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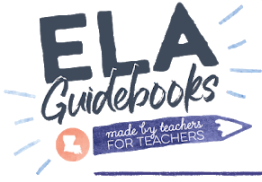
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## Purpose of Knowledge Packs

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 vocabulary<sup>1</sup>.

**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](#).

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

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## Knowledge Pack One Text Set: “The Making of a Scientist”

### Text One

“[The Life and Achievements of Thomas Edison](#)” by Jessica McBirney

Thomas Edison (1847-1931) was an American inventor and businessman whose inventions include the phonograph, the motion picture camera, and, perhaps most notably, the light bulb. He was one of the first inventors to mass produce his products and ensure that teamwork was employed on a large scale; for this reason, he is credited with transforming the state of research laboratories. As you read, take notes on the features that defined Edison’s character.

### Text Two

“[George Washington Carver](#)” by Barbara Radner

George Washington Carver was an African American scientist and inventor who spent a great deal of his life studying plants. He was also a leader in the environmentalism movement, which encouraged people to respect nature. He has been widely praised for his achievements and his perseverance during a period of extreme discrimination against African Americans. As you read, take notes on the characteristics that defined Carver’s personality.

### Text Three

“[The Peanut Man](#)” by America’s Library

George Washington Carver (1860s-1943) was an African American inventor and scientist who studied plants. Carver was born into slavery as it did not officially end in Missouri until 1865. In this informational text, the author discusses how Carver showed farmers the benefits of planting peanuts. As you read, take notes on how George Washington Carver helped African American farmers.

### Text Four

“[A Slick Little Robot](#)” by Harry T. Roman

Harry T. Roman is an educational adviser, author, and inventor. In this article, Roman discusses one of the many robots he helped design and the impact it has made in the world. As you read, take notes on how OTIS changes work for humans.

### Text Five

“[Today’s Telephone](#)” by Barbara Radner

Alexander Graham Bell (1847-1922) was a scientist, engineer, and inventor who was born in Scotland but became an American citizen in 1882. He invented the telephone in 1876, after years of putting in effort and proving his determination to technology. In his later years, he famously considered his invention a distraction, refusing to keep a telephone in his study. As you read, take notes on how communication technology has changed over time.

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**Knowledge Pack Two Text Set: *Wonderstruck***

**Text One**

[“Sometimes a Dream Needs a Push”](#) by Walter Dean Myers

Walter Dean Myers (1937-2014) was an American writer of children’s books and young adult literature. Myers wrote over one hundred books and received many awards, including five Coretta Scott King Awards. In this short story, a boy must find a new way to accomplish his dreams after his life changes. As you read, take notes on Chris’ dad’s attitude throughout the text.

**Text Two**

[“Reaching New Heights”](#) by Marjorie Flintom

Charlie Villanueva is a professional basketball player who last played for the Dallas Mavericks. In this informational text, Marjorie Flintom discusses Villanueva’s success and his challenges growing up with a skin disease that caused him to lose his hair when he was young. As you read, take notes on Villanueva’s attitude about his hair loss.

**Text Three**

[“Soccer Speaks Many Languages”](#) by Dianna Geers

Innocent Ndayizeye is a refugee, meaning that he was forced to leave his home country because it was no longer safe to live there. In this informational text, Dianna Greers discusses Innocent’s love for playing soccer while living in a refugee camp and after he relocates to America. As you read, take notes on how soccer helped Innocent make friends, no matter where he was.

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**Knowledge Pack Three Text Set: *Shutting Out the Sky***

**Text One**

“[Free at Last: A Kurdish Family in America](#)” by Karen O’Connor

Karen O’Connor has written for *Highlights*. In this memoir, O’Connor describes meeting a Kurdish family who was forced to leave their home in Kurdistan, a region in the Middle East that spans multiple countries but is not a country of its own, and come to America. As you read, take notes on the challenges the Ahmet family faced on their journey.

**Text Two**

“[Immigration to the United States](#)” by Michael A. Signal

In this informational text, Michael A. Signal discusses the long history of people traveling to the United States to make a new life for themselves. As you read, take notes on how the government has tried to control who gets to move to the United States.

