jack Stokes. He was an old man, 74, and fell overboard. Although the happenings of the morning were eerie, there was no sea monster.

Or, Danny’s story should be believed. He found evidence online that shows sea monsters or giant sea eels exist. In 1898, the Eva Maria saw a “giant snake” seventy-five feet in length off the coast of Oregon. “Dozens of other cases, in both the Atlantic and the Pacific,” the National Oceanographic Data Center’s 1989 report documenting large eel larvae and Pat Carroll’s story all support Danny’s sighting being credible, or believable.

1. *If Danny had to write a statement for the newspaper, based on evidence in the text, what would Danny’s statement say?*

Answer: Statement should include supporting evidence found in the text – I’ve been out fishing on the water “since I was 3 or 4.” There is evidence of previous sightings in this area - in 1898 the Eva Maria crew spotted a “serpent like creature at least twenty-five feet in length.” The National Oceanographic Data Center admitted in 1989, that “we have not yet explored the ocean thoroughly enough to say with absolute certainty that there are no monsters in the deep.” Patrick Carroll, a local swordfisher and owner of the boat *Time of Joy*, has photographed a similar sea creature. Even in last month’s fisherman’s trade journal, scientists admit they’ve recorded a “massive heartbeatlike thumping sound” and are “trying to figure out what it is. We know it’s alive…” You’ll see – one of these days I’ll get a picture and I’ll prove what I saw was real.

Additional Tasks

* *There are many parts of a boat and boat terminology within the text. Read back through the text and make a list of words that you might use to label the drawing of a boat. Research a type of boat and add more words to your list. Be prepared to share your words, definitions, and diagrams to the class.*

Note to Teacher:

* The vocabulary necessary to comprehend the action and setting is great and will warrant extra time for learners unfamiliar with boating and the sea. Asking students to identify unknown words and clarifying using a book about boating may support learning.

http://www.boatsafe.com/kids/terms.htm

<http://www.discoverboating.com/resources/glossary.aspx>

Supports for English Language Learners (ELLs)

to use with Basal Alignment Project Lessons

When teaching any lesson, it is important to make sure you are including supports to help all students. We have prepared some examples of different types of supports that you can use in conjunction with our Basal Alignment Project Lessons to help support your ELLs. They are grouped by when they would best fit in a lesson. While these supports reflect research in how to support ELLs, these activities can help ALL students engage more deeply with these lessons. Note that some strategies should be used at multiple points within a lesson; we’ll point these out. It is also important to understand that these scaffolds represent options for teachers to select based on students’ needs; it is not the intention that teachers should do *all* of these things at every lesson.

**Before the reading:**

* Read passages, sing songs, watch videos, view photographs, discuss topics (e.g., using the [four corners strategy](http://www.theteachertoolkit.com/index.php/tool/four-corners)), or research topics that help provide context for what your students will be reading. This is especially true if the setting (e.g., 18th Century England) or topic (e.g., boats) is one that is unfamiliar to the students.
* Provide instruction, using multiple modalities, on selected vocabulary words that are *central to understanding the text*. When looking at the lesson plan, you should note the Tier 2 words, particularly those words with high conceptual complexity (i.e., they are difficult to visualize, learn from context clues, or are abstract), and consider introducing them ahead of reading. For more information on selecting such words, go [here](https://achievethecore.org/page/3167/selecting-and-using-academic-vocabulary-in-instruction). **You should plan to continue to reinforce these words, and additional vocabulary, in the context of reading and working with the text. (See additional activities in the During Reading and After Reading sections.)**

**Examples of Activities:**

* Provide students with the definition of the words and then have students work together to create [Frayer models](http://www.theteachertoolkit.com/index.php/tool/frayer-model) or other kinds of word maps for the words.
* When a word contains a prefix or suffix that has been introduced before, highlight how the word part can be used to help determine word meaning.
* Keep a word wall or word bank where these new words can be added and that students can access later.
* Have students create visual glossaries for whenever they encounter new words. Then have your students add these words to their visual glossaries.
* Create pictures using the word. These can even be added to your word wall!
* Create lists of synonyms and antonyms for the word.
* Have students practice using the words in conversation. For newcomers, consider providing them with [sentence frames](https://achievethecore.org/page/3159/ell-supports-for-writing-and-discussion) to ensure they can participate in the conversation.
  + Practice spelling the words using different spelling practice strategies and decoding strategies. Students could take turns spelling with a partner.
* Use graphic organizers to help introduce content.

