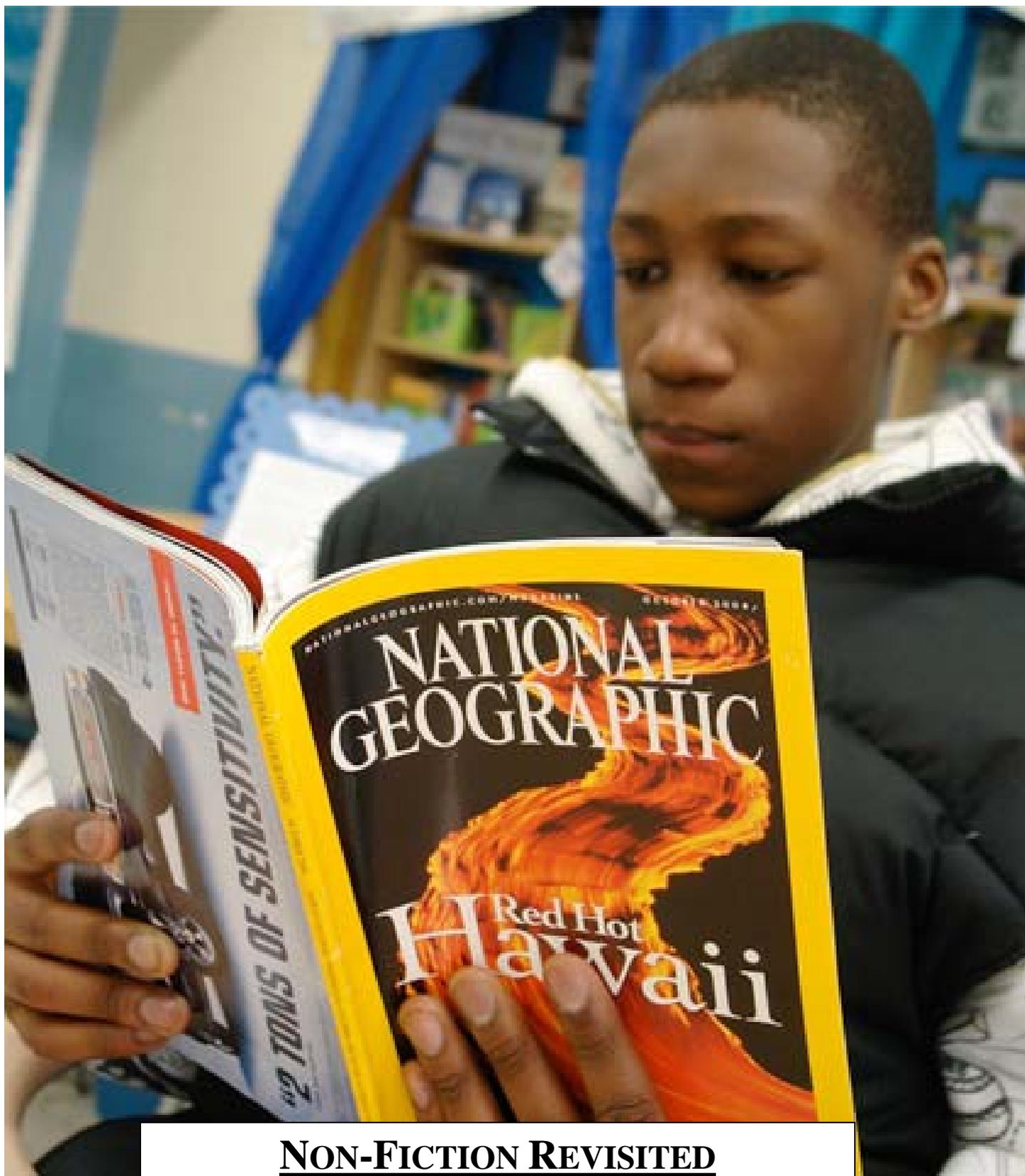




DISTRICT 75: MIDDLE SCHOOL UNITS OF STUDY



NON-FICTION REVISITED
REAL LIFE INFORMATION:
WHAT DO I NEED TO KNOW?

Acknowledgments

The ***District 75 Units of Study for Grades K-12*** were created as a guideline for teachers implementing the Reader's and Writer's Workshop within their classrooms.

The mission of the District 75 Literacy Team is to enhance literacy programs in all District 75 schools so that students may become lifelong readers and writers. The District Literacy Team supports the implementation of the New York City Performance Standards in English Language Arts, the Department of Education's Scope and Sequence K-8 as well as the Balanced Literacy Initiative.

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Middle School –*Noveria Gillison, Kristine Gonzalez, Shelley Levy*

High School –*Amy Kriveloff, Aubry Threlkeld*

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INTRODUCTION TO THE UNIT OF STUDY: NON-FICTION: REAL LIFE INFORMATION

The Literacy Department of District 75 has worked diligently to present our schools with Units of Study that would not only be aligned to New York State English Language Arts Standards but that would be engaging, motivating and appealing to our students at different levels of their school careers. It's important to remember that we present you with a curriculum that, based on your and your students' needs, can be used as is or that you may need to adapt. We encourage you to motivate those students who can achieve more to strive to reach their potential. We also encourage you to differentiate instruction to reach those students in need of support and to help them move towards independent learning.

Our final Middle School Unit for the year speaks to promoting independence. Curriculum maps and lesson plans are aimed towards helping our Middle School students navigate through the world and learn the importance of making the right choices at the right times. These years are an important time in the life of Middle School students. It is during this time that our students may begin to venture independently through the world and are confronted with opportunities and challenges both at the same time.

