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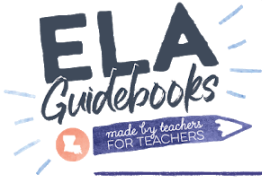
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Purpose of Knowledge Packs

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: *The Whipping Boy*

Text One

“[Jared to the Rescue](#)” by Carole Duncan Buckman

Carole Duncan Buckman has written for *Highlights*. In this poem, a boy helps a classmate on the first day of second grade. As you read, take notes on the relationship between Jessica and Jared.

Text Two

“[Strong for Skeena](#)” by Julia Tozier

Julie Tozier has written for *Highlights*. In this short story, a boy must help his sled dog after she is seriously injured. As you read, take notes on Matt and Skeena’s relationship.

Text Three

“[Emergency on the Mountain](#)” by Kerry McGee

Kerry McGee has written for *Highlights*. In this short story, a young girl must act quickly when there is an emergency on the mountain where she lives. As you read, take notes on Ana’s actions during the emergency.

Knowledge Pack Two Text Set: *Pushing Up the Sky*

Text One

“[Why the Sky is Far Away](#)” by Tina Tocca

Tina Tocco has written for *Highlights*. In this story, Tocco retells a Nigerian folktale about why the sky is so far away. As you read, take notes on how the people treat the Sky.

Text Two

“[Kayvan the Brave](#)” by Elizabeth Laird

“Kayvan the Brave” comes from a collection of Iranian short stories, retold by Elizabeth Laird. Laird is a British writer of children’s fiction and travel. As you read, take notes on how people form their opinions about Kayvan’s skills as a warrior.

Text Three

“[Yeshi’s Luck](#)” by Naomi C. Rose

Naomi C. Rose is a children’s book author. Her children’s book *Tibetan Tales for Little Buddhas* includes the short story “Yeshi’s Luck,” in which Yeshi’s father teaches him a lesson about the chant “*Om Mani Padmé Hung*.” The phrase is meant to remind the speaker of the teachings of the Buddhist religion. As you read, take notes on how Yeshi’s father responds to the good and bad luck in their lives.

Text Four

“[Walnuts and Watermelons](#)” by Mehded Maryam Sinclair

Mehded Maryam Sinclair has written for *Highlights*. In this folktale, Nasreddin Hodja wonders why watermelons and walnuts grow the way they do. Hodja’s character is a repeating figure in folktales from the Muslim world. As you read, take notes on what happens to Hodja.

Knowledge Pack Three Text Set: American Revolution

Text One

“[Just Say No!](#)” by Jennifer Barefoot

Throughout the 1760s, citizens of the thirteen colonies in the present-day United States were upset with the British government’s rule over them. While most people know of the men who fought for the independence of the 13 colonies from Great Britain, few people know about the important role that women played. As you read, take notes on how colonial women challenged the British’s unfair treatment of the colonies.

Text Two

“[Tea Overboard!](#)” by Mike Weinstein

Before America gained independence from Great Britain in the American Revolution, there were thirteen colonies. The colonies often felt that the British treated them unfairly, especially when the British made tea and other goods more expensive. One night in December of 1773, a group of angry colonists dumped tea into the Boston Harbor. As you read, take notes on how the colonies protested British rule.

Text Three

“[Betwixt & Between](#)” by Leslie Anderson Morales

During a majority of the 1700s, the Thirteen Colonies, what would eventually become the United States, were controlled by England. The colonies gained independence after the American Revolution, which lasted from 1775 to 1783. In this informational text, Leslie Anderson Morales discusses African Americans’ experiences during this period of time. As you read, take notes on how African Americans were treated in the colonies.

Text Four

“[Valley Forge and the American Revolution](#)” by Barbara Radner

Throughout the 1760s, many factors led citizens of the thirteen colonies in the present-day United States to become upset with the British government. They felt that they were being taxed unfairly and prevented from living their lives as they wished. Ultimately, the citizens of the colonies went to war with Great Britain to fight for their independence. The Revolutionary War lasted from 1775 to 1783. As you read, take notes on the reasons for the American army’s improvement during the Revolutionary War.

