

TABLE OF CONTENTS

[Purpose of Knowledge Packs](#)

[Knowledge Pack One Text Set: Stories Julian Tells](#)

[Text One](#)

[Text Two](#)

[Text Three](#)

[Text Four](#)

[Knowledge Pack Two Text Set: Because of Winn-Dixie](#)

[Text One](#)

[Text Two](#)

[Text Three](#)

[Knowledge Pack Three Text Set: Folktales](#)

[Text One](#)

[Text Two](#)

[Text Three](#)

[Knowledge Pack Four Text Set: Fables](#)

[Text One](#)

[Text Two](#)

[Text Three](#)

[Knowledge Pack Five Text Set: Economics](#)

[Text One](#)

[Text Two](#)

[Text Three](#)

[Knowledge Pack Six Text Set: Moments from America's Past](#)

[Text One](#)

[Text Two](#)

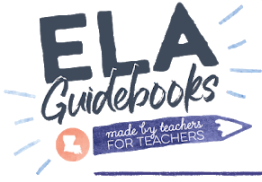
[Text Three](#)

[Knowledge Building Journals](#)

[Rolling Knowledge Journals](#)

[Sensational 6 Journals](#)

[Annotation Strategy](#)



[Rolling Knowledge Journal Template](#)

[Sensational 6 Journal Template](#)

[Teacher Directions for Implementation](#)

[Analog/Print-Only Option](#)

[Virtual/Technology Enhanced Option](#)

[Final Project](#)

[Possible Final Project Products](#)

[Final Project Planning and Development](#)

[Sample Student Schedule](#)

Purpose of Knowledge Packs

In-person learning, involving traditional ELA Guidebook implementation and virtual distance learning should be prioritized. However, the Department recognizes that if school buildings do not physically open, or if a hybrid model needs to be implemented, the time available for those types of interactions might be limited.

However, it is important to remember that learning and activities assigned to students should be meaningful and should be in service of helping students master the knowledge and skills demanded by the ELA Guidebook unit. Therefore, the Department is partnering with [CommonLit](#) to release knowledge packs that will support students in building knowledge and vocabulary¹.

NOTE: Packs should have **at least three** related texts. Some topics include more than three texts. Teachers can choose to have students read all texts or select the amount of texts their schedule allows time for.

These resources can be utilized in the following [learning scenarios](#):

- **Traditional In-person Learning:** These resources can be used to make small group instruction more meaningful for students. Teachers can support students in volume of reading and building knowledge while other students engage independently in one or more activities to support making meaning of complex, grade-level texts.
- **Virtual/Hybrid and Analog Distance Learning:** These resources can be used to give students meaningful, independent practice to support core instruction when they are learning asynchronously from home without the support of a teacher.

Directions for implementing are [available](#).

¹ More information about volume of reading can be found in the [Reading Guide](#).

Knowledge Pack One Text Set: *Stories Julian Tells*

Text One

“[How Pixar Tells a Story](#)” by Jennifer Barefoot

Pixar is an animation studio that uses computer images to create movies. You’ve likely seen several of Pixar’s films, which include *Toy Story*, *Finding Nemo*, *The Incredibles*, and more. In this informational text, Rachel Slivnick discusses the types of stories that Pixar tells. As you read, take notes on what all Pixar films have in common.

Text Two

“[Meet Hannah Wynne: Teen Storyteller](#)” by Leslie Anderson Morales

Hannah Wynne is a professional storyteller, meaning that she performs stories for audiences. In this text, Kathiann M. Kowalski explores how Hannah became a storyteller and what telling stories means to her. As you read, take notes on what kind of stories Hannah tells.

Text Three

“[Athena and the Dandelions](#)” by BirdBrain History

Leeann Zouras has written for *Highlights*. In this short story, a girl and her family collect dandelions for a Greek dinner. As you read, take notes about how Athena feels about the dandelions.

Text Four

“[Too Many Vegetables](#)” by Karen DelleCava

Karen DelleCava has written for *Highlights*. In this short story, a boy and his dad give zucchinis from their garden to their neighbors. As you read, take notes on how Patrick and his dad respond to their neighbors.

Knowledge Pack Two Text Set: *Because of Winn-Dixie*

Text One

“[The Icicle Symphony](#)” by Julia Gousseva

Julia Gousseva has written for *Highlights*. In this short story, a girl in Moscow, a city in Russia, doesn’t want to go outside with her uncle. As you read, take notes on Marina’s feelings throughout the story.

Text Two

“[Jasmine Girl](#)” by Jey Manokaran

Jey Manokaran has written for *Highlights*. In this short story, a girl works hard to make enough money to buy a doll. As you read, take notes on Shanti and Jodi’s friendship.