This unit will expose students to lessons on "how-to's", goal-setting, citizenship and others that will require students to think and reflect about the

importance of making the right choices. Exposing students to biographies will help them see what other people had to overcome to attain certain accomplishments and success. There will be many opportunities for students to make text-to-self connections and we encourage you to take advantage of these opportunities to help students then make text-to-text and text-to-world connections as well.

As you move your students in the direction of exploration and place them on the road to self-discovery, we urge you to take the time to explore different types of motivating activities to introduce your lessons. These activities will serve as your hook towards getting your students' undivided attention. Present your students with activities that will help spark their interest and will engage them from the very beginning. We also urge you to use information gathered, students' work, assessment results and your observations of your students to engage in action research projects. Your findings will, without a doubt, help you plan additional lessons that will help your students reach their full academic potential.

We invite you to challenge your students to discover their strengths and unleash their potential for learning. On the road, it's also important for students to know their weaknesses as well, as we all have them. Knowing these will help you - as the teacher - and your individual students to strategize and find different ways of accomplishing assigned tasks.

On this road leading towards promoting students' independence, we want to remind you to allow for student creativity and always remember that your students' feedback is the best indication of successful lessons or lessons that may be in need of refining. Make learning an enjoyable ride and know that although you will surely encounter bumps on the road to helping students in their quest towards independence, these bumps are part of the process and mistakes made along the way are opportunities to learn.

You may use lessons as they are offered, adapt them or create lessons of your own to tailor to your students' individual needs. Whatever you decide to do, we wish you and your students many happy moments on your trip to self-discovery. As you deliver the lessons presented, don't forget to enjoy the ride as well!

New York State ELA Learning Standards

Learning Standard

A learning standard is an established level or degree of quantity, value, or quality. New York State learning standards are defined as the knowledge, skills, and understandings that individuals can, and do, habitually demonstrate over time—as a consequence of instruction and experience.

New York State English Language Arts Learning Standards

Standard 1: Students will read, write, listen, and speak for **information and understanding**

As listeners and readers, students will collect data, facts, and ideas, discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts. As speakers and writers, they will use oral and written language to acquire, interpret, apply, and transmit information.

Standard 2: Students will read, write, listen, and speak for **literary response and expression**

Students will read and listen to oral, written and electronically produced texts and performances, relate texts and performances to their own lives, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent. As speakers and writers, students will use oral and written language for self-expression and artistic creation.

Standard 3: Students will read, write, listen, and speak for **critical analysis and evaluation**

As listeners and readers, students will analyze experiences, ideas, information, and issues presented by others using a variety of established criteria. As speakers and writers, they will present, in oral and written language and from a variety of perspectives, their opinions and judgments on experiences, ideas, information and issues.

Standard 4: Students will read, write, listen, and speak for **social interaction**

Students will use oral and written language for effective social communication with a wide variety of people. As readers and listeners, they will use the social communications of others to enrich their understanding of people and their views.

English Language Arts Core Curriculum: Grades 6-8

See Resources Section; also found at <http://www.emsc.nysed.gov>

The Teacher's Role in Non-fiction: Real Life Information

- Teach elements of the genre.
- Read aloud to assist students in listening comprehension and reading comprehension.
- Provide varieties of text.
- Provide students with opportunities to connect with their own lives.
- To assist students to prepare for final responses to the topics of the unit.

The Students' Role in Non-fiction: Real Life Information

- To actively participate in the study of non fiction
- To listen, read and discuss their responses.
- To write their responses to the genre.
- To work together with classmates to develop final projects throughout the unit.

PLAN OF STUDY for NON-FICTION: REAL LIFE INFORMATION

- Students will identify the elements of different types of non-fiction.
- Students will analyze the different strategies necessary to read different types of non-fiction.
- Students will make connections between the texts they are reading and choices they make in their lives.
- Students will use the texts they are reading to make personal decisions.

NON-FICTION WEEK ONE
REAL LIFE INFORMATION: WHAT DO I NEED TO KNOW

WEEK ONE HOW-TO'S: WHERE ARE THE INSTRUCTIONS?	Readers read to find out how to do things for example, putting objects together, cook recipes, ride a skateboard, etc.	Readers look to different sources for the information they need.	<i>Readers read instructions differently from other types of text.</i> <i>*Habit of Mind:</i> Uses Schema	Readers must follow the instructions they read to check for understanding. <i>*Habit of Mind:</i> Monitors Comprehension	Readers read their how-to's and check for their readers' understanding.
	Writers write lists of things they want to know. <i>*Habit of Mind:</i> Generates Questions	Writers identify helpful sources of information.	Writers identify their areas of expertise. <i>*Habit of Mind:</i> Monitors Comprehension	Writers write how-to's in their area of expertise.	<i>Writers edit their how-to's to refine their instructions.</i>

The goals of the first week of this unit include:

- ✚ Identifying sources of instructions and directions.
- ✚ Following directions.
- ✚ Identifying areas of expertise.
- ✚ Writing how-to's.

NON-FICTION WEEK TWO
REAL LIFE INFORMATION: WHAT DO I NEED TO KNOW

WEEK TWO BIOGRAPHY: LIFE – WHAT’S THE REAL STORY?	<i>Readers view/read a bio snippet to pinpoint appropriate biographical details and traits.</i> *Habit of Mind: Determines What Is Important in Text	Readers choose and read/view a biography about a leader who has overcome significant obstacles.	Readers use their profiles to identify their leaders’ personality traits. *Habit of Mind: Synthesizes	Readers self-reflect using biographical details and traits. *Skills: Synthesizes	Readers examine their profiles and make necessary corrections.
	Writers generate a list of biographical traits and details about a leader of their choice. *Habit of Mind: Retells	Writers construct a ‘My Space’ profile about their leaders.	Gallery Walk: Writers display their profiles, comment on leaders’ personality traits and make connections.	Writers generate a personal ‘My Space’ profile with the following headings: 1) Personal Background 2) Personality traits 3) Significant moments 4) Biggest obstacles 5) Important quotation	<i>Writers produce an ‘<u>AUTOBIOGRAPHICAL CUBE</u>’ by summarizing the information from their profiles.</i>

The goals of the second week of this unit include:

-  Identifying biographical questions and traits.
-  Formulating ideas about the pivotal leaders they are reading.
-  Creating autobiographical profiles.