**Examples of Activities:**

* Have students fill in a [KWL chart](http://www.nea.org/tools/k-w-l-know-want-to-know-learned.html) about what they will be reading about.
* Have students research setting or topic using a pre-approved website and fill in a chart about it. You could even have students work in groups where each group is assigned part of the topic.
* Have students fill in a bubble map where they write down anything that they find interesting about the topic while watching a video or reading a short passage about the topic. Then students can discuss why they picked the information.

**During reading:**

* Read the text aloud first so that ELLs can hear the passage read by a fluent reader before working with the text themselves.
* Allow ELLs to collaborate in their home languages to process content before participating in whole class discussions in English. Consider giving them the discussion questions to look over in advance (perhaps during the first read) and having them work with a partner to prepare.
* Encourage students to create sketch-notes or to storyboard the passage when they are reading it individually or with a partner. This will help show if they understand what they are reading as they are reading it.
* Ask questions related to the who, what, when, why, and how of the passage. For students that may need a little more help, provide them with [sentence stems](https://achievethecore.org/page/3159/ell-supports-for-writing-and-discussion).
* Continue to draw attention to and discuss the words that you introduced before the reading.

**Examples of Activities:**

* Have students include the example from the text in their glossary that they created.
* Create or find pictures that represent how the word was used in the passage.
* Practice creating sentences using the word in the way it was using in the passage.
* Have students discuss the author’s word choice.
* Use graphic organizers to help organize content and thinking.

**Examples of Activities:**

* Have students fill in a chart to keep track of their 5ws while they read to help them summarize later and figure out the central idea of a passage.
* It may again be beneficial to have somewhere for students to store new words that they encounter while reading the text. Students could use a chart to keep track of these new words and their meanings as they read.
* If you had students fill in a KWL, have them fill in the “L” section as they read the passage.
* Utilize any illustrations or text features that come with the story or passage to better understand the reading.
* Compare/contrast the passage with what the illustrations convey about the passage. Have students consider if the illustrations look the way they visualized the passage in their own minds or if the passage matches their predictions based on the illustrations.
* Identify any text features such as captions and discuss how they contribute to meaning.

**After reading:**

* Present directions for any post-reading assignments orally and visually; repeat often; and ask English Language Learners to rephrase.
* Allow ELLs to use English language that is still under development. Students should not be scored lower because of incorrect spelling or grammar (unless the goal of the assignment is to assess spelling or grammar skills specifically). When grading, be sure to focus on scoring your students only for the objective(s) that were shared with students.
* Scaffold questions for discussions so that questioning sequences include a mix of factual and inferential questions and a mix of shorter and more extended responses. Questions should build on each other and toward inferential and higher-order-thinking questions. There are not many factual questions already listed in the lesson instructions, so you will need to build some in as you see fit. More information on this strategy can be found [here](https://achievethecore.org/aligned/creating-sequencing-text-dependent-questions-support-english-language-learners/).
* Reinforce new vocabulary using multiple modalities

**Examples of activities:**

* Using the words that you had students work with before reading, have students write sentences in reference to the passage that you just finished reading.
* Require students to include the words introduced before reading in the culminating writing task.
* For newcomers, print out pictures that represent the words that you focused on and have students match the words to the pictures.
* Based on different features of the words, have the students sort them into different categories and explain their choices. For example, the students could sort the words by prefixes, suffixes, connotation, etc.
* After reading the passage, continue to examine important sentences (1–2) in the text that contribute to the overall meaning of the text. Guide students to break apart these sentences, analyze different elements, and determine meaning. More information on how to do this, including models of sentence deconstruction, can be found [here](https://achievethecore.org/page/3160/juicy-sentence-protocol).
* Provide differentiated scaffolds for writing assignments based on students’ English language proficiency levels.

**Examples of Activities:**

* For all students, go over the prompt in detail, making sure to break down what the prompt means before having the students get to work. Then have the students explain the directions back to you.
* Have students create an evidence tracking chart during reading, then direct them to look back over their evidence chart and work with a group to see if their evidence matches what the rest of the class wrote down. If some of the chart does not match, students should have a discussion about why.
* For students who need more support, model the proper writing format for your students and provide them with a properly formatted example for reference.
* For newcomers, you may consider creating sentence or paragraph frames to help them to write out their ideas.
* To further discussion about the passage, have students create their own who, what, when, where, why, and how questions related to the passage to ask each other and have students pair up and practice asking each other the questions. If available, pair students of the same home language to support the use of language still under development.