Text Three

“[Reading to Max](#)” by Heather Klassen

Heather Klassen has written for *Highlights*. In this short story, a boy reads to a cat at an animal shelter. As you read, take notes on the relationship between the boy and the cat.

Knowledge Pack Three Text Set: Folktales

Text One

“[Lazy Anansi](#)” by Ghanaian

In this folktale from Ghana, a country in West Africa, a lazy spider named Anansi learns an important lesson. As you read, take notes on how Anansi interacts with his friends.

Text Two

“[How the Stories Came to Be](#)” by Mabel Powers

Mabel Powers’ book *Stories the Iroquois Tell Their Children* retells important stories from the Iroquois, a collection of northeast Native American tribes. Powers preserved these stories by traveling from tribe to tribe to listen and record them. In this story from her book, a narrator describes how stories came to be. As you read, take notes on the Iroquois’ process for storytelling.

Text Three

“[The Sparrow’s Quest](#)” by Elizabeth Laird

“The Sparrow’s Quest” comes from a collection of Iranian short stories, retold by Elizabeth Laird. Laird is a British writer known for her children’s fiction and her collections of folktales from other countries. As you read, take notes on what the sparrow learns from each thing it encounters.

Knowledge Pack Four Text Set: Fables

Text One

“[The Sheep and Pig](#)” by Carolyn Sherwin Bailey

Carolyn Sherwin Bailey (1875-1961) was a principal of an elementary school and wrote stories for her students. In this retelling of an old fable, a sheep and a pig want to find a home. As you read, take notes on the conversations between the sheep, pig and other animals.

Text Two

“[Zebra and Wasp](#)” by Claire Mishica

Clare Mishica has written for *Highlights*. In this fable, a zebra finds a wasp trapped in a spider web. As you read, take notes on what the wasp does.

Text Three

“[The Cave that Talked](#)” by Jyoti Singh Visvanath

Jyoti Singh Visvanath has written for *Highlights*. In this retelling of a fable from India, a lion waits in a cave to eat a jackal. As you read, take notes on the jackal’s actions.

Knowledge Pack Five Text Set: Economics

Text One

[“The Real Cost of Cheap Fashion”](#) by Laura Anastasia

You might think cheap clothes are a good thing, but they have a dark side. As you read, take notes on how making cheap clothes can hurt workers and the environment.

Text Two

[“Three Ways to Learn about Consumer Power”](#) by Amanda Oliver

This text explains how to make better choices the next time you buy something. As you read, highlight ways to make a positive difference when choosing what to buy.

Text Three

[“Working at the Hospital”](#) by Barbara Radner

Have you ever visited the hospital? If you have, you’ve likely met doctors and nurses; but did you know there are other jobs that need to be completed at the hospital? In this informational text, Barbara Radner discusses who works at the hospital. As you read, take notes on what jobs are important at the hospital.

Knowledge Pack Six Text Set: Moments from America’s Past

Text One

“[The Sign of the Cat](#)” by Sandra Havriluk

Sandra Havriluk has written for *Highlights*. In this short story, a boy named Chet sees his grandmother open their home to people who are in need during the Great Depression. The Great Depression was a time period in America during the 1930s. People had a hard time finding jobs and making money. As you read, take notes on how Chet feels about their guests and why.

Text Two

“[No Plans? No Problem!](#)” by Stephen Currie

Washington is the capital of the United States. In this article, Stephen Currie tells the story of the man who planned the city — and the man who saved the plan! As you read, highlight the problems that happened during the city’s design.

Text Three

“[Si Se Puede!](#)” by Carlos Lossada

Cesar Chavez (1927-1993) was an American civil rights leader who was known for his fight for the rights of farm workers. On March 31, Chavez’s birthday, many states in America celebrate Cesar Chavez Day. As you read, take notes on what Chavez believed in.

Knowledge Building Journals

Experts collect knowledge and vocabulary as they go along. You will do this by keeping two different types of journals – a “Rolling Knowledge” journal and a “Sensational 6” vocabulary journal. Annotating the text is one way to collect knowledge and vocabulary in order to become an expert on a topic. Teachers will need to explicitly teach the skill of annotating the text to students who have not previously used this strategy.

Rolling Knowledge Journals

Complete the Rolling Knowledge journal after reading and annotating each text. The Rolling Knowledge journal is a place for you to collect new learning about the knowledge topic and capture connections that add to your existing knowledge on the topic.

1. Read and annotate each text, then answer the following questions in the correct columns:
 - What new knowledge did I collect about the topic while reading this text?
 - How did this text add to knowledge I already had about this topic?

Sensational 6 Journals

Complete the Sensational 6 journal after reading and annotating each text. The Sensational 6 journal is a place for you to collect and practice using vocabulary that is important to understanding the knowledge topic.