NON-FICTION WEEK THREE
REAL LIFE INFORMATION: WHAT DO I NEED TO KNOW

WEEK THREE CITIZENSHIP: WHAT'S HAPPENING IN THE NEIGHBORHOOD?	Readers read to stay informed about their community. <i>*Habit of Mind:</i> Determines What Is Important in Text	<i>Readers judge the quality of their sources.</i> <i>*Habit of Mind:</i> Infers	Readers read to find out how events around them can affect their lives.	Readers analyze the link between personal action and its effect on the community.	Readers use the information they read to make political choices. <i>*Habit of Mind:</i> Synthesizes
	Writers write about the needs of their community.	Writers compare their experiences of their community to the descriptions in other sources.	Writers reach out to local newspapers and agencies to determine opportunities for service. <i>*Habit of Mind:</i> Infers	Writers determine actions they can take to make changes in their community. <i>*Habit of Mind:</i> Synthesizes	<i>Writers determine and write about their responsibility to their community.</i>

The goals of the third week of this unit include:

-  Comparing sources of information.
-  Reading to make connections to their own lives.
-  Writing to analyze choices.

NON-FICTION WEEK FOUR
REAL LIFE INFORMATION: WHAT DO I NEED TO KNOW

WEEK FOUR HOW DO WE FIND AND USE INFORMATION TO MAKE GOOD DECISIONS ABOUT OUR HEALTH, OUR SAFETY AND THE LAW?	Readers think about what they need to know to become informed about their health, safety and the law.	Readers identify and gather relevant information by using headings, subheadings, table of contents, and the index.	<i>Readers extract relevant facts from their information sources and organize them.</i>	Readers evaluate information to identify reliable sources and to select the best ones.	Readers prepare presentations about the information they found and describe how it helped them to answer their questions.
	Writers write questions they need answers to on their concerns about law, health and safety.	Writers underline keywords in text that are relevant to their questions.	<i>Writers take notes and keep track of their sources of information.</i>	Writers develop a plan to share the information they have gathered.	Writers share the information they find by making FAQ sheets, brochures, bibliographies, etc.

The goals of the fourth week of this unit include:

- ✚ Formulating questions that lead to research.
- ✚ Understanding relevance of information as the questions becomes focused.
- ✚ Underlining and using key words to keep focused on research topics.
- ✚ Revisiting the importance of taking notes and citing sources of information.
- ✚ Preparing to talk to experts by researching the topic first.

NON-FICTION WEEK FIVE
REAL LIFE INFORMATION: WHAT DO I NEED TO KNOW

WEEK FIVE: PLANNING AND NAVIGATING: RIGHT PLACE, RIGHT TIME	Readers brainstorm and identify the aspects involved in planning a party. Guest list Invitations Food Decorations Entertainment Etc.	Readers analyze party supply lists in order to choose items in preparation for a party.	In groups, readers use Yahoo, Google and the ‘Yellow Pages’ to find desired locations, services and professionals in their communities to purchase items for their parties.	<i>Readers use Hop Stop (subway and bus maps) and Mapquest (city maps) to find directions to their desired destinations.</i>	Readers examine their itineraries in order to edit any information necessary.
	<i>Writers create a checklist for party planning.</i>	Writers construct a list of supplies and where to purchase them.	In groups, writers generate a list of locations to shop at.	In groups, writers prioritize and organize an agenda using a logical and time efficient order.	Writers share and critique their party information.

The goals of the fifth week of this unit include:

- ✚ Using time management skills through creating schedules
- ✚ Creating itineraries
- ✚ Identifying sources for finding directions
- ✚ Sequencing ideas through prioritizing

NON-FICTION WEEK SIX
REAL LIFE INFORMATION: WHAT DO I NEED TO KNOW

WEEK SIX HOW DO WE SET GOALS FOR PERSONAL INDEPENDENCE?	Readers find examples of mentor texts, and model by reading about the lives of successful teens.	Readers examine/analyze the personal qualities of successful teens.	<i>Readers look at how successful teens made connections between their strengths and interests.</i>	Readers look at how successful teens capitalize on their strengths and interests	Readers practice the habits of highly successful teens.
	Writers make connections between those they read about and themselves.	Writers articulate what their interests are through their writing.	<i>Writers analyze their own strengths and interests.</i>	Writers examine how they can use their strengths in pursuit of their interests.	Writers develop a plan to practice habits that will bring them success by building on strengths to develop interests.

The goals of the sixth week of this unit include:

-  Reading to learn about the path to success of other teens
-  Comparing similar and different characteristics of successful teens with themselves
-  Determining which characteristics, skills, habits are most important to personal success
-  Using self-examination and reflection to develop self-awareness to better plan for the future

Unit of Study: Real Life Information--How-to's

Date: _____

Title of Minilesson: Readers read instructions differently from other types of text.

Intention: To have students compare the features and reading methods necessary for how-to's as opposed to narrative texts.

Connection: “We have done a lot of reading this year, in different genres. You know that we read fiction different from poetry. Today we are going to read some instructions on how to do things and see if we read them differently from other genres.”