**Text Three**

“[Peaches](#)” by Adrienne Su

Adrienne Su is a Chinese American author who grew up in Georgia. In this poem, a speaker describes their experiences as the child of immigrant parents. As you read, take notes on the significance of food to the speaker.

**Text Four**

“[Amphibians](#)” by Joseph O. Legaspi

Joseph O. Legaspi is a poet who was born and raised in the Philippines. When Legaspi was 12, he immigrated to Los Angeles with his family. In this poem, a speaker compares immigrants to amphibians. As you read, take notes on the experiences that amphibians and immigrants share.

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## Knowledge Pack Four Text Set: Space

### Text One

“[When Stars Explode](#)” by Ken Croswell, Ph.D

In this informational text, Ken Croswell discusses why stars explode and what happens when they do. As you read, take notes on how star explosions impact the rest of the universe.

### Text Two

“[The Center of Our Solar System](#)” by Jessica McBirney

In this informational text, Jessica McBirney discusses the importance of the sun to our solar system. As you read, take notes on the different things that the sun does for the earth.

### Text Three

“[What is the International Space Station?](#)” by NASA

The International Space Station, also known as the ISS, is a spacecraft that orbits Earth and can support crew members living there for extended periods of time. In this informational text, the author discusses the development of the space station and its important contributions. As you read, take notes on how the space station has developed over time and what it provides scientists.

### Text Four

“[A New Spin on a Space Horse](#)” by Ken Croswell, Ph.D

In this informational text, Ken Croswell, Ph.D. discusses the Horsehead Nebula, an interesting feature in space. As you read, take notes on what astronomers have observed about the Horsehead Nebula.

### Text Five

“[Farming in Space](#)” by Amy Hansen

In this informational text, Amy Hansen discusses scientists’ work to grow plants in space, specifically Dr. Mary Musgrave’s accomplishments with the task. As you read, take notes on what happens to the plants in space.

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## Knowledge Pack Five Text Set: America

### Text One

[“The Desperate Ride of Caesar Rodney”](#) by Candace Fleming

On July 2, 1776, delegates from the thirteen colonies voted in favor of their independence from England and formed the United States of America. In this short story, Caesar Rodney, a delegate from Delaware, rushes to Philadelphia to participate in the vote to ensure that the colonies gain their independence. As you read, take notes on why Rodney’s vote matters.

### Text Two

[“The First Flag”](#) by Barbara Radner

Barbara Radner is an associate professor at DePaul University School for New Learning. Most historians now believe that Judge Francis Hopkinson created the first U.S. flag. However, the folk tale that a woman named Betsy Ross was the creator is still popular among Americans. In this short story, the possible events of Betsy Ross’ creation of the first American flag are narrated from the perspective of a fellow seamstress. As you read, take notes on the narrator’s perspective, and how her perspective impacts her feelings about the American Revolutionary War.

### Text Three

[“Traveling West”](#) by Barbara Radner

During the 19th century in America, the idea of “manifest destiny” became very popular. Under this idea, many Americans believed that they were meant to expand throughout the North American continent. The idea of traveling westward to reach new land for farming, as well as to bring American customs and practices to newly acquired parts of the country, became very popular. As you read, take notes on the reasons why Americans moved westward during the 1800s and the struggles that they faced along the way.



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## Knowledge Pack Six Text Set: Characteristics of Human Identity

### Text One

“[How Do I Look?](#)” by Birdbrain Science

There are many factors that contribute to who a person becomes. In the text, the author discusses the different influences responsible for shaping a human being. The two categories are nature and nurture. As you read, identify the differences between nature and nurture.

### Text Two

“[Where Did I Come From?](#)” by Birdbrain Science

Human beings possess many diverse traits, including physical features and personal preferences, some of which may seem random. This informational text reveals how and why people have some of the traits that they do. This is a process that may not be as random as we originally thought. As you read, identify when and where the author makes complex scientific processes easy to understand through the use of metaphors.

### Text Three

“[Let’s See What You’re Made Of](#)” by Birdbrain Science

This informational, scientific text explains how cells, the smallest unit of a living organism, make up every living thing in the world. As you read, take notes on the comparisons used in the text to explain how cells work.

## 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.
<b>Sensational 6</b>		
<p><b>Summary</b> 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.

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## 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.