Unit 1/Week 4

Title: The True Confessions of Charlotte Doyle

Suggested Time: 5 days (45 minutes per day)

Common Core ELA Standards

RL6.1-5, W6.1, W6.4, SL6.1, L6.1-6

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

Facing fear both physical and mental, where do you find the resolve to move forward.

Synopsis

To become a member of the ship’s crew, Charlotte Doyle must pass a test of climbing to the top of the mast. She faces physical and mental challenges to prove her worth to herself and the crew. She is afraid but climbs anyway. The author, Avi, mimics the ship movement in the emotions of the character as he tells her story.

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** |
| Reread the introductory paragraph and restate it in your own words. What is the purpose of this paragraph? | It is 1832 and Charlotte is on the Seahawk, the only passenger and the only girl sailing from England to America… This paragraph introduces the setting and what problem will be faced in the story. |
| PG 99 What does Fisk tell Charlotte to help her firmly understand what she is about to do? | Tells her it is the highest sail on the main mast, only two ways to reach it, shimmy up the mast or climb the shrouds and ratlines. If you slip and fall lucky to drown in the sea but if you hit the deck she could get maimed or break her neck. |
| PG 99 What context helps you understand that the term steady a girl as ever I’ve met is a compliment? | The way she handles the information and still decides to climb, “look that seemed a mix of admiration and contempt” |
| On page 100, when Foley says, “You will get no more from us Miss Doyle, but no less” what is he telling her? | The crew agrees 100% that she should not sign on. But is she shows the courage to follow through on the test they will respect her as a member of the crew as an equal.  |
| PGS 100 – 102 In what ways does the crew support Charlotte’s decision to climb and how do they keep her from backing down? | Fisk escorts her to the mast, as if reading her thoughts Fisk asks her how will she go, crew stands below watching her in a crescent group, one shouts out blessing, one gives advice, and one says “she’ll not have the stomach” |
| PG 100 The conversation was between Charlotte and the crew, but then the conversation turns to the reader. How does the author involve the reader in the story? | In the paragraph, “To grasp fully what I’d undertaken to do, know again that the height…” Charlotte explains to the reader the way the ship is built so that the reader can get a mental picture of the ships mast and sails height.  |
| PG 102 As Charlotte climbs she learns as she goes. What does she discover as she climbs and how is the reader taken on the climb along with her?  | Recollecting Ewing’s advice, she focuses on the ropes before her, after rising 17 feet she realizes she has made a mistake, she realizes the ratlines are sixteen inches apart and has to take steps to wide for her. The journey up the difficult areas, the reader is taken along with the rich details in the text. |
| PGS 102 103 What is the weather like? What clues help the reader to know this? | The weather is calm. PG 102 climbing inside the lank gray sails, ascending as it were into a bank of dead clouds. PG 104 water looked calm, I realized how much harder to climb would be if the wind were blowing and the ship was well underway. |
| PGS 104 107 These paragraphs describe in detail Charlotte’s climb. Notice how the paragraphs trade off between describing the climb and the physical struggle to describing the climb and the mental struggle. What details does the author use to invite the reader to experience the climb? | Each paragraph has many examples of the height of the climb, the difficulty of the climb and the emotions Charlotte goes through as she progresses. |
| PG 104 What does “And yet I had to climb. This was my **restitution**” mean? | Charlotte is on her way when she realizes the folly of this climb and fully realizes she is risking her life. She will make it up to herself by completing the climb. She owes it to herself. |
| PG 107 The author uses the words gyrations and metronome to describe the movement of the ship. If we did not know the meaning of these words, what other information helps us determine the use of these words in this setting? | The author uses swaying, shifting, tilting dropping to help understand gyrations is movement. For metronome. The author uses motion, extreme, turning, tossing swaying shaking me off to get a sense of the back and forth motion. |
| PG 108 After becoming entangled in the lines and then saving herself from a fall Charlotte reacts with much emotion. Reread and talk about the author’s choice of words and how they let you know she will be alright. | “Made a veritable knot of myself” to show she locked in her safety, “Oh how I wept! My entire body shaking and trembling as though it would break apart,” although she did not fall her emotions took her there and she cried in relief.  |
| PG 109 Charlotte will not accept help in the end. What do you think the author shows by saying “in the end I dropped down on my own two India-rubber legs and – tumbled to the deck? | Although she accomplished what she started out to do she was physically and emotionally drained. |

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 | Trestletree, p. 102Deadeye, p. 102India-rubber, p. 109 | Escorted, p. 100Seasoned, p. 105Treacherous, p. 105 |
| **STUDENTS FIGURE OUT THE MEANING**sufficient context clues are provided in the text | Steady, p. 99Audacity, p. 100Folly, p. 104Restitution, p. 104Gyrations, p. 107Metronome, p. 107 | Boldly, p. 99Rigging, p. 102Maneuvered, p. 102Ascending, p. 102Spar, p. 104, Aloft, p. 104Endeavored, p. 107Entangled, p. 107Void, p. 107 |

Culminating Task

* Re-Read, Think, Discuss, Write
* *Charlotte constantly battles her* ***resolve*** *when climbing the mast and then climbing back down. How does the author show Charlotte’s feeling and allow the reader to be part of the journey and struggle? Give specific examples from the text.*

Answer: The author does a fantastic job of telling the story of the climb in an up and down fashion to mimic the up and down movement of the ship. As she climbs she reacts to different situations, feeling relief sometimes and more anxiety the next. Student’s answers should show evidence of this pattern.

Additional Tasks

* *The vocabulary of the ship is important to the setting of the story. By rereading the story could you label the ships parts in the accompanying pictures to better understand Charlotte’s climb?*

Answer: royal yard, shrouds, ratlines, stays, deadeye, rigging, trestletree, spar are all parts of the ship she encounters as she climbs. Students can re-read and use the picture to discuss what each part might look like based on the evidence in the text.

Note to Teacher

* There are many vocabulary words specific to the construction of the sails on the ship. Some have clues to help the reader where as some do not. Based on the conversation of the students more support may be needed in dealing with the vocabulary.

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.