Teaching: “When I buy something like a new vacuum cleaner or a microwave, it always comes with directions. If you tried to set up a new Wii system without reading the directions, what could happen?” Display a set of instructions on assembling a device or making a recipe. “Let’s take a look at these directions and see if we can figure out how to read them so that we don’t make any mistakes that might ruin what we’re trying to accomplish.”

Active Engagement: Read the instructions with the students, making sure to emphasize the importance of sequence, details, diagrams, checking for understanding, re-reading, stopping to perform the actions, etc. Assemble the device or prepare the recipe with the students.

Link: “Now that you have seen how to read instructions, I am going to give you some instructions. I want you to try to follow them and see how well you do.” Distribute directions for a small project such as origami or other craft. Students can work individually or in pairs.

Share: Ask the students how it went, if they had to re-read the instructions, if they had to go back in the process, check the project, etc. Have them show their project. “Remember when you read directions, you have to go in order and you have to compare the directions to what you’re actually doing.”

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Lesson Developed by D75 Literacy Coaches.

Unit of Study: Real Life Information--How-to's **Date:** _____

Title of Minilesson: Writers edit their how-to's to refine their instructions.

Intention: To have students judge the effectiveness of their how-to's by watching other students follow the instructions.

Connection: “We have been working this week on finding and reading information that tells us how to do things. We have also been writing our how-to's. Now that you have finished writing them, we're going to see how good a job we've done.”

Teaching: Present to the students a how-to that you have previously written. Make sure that some of the steps are unclear or confusing so that the students can ask for clarification. Show them how you edit your instructions to make them easier to follow.

Active Engagement: Have the students assist you while you continue to edit your instructions. Have them attempt to follow the instructions when they are done.

Link: “Now I want you to check your how-to's with a partner and make sure that they are easy to understand. Have your partner try to do your how-to if that's possible.”

Share: Have the students share how the following of the how-to's went. Ask them what changes they had to make in order to make their how-to's easier to follow.

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Unit of Study: Real Life Information--Biography **Date:** _____

Title of Minilesson: Readers view/read a bio snippet to pinpoint appropriate biographical details and traits.

Intention: To have students identify appropriate biographical details and traits.

Connection: “Yesterday, we were reading our how-to’s. Today, we are going to read biographies and learn to identify important details and traits in those biographies.”

Teaching: “Readers, today we will be looking at a biography snippet about the life of a great leader named _____. We will read, (or view), and observe all the characteristics and details that the writer uses to tell us about _____’s life. Then, we are going to make a list of details and traits that will help us in writing our own bio snippets later on.”

Have two pre-selected bio snippets for modeling purposes.

“Now I am going to show you how to look for good biographical details and traits. Please follow along while I read.”

Model by stopping at appropriate points, thinking aloud and jotting down important details and traits on a large chart paper.

Read, (e.g.): ‘Martin Luther King Jr. was the son of a reverend. He went to Morehouse College at age fifteen and sang with his church choir.’

“Hmm...I see/hear certain important details. First of all he was the son of a reverend, which involves his family. So I’m going to write down...”

FAMILY: father was a reverend.”

“The bio snippet also mentions that MLK went to Morehouse College when he was fifteen. That is part of his educational background, so I will write down....”

EDUCATION: Morehouse College at 15.”

“The snippet also tells me that he sang with his church choir.” “This lets me know that he was part of a church organization. So I am going to write down...”

PART OF AN ORGANIZATION – Church choir.”

After a few examples have students help in finding these.

Examples of important details and traits:

Birthdate and place

Educational background

Personality traits

Physical characteristics

Obstacles faced and how they were overcome

Significant moments: Did the leader change someone’s life? Was s/he part of an important organization or institution? Did the leader do something important for his

family? etc.)

Phrases or quotations used

Personal background etc.

Family history

Active Engagement: Distribute another bio snippet (or get video or DVD ready).
“Now readers, as I read (or we watch) listen carefully and jot down anything you hear that might be focusing on a character trait or detail that you think would be important.”

Link: “Readers, now let’s look at our list of important examples of details and traits to make certain that our details and traits are under the correct headings.”
Example: Significant moments--MLK helped change peoples’ views by putting together non-violent rallies.

Share: “Now let’s share some of our findings.”
“So readers, always remember that when we read or write biographies we have to keep in mind traits and details because traits and details help us learn about the person. Always keep this in mind when reading as well as writing biographies.”

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Unit of Study: Real Life Information—Biography **Date:** _____

Title of Minilesson: Writers produce an ‘AUTOBIOGRAPHICAL CUBE’ by summarizing information from their profiles.

Intention: To have students create a Bio-Cube to summarize and highlight autobiographical milestones.

Connection:

***For this lesson, be prepared with your own personal profile for modeling purposes.

“Yesterday, we wrote a ‘My Space’ profile with a series of headings. Today, we are going to summarize our information so that we can produce a Autobiographical Cube. We’ll do mine together”

For the ‘Autobiographical Cube’ go to

www.readwritethink.org/lessons/lesson_view.asp?id=1028

Teaching: “Let’s look at the ‘Bio-Cube Planning Sheet’ and my profile. First, I am going to write in my full name. Ms. (or Mr.)_____. Let’s look at the next prompt. The next prompt is ‘time period’. That means that I have to think of a way to summarize what I wrote in my profile about the times when I was growing up”.

“During these times, music was very popular. There was music by the Beatles, The Rolling Stones, Diana Ross and The Supremes. So, I am calling the era when I was growing up the ‘music era’.”

Continue to fill out parts of the planning sheet with the help of the students until all students comprehend.