1. Read and annotate each text, then determine the six words from each text that are most important to understanding the central idea or theme of the text.
2. Next use your six words to write about the most important ideas of the text. You should have as many sentences as you do words.
3. Complete this chart for each text that you read.
4. After reading all the texts included in the knowledge pack, go back and review your words.
5. Select six words from ALL the word lists that stand out as the most important to the central idea or theme of the texts you read. These words will be known as the “Sensational 6.”
6. Use the “Sensational 6” words to summarize the knowledge you gained from the texts in this knowledge pack.

Annotation Strategy

- *Underline* the major points.
- *Circle* key words or phrases that are confusing or unknown to you.
- Use a *question mark (?)* for questions that you have during the reading. Be sure to write your own question.
- Use an *exclamation point (!)* for things that surprise you, and briefly note what it was that caught your attention.
- Draw an *arrow (→)* when you make a connection to something inside the text, or an idea or experience outside the text. Briefly note your connections.

Rolling Knowledge Journal Template

	New Learning	Adds to Learning
	What new knowledge did I collect about the topic while reading this text?	How did this text add to knowledge I already had about this topic?
Title of Text One	•	•
Title of Text Two	•	•
Title of Text Three	•	•

NOTE: Adjust the template to represent the number of text you assign to students.

Sensational 6 Journal Template

	Six Words	Six Sentences (new sentences)
Title of Text One	1.	1.
	2.	2.
	3.	3.
	4.	4.
	5.	5.
	6.	6.
Title of Text Two	1.	1.
	2.	2.
	3.	3.
	4.	4.
	5.	5.
	6.	6.
Title of Text Three	1.	1.
	2.	2.
	3.	3.
	4.	4.
	5.	5.
	6.	6.
Sensational 6		
<p>Summary Write a summary using the “Sensational 6.” Be sure to underline the vocabulary words.</p>		

NOTE: Adjust the template to represent the number of text you assign to students.

Teacher Directions for Implementation

Analog/Print-Only Option

1. Create a [CommonLit](#) account.
2. Use the Knowledge Pack Text Set links from page two to access each text.
3. Select “Download PDF” at the top of the text and make a copy of each text for each student.
4. Assemble student packets with student-facing directions.
5. Ensure students understand how to complete knowledge building journals using a notebook or offline compatible word processing program.

Virtual/Technology Enhanced Option

1. Create a [CommonLit](#) account.
2. Select “My Classes” and follow the directions to get your students into classes.
3. Use the Knowledge Pack Text Set links from page two to access each text.
4. Assign each text to each student via the CommonLit digital platform.

Ensure students understand how to complete knowledge building journals using an online compatible word processing program.

Final Project

Each knowledge pack should culminate with students creating a final project to showcase their knowledge of the topic and express their understanding of the texts. Final projects should include both a product and a presentation.

- **Product:** Students will create a product which expresses their understanding of the texts and topic. This product should be appropriate to the grade level and task. Teachers should choose the final product or offer a selection of options for a final product and allow student choice.
- **Presentation:** Students will showcase their products and knowledge of a topic. Presentations can be in person, virtual via video conference, and/or prerecorded and shared.

Possible Final Project Products

- Develop a multimedia presentation explaining your topic.
- Create and publish a story related to your topic.
- Create a podcast to discuss your topic.
- Create a poster to promote change related to your topic.
- Give a TEDTalk related to your topic.
- Create a graphic novel related to your topic.
- Create a mixed media art project that visually represents your topic.

Final Project Planning and Development

To support students in developing final projects, the [Final Project Tool](#) can be shared with students.

Sample Student Schedule

Day One	Day Two	Day Three	Day Four	Day Five
Read text one and complete the questions that follow.	Reread text one and complete the rolling knowledge entries for that text.	Re-read text one and complete the Sensational 6 journal entries for that text.	Read text two and complete the questions that follow.	Reread text two and complete the rolling knowledge entries for that text.
Day Six	Day Seven	Day Eight	Day Nine	Day Ten
Re-read text two and complete the Sensational 6 journal entries for that text.	Read text three and complete the questions that follow.	Reread text three and complete the rolling knowledge entries for that text.	Re-read text three and complete the Sensational 6 journal entries for that text.	Reread the three texts and identify the Sensational 6 words and write a well-developed summary of the texts using the Sensational 6.
Day Eleven	Day Twelve	Day Thirteen	Day Fourteen	Day Fifteen
Make a plan for your final project.	Brainstorm the product of your final project.	Draft the product of your final project.	Develop your product for your final project.	Plan your presentation of your final project.
Day Sixteen	Day Seventeen	Day Eighteen	Day Nineteen	Day Twenty
Present your final project.	Reflect on your final project.	View a peer final project presentation on your topic and reflect on what you learned.	View a peer final project presentation on your topic and reflect on what you learned.	View a peer final project presentation on your topic and reflect on what you learned.