Unit 5/Week 1

Title: A Kind of Grace

Suggested Time: 5 days (45 minutes per day)

Common Core ELA Standards: RI.6.1-8, W.6.1, W.6.4, W.6.7, W.6.8, SL.6.4, SL.6.5, L.6.4

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

Work hard, train hard, and persevere to make your dreams come true.

Synopsis

In Jackie Joyner-Kersee’s autobiography, she writes of the challenges she faced early on while becoming a track and field athlete. She speaks of her first experiences on an all-girls track team and the strength and perseverance she faced in competition. By building on her talents and not giving up, Jackie became an Olympic medaled athlete.

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** |
| Two adjectives describe Jackie Joyner in the first paragraph of her autobiography. What are these adjectives and what do they immediately tell you about Joyner? | **ambitious** (p. 458) – she has a strong desire to achieve her goals  **energetic** (p. 458) – she has a lot of energy |
| Twice on page 458, Joyner thinks thoughts to herself. What are these thoughts?  Why does she keep them to herself? | “If my legs are strong enough for dancing and jumping, maybe I can run fast too.”  “It did look like an awfully big circle, which grew wider as we got closer to it.”  Her parents taught her to listen and not speak while adults are speaking. |
| How does the reader know it is a hot day? p. 458 | * sunny afternoon * dressed in T-shirts and shorts * **squinted** and **cupped** our hands over our eyes to **shield** them from the sun * “It’s hot out here!” |
| What on p. 460 is referred to as **unconventional**? And why? | The track. It is 550 yards round which is a third of a mile. A **standard** track is a quarter-mile. |
| What evidence on p. 460 tells the reader that running around the track was difficult? | * Those who completed the lap were **panting** hard. * They bent over and put their hands on their knees. * Other girls stopped running and were walking. * The girls **mumbled** and rolled their eyes. * Every day, fewer and fewer girls showed up. * Two girls were under **protest**. |
| On p. 460, why did Joyner breathe a sigh of **relief**? | Joyner doubted if she was a good track athlete. Her coach told her not to worry and to have fun. He reminded her that a ribbon is good, but if she didn’t win a ribbon, that was ok too. |
| On p. 461, why was Joyner disappointed? | She ran as fast as she could, but could not catch the other girls. After catching her breath, she was disappointed. |
| Read pages 462-463. As an 11-year old, what did Joyner do after school? | Rush home, eat oatmeal cookies or potato chips, complete homework quickly, do her chores or pay Debra to do them, then head to practice with her coach who picked her up. |
| On page 463, Joyner talks about being scolded and punished. What was she **scolded** for, and what were her **punishments**? | * Joyner chatted with her friends while running instead of running quietly. Her coach made her run in the opposite direction from the others. * She ate junk food before practice. Her coach made her run three extra laps in the opposite direction. |
| In the last paragraph on page 463, Joyner talks about something she **yearns** for. What was she yearning for, and how did she satisfy this yearning on page 464? | Joyner yearned to run down the **long-jump track** and leap into the air like a plane taking off.  Joyner and her sister gathered sand from a nearby park to make a sandpit in her front yard. She practiced leaping into the sand every day.  At practice, while waiting for her coach to drive her home she attempted the long-jump at practice with great success. |
| Read the following sentences from page 464: “The sun was ready to set, but the air remained hot and thick. I was tired after running sprints and conditioning drills in the **oppressive** heat. But standing there, looking down the long-jump lane for the first time, I was **energized**.”  How does the key vocabulary in these sentences prove she is ambitious and energetic? | Even though the weather is oppressive, uncomfortable and severely hot, Joyner is energized, excited with an **abundance** of energy, to run the long-jump. Even though it is hot and she is tired after practice, Joyner has a strong desire to achieve her goal of running the long-jump. |
| On page 466, what does Joyner mean by “exploring **uncharted territory**”? | At the time and place she was living, there were no opportunities to participate in organized sports for girls. A law had just been passed by **Congress** to give girls and boys equal opportunities to participate in sports. |

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 | uncharted territory (p. 466)  long-jump track (p. 463)  Congress ( p. 466) | unconventional (p. 460)  standard (p. 460) |
| **STUDENTS FIGURE OUT THE MEANING**  sufficient context clues are provided in the text | ambitious (p. 458)  energetic (p. 458)  oppressive (p. 464)  abundance (p. 464)  scolded (p. 463)  protest (p. 460)  relief (p. 460)  yearns (p. 464)  energized (p. 464) | panting (p. 460)  mumbled (p. 460)  punishments (p. 463)  squinted (p.458)  cupped (p. 458)  shield (p. 458) |

Culminating Task

* Re-Read, Think, Discuss, Write
* *There are many dates within the text and photo captions throughout the autobiography. Use the information in the text to create a timeline of Jackie Joyner-Kersee. Look carefully for clues in the story to include her age and date of year for each event.*

Answer:

* 1969 – 7 years – Mary Brown Community Center opened (p. 459)
* 1972 – 10 years – signed up for girls’ track at the Community Center (p. 458)
* 1974 – 12 years – participated in an organized male and female track squad (p. 466)
* 1978 – 16 years – stretches before practicing long jumps (p. 459)
* 1979 – 17 years – girls track state championships, East St. Louis Lincoln High School (p. 461)
* 1984 – 22 years – won silver in the 1984 Olympics (p. 462)
* 1992 – 30 years – won gold medal at 1992 Olympics in Barcelona, Spain (p. 461)
* 1999 – 37 years – gives keynote speech at the NAACP’s sports and business meeting (p. 465)

Additional Tasks

* Rewrite the autobiography as a biography using key facts and dates from the autobiography.
* This autobiography is a great starting point to researching various Olympic Sports and gold medal athletes. Make medals and present information to the class as to who earned the medal, which Olympics, what sport, and athlete background.

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.