Active Engagement: “Readers, now you are going to fill out your own planning guide from *your* profiles. Then, after you finish your planning guides you are going to write this information into your Bio-Cubes. Once you finish filling in *all* of your Bio-Cube information, follow the directions for folding and completing the cubes.”

Link: “Writers, now let’s look at the Bio-Cube Assessment sheets. You are going to assess your own Bio-Cube and give yourself a grade. After, answer the reflection questions on the bottom of the sheet and turn in your sheets to me along with your Bio-Cubes.”

Share: “Now we will share what we have learned about each other and ourselves.”

Unit of Study: Real Life Information--Citizenship **Date:** _____

Title of Minilesson: Readers judge the quality of their sources.

Intention: To have students compare stories from different sources of information and make judgments regarding their value.

Connection: “When we were looking for directions and how-to’s, sometimes we found more than one set of instructions. How did you decide which set of instructions you were going to use? Did you pick the easiest set or the shortest set or the set with pictures? Today we are going to look at how we can get real life information about our communities from different sources and how we have to make decisions about which source to use.”

Teaching: Prepare one story from different sources of information, for example a local news story from a daily newspaper, a community newspaper, a local blog or newsletter and read it with the class. Model your thinking, noting differences between the sources, potential biases, personal viewpoints, eyewitness accounts, etc.

Active Engagement: With the students compare the quality of the sources. Make judgments regarding the following issues:

- How does point of view and bias affect evidence?
- What contradictions and other limitations exist within a given source?
- To what extent are sources reliable?
- The need to understand and make appropriate use of many sources of information.
- Who created this source?
- What techniques are used to attract my attention?
- How might different people understand this information differently from me?
- What lifestyles, viewpoints, and values are represented in or omitted from this message?
- Why was this information written?

[Thanks to medialit.org]

This website may also be of assistance:

http://www.media-awareness.ca/english/resources/educational/lessons/secondary/broadcast_news/bias_news_lesson.cfm

Link: Provide students with two new articles. Have them go through the process of comparing the sources and make judgments about their quality.

Share: Have the students share the results of their inquiry. “Remember that when you are making important decisions in your life like who to vote for or what to do in your community you have to look for reliable sources of information.”

Unit of Study: Real Life Information--Citizenship

Date: _____

Title of Minilesson: Writers determine and write about their responsibility to their community.

Intention: To have students make decisions about their level of personal commitment to take action within their community.

Connection: “We have spent this week examining our communities, the way they are represented in the media and the way we assume our places as citizens. As we end the week, it’s time to reflect on what we can do to make our communities better places for us to live.”

Teaching: Model your thinking about one of the articles or opportunities for service that students identified during the week. Identify one way that you as an individual might be able to initiate a change for the better in this area. For example, a recent crime in the neighborhood might lead to an idea about starting a neighborhood watch or a visit to the local precinct to request additional patrols.

Active Engagement: Have the students brainstorm with you potential actions that they might take to improve the situation. Discuss whether or not they have an obligation to act on this idea.

Link: Have students independently select one issue in their community that they feel strongly about. Ask them to make a personal commitment to take one action to improve that situation.

Share: Have the students share out their commitments.

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Unit of Study: Real Life Information-Health, Safety and the Law Date_____

Title of Minilesson: Readers extract relevant facts from their information sources and organize them.

Intention: To have students select and organize the most useful information that addresses their research question.

Connection: “Yesterday we read several scenarios depicting young people in situations where they needed to make an informed decision on a matter of health, safety or the law. As young adults you will be increasingly responsible for making your own decisions on similar matters of health, safety and the law. As readers you will explore one of the issues presented in a scenario by gathering information that would help you to reach an informed decision should you find yourself in a similar situation.

Teaching: The teacher will introduce ‘The Big Six’ which organizes research into six sequential steps. The teacher will model moving through each step of the research process, emphasizing the relevance of the information to the question, the judging the reliability of the information source and citing the source of information.

Active Engagement: Readers will select a scenario and formulate a question whose answer will help the reader make an informed decision to resolve the issue presented. Readers will then use ‘Big Six’ to conduct their research.

Link: Readers will learn that informed decision-making requires the formulation of a question, systematic research to find answers, evaluating the reliability of information sources and citing the information used.

Share: Students will share with the class their scenario, their research question, the information they found and how it helped them to reach their decision

Unit of Study: Real Life Information-Health, Safety and the Law Date_____

Title of Minilesson: Writers share the information they find by making FAQ sheets, brochures, bibliographies, etc.

Intention: To have students formulate and research a question and then present the information in a way that makes it available and useful for others to use.

Connection: “Yesterday we conducted research to provide information to be used in decision-making. We shared our scenario, the research question, the resources we found and then we described how the information we selected helped us to make an informed decision. As writers we can present our findings in written format, making the information available to others. There are many formats we can use for presentation including PowerPoint, brochures, FAQ sheets, bibliographies, etc.”

Teaching: The teacher will discuss with the class the many ways that research findings can be presented. The audience, ways the information can be used, preferences of the user, and ease of access should be considered. The teacher will model several presentations of research findings, including some that through exaggeration, demonstrate the need to pay attention to the above named considerations. Is a billboard, flyers nailed to telephone poles, a post to a web-site or blog, etc., the best way to make information available and accessible?

Active Engagement: Writers will select a format in which to share the results of their research.

Link: Writers understand that packaging research findings for use by others adds value to information because it saves time for the user who will not need to spend as much time doing the research themselves.

Share: Writers who contribute their research to the school library, make their findings available to other students who have the same question.

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Unit of Study: Real Life Information—Planning and Navigating **Date:** _____

Title of Minilesson: Readers use Hop Stop (subway and bus maps) and Mapquest (city maps) to find directions to desired destinations.