Knowledge Pack Four Text Set: Fables

Text One

[“Johnny Chuck Finds the Best Thing in the World”](#) by Thornton W. Burgess

Thornton W. Burgess (1874-1965) was an author of children’s books and loved nature. In this fable, a group of animals searches for the best thing in the world. As you read, take notes on what each character considers to be the best thing in the world.

Text Two

[“The Elephant and the Crocodile”](#) by H. Berkeley Score

In this fable, a Crocodile and an Elephant argue about which is the better animal. A Lion proposes a challenge to help them answer this question. As you read, take notes on the Crocodile and the Elephant’s abilities.

Text Three

[“The Legend of the Dipper”](#) by Carolyn Sherwin Bailey

Carolyn Sherwin Bailey was the principal of an elementary school and wrote stories for her students. In this adaptation of an old legend, a girl hurries to bring water for her mother in a tin dipper, a large spoon with a long handle. As you read, take notes on the little girl’s actions on her way back with the water.

Text Four

[“The Girl Who Would Not Work”](#) by Carolyn Sherwin Bailey

Carolyn Sherwin Bailey (1875-1961) was the principal of an elementary school. She wrote stories for her students. In this retelling of an old fable, a little girl would rather play all day than work. As you read, take notes on the conversations that the little girl has with the creatures in nature.

Knowledge Pack Five Text Set: Cultures Around the World

Text One

“[Judica’s Jungle](#)” by Heidi Ayarbe

Urco Miraño is a small village in the Amazon rainforest, an area in South America that covers nine regions. In this informational text, Heidi Ayarbe discusses one girl’s experiences in the village. As you read, take notes on the activities that Judica and her family take part in.

Text Two

“[The White Nights of Ramadan](#)” by Maha Addasi

Maha Addasi was born and grew up in Kuwait, and now lives in Fairfax, Virginia. She is a children’s book author. In this short story, a Muslim family celebrates Girgian, a festival during Ramadan. Ramadan is the ninth month of the Muslim year, which is based on the phases of the moon, and Muslims do not eat or drink anything from sunrise to sunset. Girgian is a festival that Muslims celebrate in the middle of the month of Ramadan and it usually falls on a full moon. As you read, take notes on how the characters in the text celebrate Girgian.

Text Three

“[The Buddha and the Four Truths](#)” by Anne-Marie Reidy

Siddhartha Gautama was born in Asia over 2,000 years ago. He became an important figure in Buddhism. Buddhism is a religion commonly practiced in eastern and central Asia. In this informational text, Anne-Marie Reidy discusses Siddhartha and his Four Truths. As you read, take notes on how Siddhartha came up with the Four Truths.

Knowledge Pack Six Text Set: Female Firsts

Text One

“[Baseball’s Girl Umpire](#)” by Glenna Marra

In this informational text, Glenna Marra tells the story of Amanda Clement, the first woman who was paid to umpire a baseball game. As you read, take notes on how Amanda was treated as a female umpire.

Text Two

“[Fly High, Bessie Coleman](#)” by Jane Sutcliffe

In this informational text, Jane Sutcliffe discusses the first African American woman to receive her pilot license. Bessie Coleman was born in 1892 and received her pilot license in 1921. As you read, take notes on what challenges Coleman faced as she worked towards becoming a pilot.

Text Three

“[Dancing Toward Dreams](#)” by Sara Matson

Misty Copeland is an American ballet dancer for American Ballet Theater. In 2015, Copeland became the first African American woman to hold the highest-ranking ballet position at the dance company. In this informational text, Sara Matson discusses Copeland’s journey to success. As you read, take notes on the challenges that Misty Copeland has faced as a ballet dancer.

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		
Summary Write a summary using the “Sensational 6.” Be sure to underline the vocabulary words.		

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.