Intention: To have readers read maps and identify directions to reach a desired destination.

Connection: *For this lesson, Have a city map on an overhead projector or on the board.

“Yesterday we worked on finding locations, services and professionals in our community in preparation for our parties. Today, we are going to find directions to help us get to these places.”

Teaching: “Readers, let us look at my list of places that I need to visit.”

Example: “The first place I want to go to is Party City so that I can pick up my decorations. Party City’s address is 400 First Avenue in Manhattan right off 23rd street. Now, help me look at the bus map. I see that the M30 bus leaves me right in front of Party City but I have to take the M55 and the M99 to get to the M30. That seems like it’s going to be too much trouble. Also, it will probably take a long time so I’m going to look at the subway map to see if it’s easier using the subway.”

[Directions given are only examples.]

“I see that the closest subway stop to Party City is 23rd street station. I am seeing that I will have to walk three blocks to reach Party City. Now, help me find a train that goes to 23rd street station.”

Allow students to share their answers.

“So we see that the F train goes to 23rd street train station. If I am on 86TH street and fifth avenue, I would have to take the number one train and that will take me to 23rd street on the west side.”

Continue finding the directions and physically show students the path from one point to another.

Active Engagement: Continue to work with the students with other addresses and destinations until all students comprehend the task.

“Readers, now you are going to find directions to your own destinations.

Remember to look at your bus and subway maps and be sure to find the quickest and most economical way to get there. Also, be sure to write down your directions to these places carefully so that we won’t have any mistakes. It is very difficult to follow directions when there are mistakes”.

Link: “Readers, exchange information with an elbow partner. Once we have exchanged our information, let us look at the directions given to us by our partners

and try to follow them on our subway and bus maps.

Share: “Let’s share our experiences. What did we learn?”

“So readers, let’s always remember that when finding directions we always want to find the quickest and most cost effective way of reaching our destinations.”

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Unit of Study: Real Life Information—Planning and Navigating Date: _____

Mini Lesson: Writers create a checklist for party planning.

Intention: To have students organize and plan by creating a checklist.

Connection: “Writers, last time we met, we brainstormed and came up with different aspects involved in planning a party. Now that we know how much is involved, we are going to create a checklist so that we can stay organized and plan effectively.”

Teaching: “Writers, the first thing we have to do is to decide what our party theme is and think of categories to organize our information.”

“I am planning a graduation party. Help me put my checklist together.”

“First, I am going to think about who I want to invite. So I am going to make a category labeled ‘GUESTS’. Another important category involves all the things that I need to decorate, like streamers, balloons, etc. I am going to call this category ‘Decorations’.”

Continue to list all categories involving the graduation party.

When all categories are completed, begin adding information to each category.

“Now that I have all the categories I need, I am going to list all the items I need under each category. For example, we are going to be playing some games at the party. This is something I want to have so I can entertain my guests, so under the heading of ‘ENTERTAINMENT’, I am going to list the different games I will have.”

“I will have the games *Trivial Pursuit*, *Stratego* and *Whodunnit*. In addition, I also want there to be some dancing so under this category I will also write in *music CDs* so that I remember to bring them with me.”

**Have a ‘Due Date’ included in the checklist. The ‘Due Date’ heading would go on the far right hand side of the checklist. Under this heading, students can list the date and/or time that each item needs to be completed.

After creating all the items being added to the categories, model organizing all categories and items into checklist form. Inform students that a checklist has small boxes on the left side of the information so that we can *check off* items as we are completing the tasks. Be certain to model this behavior.

Active Engagement: Students now begin creating their own checklists.

“Writers, begin your checklists by choosing your categories. Then add the items you need

under each category and lastly create the checklist by adding small boxes on the left hand side of the page and a due date on the far right.”

Link: “Writers, now let’s look at our checklists to be certain that our items are appropriately placed under the correct categories and that our information is correct.”

Share: “Now with an elbow partner, let’s examine each other’s checklists.”

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Unit of Study: Real Life Information--Goals for Independence Date: _____

Title of Minilesson: Readers look at how successful teens make connections between their strengths and interests.

Intention: To have students learn more about themselves by examining characteristics of their personalities, interests and strengths.

Connection: “Students, we have been reading books about successful teens.* Using information from these books and others like them, we as readers learn that successful teens sometimes developed their interests into areas of strength. As readers we can reflect on what we’ve read to make connections with our own lives.”

Teaching: The teacher will read short excerpts from several teen biographies and ask the students to list the interests and strengths of those teens. With the class, the teacher will generate a list making connections between the interests and strengths of the successful teens.

Active Engagement: Readers reflect and make connections to their own lives by looking at their own interests and making connections to their strengths. To provide objectivity, readers will respond to the questions of one or two online psychometric tests. (<http://www.2h.com/personality-tests.html>)

Link: Readers will look at the analysis given by the tests and compare those results with the lists of interests and strengths they made up. Students may see similarities between the psychometric test results and the lists they made describing their interests and strengths. Students will also get some ideas about which careers will allow them to put their interests and strengths to use.

Share: Readers will share their lists and the results of the tests that they took. Readers will also share how they feel about the similarities and differences of the two methods of assessing their talents.

*_see **Resources** for suggested titles

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Lesson Developed by D75 Literacy Coaches.

Unit of Study: Real Life Information--Goals for Independence Date: _____

Title of Minilesson: Writers analyze their own strengths and interests to learn something new about themselves.

Intention: To have students reflect on what they learned about their personalities, their interests and strengths.

Connection: Writers collect information from a variety of sources to develop ideas that they write about. We have gathered information from books about successful teens, from self assessments, and online assessments. As readers we reflected on what we've read to make connections with our own lives. Now, we are going to write about what we learned about ourselves.

Teaching: The teacher will model by writing about the different ways that she learned about her personality, interests and strengths. Using charts showing similarities and differences, the teacher can compare and contrast her self-analysis with one provided by the online test.

Active Engagement: Writers record their reflections and analysis of their personalities, interests and strengths.

Link: Writers grow and change over time. This exercise in self assessment raises the level of the individual's awareness, increases their self-esteem by letting them know what they are good at and empowers the writer to focus on areas in need of improvement.

Share: Writers share their findings and writings with their classmates.

- see **Resources** for suggested titles

Resources

Non-Fiction Titles

How-To's

Title	Author	Guided Reading Level
How to Hold a Crocodile	The Diagram Group	Varied
How to Be the Best at Everything: The Boy's Book	Dominique Enright and Guy Macdonald	W
How to Be the Best at Everything: The Girl's Book	Foster	W
How to Draw Manga	Office	U
Speak Up And Get Along! Learn The Mighty Might, Thought Chop, And More Tools To Make Friends, Stop Teasing, And Feel Good About Yourself	Cooper	Q
How to Make Super Pop-Ups	Irvine	U

Citizenship

Title	Author	Guided Reading Level
Helping Kids Help: Organizing Successful Charitable Projects	Renee Heiss	Q
The Kid's Guide to Service Projects: Over 500 Service Ideas for Young People Who Want to Make a Difference	Barbara A. Lewis	1040
It's Your World--If You Don't Like It, Change It: Activism for Teenagers	Mikki Halpin	R
The Teen Guide to Global Action: How to Connect With Others (Near & Far) to Create Social Change	Barbara A. Lewis	S
Leadership for Students: A Practical Guide for Ages 8-18	Frances A. Karnes	Adults
Rights and Responsibilities:	Frances	P

Using Your Freedom	Shuker-Haines	
Political Elections (Cartoon Nation series)	Davis Miller	P
Citizenship (Cartoon Nation series)	Jason Skog	P
Education for Citizenship: Ideas into Action: A Practical Guide for Teachers of Pupils Aged 7-14 (Paperback)		Adult
Hey, Kidz! Buy This Book: A Radical Primer on Corporate and Governmental Propaganda and Artistic Activism for Short People	Anne Elizabeth Moore	P
How to Detect Media Bias & Propaganda	Richard Paul	S
Media Bias (Open for Debate)	Thomas Streissguth	R
Media Literacy: Activities for Understanding the Scripted World: Grade 4-8	Roberta Solomon Endich	Adult
Propaganda: Understanding the Power of Persuasion (Teen Issues)	Ray Spangenburg	S

Setting Goals for Personal Independence

The 7 Habits of Highly Effective Teens	Sean Covey	R
Chicken Soup Series	Jack Canfield, et al	
Chicken Soup for the Teenage Soul		S
Chicken Soup for the Preteen Soul; 101 Stories of Changes, Choices and Growing Up		Q
Chicken Soup for the Teenage Soul on Love and Friendship		S

Chicken Soup for the Teenage Soul on Tough Stuff		S
Chicken Soup for the Teenage Soul Letters; Letters of Life, Love and Learning		U
Chicken Soup for the Teenage Soul III; More Stories of Life Love and Learning		T
Life Strategies for Teens.	Jay McGraw	T

Health, Safety and the Law

The Teenager's Guide To the Law	Richard A. Posner	S
Protect Your Legal Rights: A Handbook for Teenagers (Teen Survival Library)	Edward F. Dolan	Q
Teen Legal Rights	Kathleen A. Hempelman	R
Teens Take It to Court: Young People Who Challenged the Law-and Changed Your Life	Thomas A. Jacobs	Q
What Are My Rights?	Thomas A. Jacobs and Jay E. Johnson	Q
Be Healthy! It's a Girl Thing: Food, Fitness, and Feeling Great	Mavis Jukes Lilian Wai-Yin Cheung	P
Staying Healthy (Life Skills Library)	Jane Hurwitz, Sue Hurwitz	U
Care for Your Body! (Staying Healthy)	Rhoda Nottridge	T

Party Checklist/ Organizer

X	Party Organizer	Due Date
	The Essentials	
	Select Theme	8 weeks
	Find and reserve location	12 weeks
	Find caterer	12 weeks
	Evaluate/ Set budget	14 weeks
	Guests	
	Create and send invitations on Evite.com/ via mail (post office, stamps)	
	Manage RSVP's	
	Food/ Formal vs. Non-Formal	
	Planning with and calling caterer to review details, confirm	
	Plan your party menu/ hors d'oeuvres/ appetizers/ food station	
	Organizing Staples/ Plates/ Cups/ Cutlery/ Napkins	
	Ordering Cake/ Desert / Beverages	
	Entertainment	
	Music/DJ	
	Fun Activities/Trivia Sheets w/Questions/ Puzzles	
	Decorations	
	Balloons/ Streamers/Garland/Ribbon/Weights for Balloons/Confetti	
	Favors/ Candy Bars/ Fountain Pens	
	Reorganize Guest List	
	Call non- RSVP guests	
	Reorganize list for caterer	
	On Your Party Day	
	Get Ready	
	Go to Reserved Hall / Restaurant	

Websites

How-to's

<http://www.ehow.com/> Online database of over 100,000 articles providing instructions on how to do things, including sports, recreation, cars, careers, health, etc.

<http://www.wikihow.com/Main-Page> Collaborative writing project to build the world's largest, highest quality how-to manual. Free resource offering solutions to the problems of everyday life. WikiHow currently contains 33,406 articles — written, edited, and maintained primarily by volunteers. Welcomes contributions.

<http://www.instructables.com> web-based documentation platform where people share what they do and how they do it, and learn from and collaborate with others. With sequential photos.

<http://www.wonderhowto.com/> Video database. SCREEN FOR CONTENT. Community-fueled, search engine and directory for Free How-To Video. With an index of more than 100,000 videos (March 2008), we provide the largest, most contemporary, and most diverse resource in this increasingly vibrant space.

Citizenship

<http://www.ithaca.edu/looksharp/> Project Look Sharp provides free materials for the effective integration of media literacy with critical thinking into classroom curricula at all education levels. Media Construction of Presidential Campaigns. Particularly valuable: A Document-Based History Kit, 2nd Edition. All materials are classroom-ready, including: teacher guides, student handouts, overviews, assessments, resource lists, and more than 140 historic media documents.

<http://pbskids.org/democracy/> The activities and lesson plans on the site have been designed with the following goals in mind:

- * introducing the structure and duties of local, state and federal government
- * understanding how government affects our everyday
- * understanding the history of voting rights in America

The activities are designed for students in grades three to six

<http://www.abyznewslinks.com/unitenyny.htm> Portal to online news sources from around the world. It is primarily composed of newspapers but also includes many broadcast stations, internet services, magazines, and press agencies. Contains links to many local newspapers. Does not contain actual news content but only links to other news sources.

<http://www.psc-cuny.org/medialist.htm> List of community newspapers serving each of the five boroughs. Some newspapers are produced by small chains. For example, the Bronx Times Reporter publishes community papers in Castle Hill, Fordham North, Morris Park, Throgs Neck, Fordham South and Bronx North.

<http://www.media-awareness.ca/english/index.cfm> Media Awareness Network. Resources and support for media study and information literacy for young people.

<http://www.medialit.org> Center for Media Literacy. Dedicated to promoting and supporting media literacy education as a framework for accessing, analyzing, evaluating and creating media content, CML works to help citizens, especially the young, develop critical thinking and media production skills needed to live fully in the 21st century media culture. The ultimate goal is to make wise choices possible.

<http://www.payitforwardfoundation.org/> Students can apply for grants once they identify what they consider to be the challenges of their communities. They tackle such problems as homelessness, pollution, youth violence, literacy issues, the loneliness experienced by long-term hospital and nursing home patients, and the alienation of today's at-risk youth from the community. The Pay It Forward Foundation provides seed money for such worthwhile projects.

<http://captainplanetfdn.org/> Offers grants to encourage children work individually and as groups to take care of the environment.

Life – What’s the Real Story?

www.myspace.com An international site that offers email, videos and weblog space

<http://www.readwritethink.org/> Provides educators and students access to the highest quality practices and resources in reading and language arts instruction, (Bio-Cube).

<http://all-biographies.com/> Online biographies.

<http://www.biographyonline.net/> Online biographies

Planning and Navigating

<http://www.yahoo.com/> Search engine that helps you find the most relevant information, video, images, and answers to many questions. Free email

WWW.GOOGLE.COM Enables users to search the Web, Usenet, and images.

www.MapQuest.com Online Web mapping service owned by AOL. The company was founded in 1967 as Cartographic Services.

<http://www.hopstop.com> Provides subway and bus directions for New York City.

<http://www.evite.com/> A social-planning website for creating, sending, and managing online invitations

Research Methods

Effective note-taking with mind maps

www.mindtools.com/pages/article/newISS_01.htm

The Big6 Skills Handouts
www.big6.com/files/Big6Handouts.pdf

Big6 Assignment Organizer
www.sasaustin.org/podium/default.aspx?t=30393

Health, Safety and the Law

Decision Making/Problem Solving with Teens
<http://ohioline.osu.edu/hyg-Fact/5000/5301.html>

Teaching Teens How to Make Good Decisions
www.lionhrtpub.com/orms/orms-8-04/teaching.html

Decision-making is Still a Work in Progress for Teenagers
www.brainconnection.com/topics/?main=news-in-rev/teen-frontal

Simple Laws for Making Good Decisions from Good Decision-makers
www.bottomlinecrets.com/blpnet/article.html?article_id=27567

How to Make Good Decisions
[www.nonstopenglish.com/reading/articles/How-to-Make-Good-
Decisions.asp](http://www.nonstopenglish.com/reading/articles/How-to-Make-Good-Decisions.asp)

Decision Making www.thefarmline.ca/teenstalk/issues/decision-making.html

Empowered Decision Making
[www.lessonplanspage.com/printables/PPEOEmpoweredDecisionMaking612
.htm](http://www.lessonplanspage.com/printables/PPEOEmpoweredDecisionMaking612.htm)

Your Health and the Law
<http://www.acluohio.org/publications/TeenHealth.pdf>

Health Guide for America's Teens
http://www.adolescenthealth.org/Health_Guide_for_Americas_Teens.pdf

Change Your Mind About Mental Health
<http://apahelpcenter.org/featuredtopics/feature.php?id=37>

<http://www.nyclu.org/knowyourrights> Teenage rights, according the New York Civil Liberties Union

http://www.kidscounsel.org/legalresources_teenrights.htm Center for Children's Advocacy, legal information around teen issues

<http://www.osha.gov/SLTC/teenworkers/rights.html> U.S. Department of Labor, rights of teen workers

Career/Personality and Aptitude Tests

www.2h.com/personality-tests.html Personality self assessment tests

<http://student.assessment.com/StudentArea/default.asp> MAPP (Motivational Appraisal of Personal Potential); A program for students

<http://student.assessment.com/WorkBooks/Students/Default.asp> MAPP Student Workbook

www.mindtools.com/pages/article/newLDR_95.htm Behavioral Assessments