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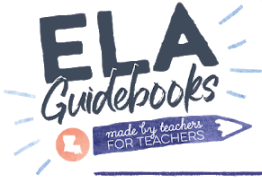
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Purpose of Knowledge Packs

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: Steve Jobs

Text One

[“Lessons from Failure: Why We Try, Try Again”](#) by Bethany Brookshire

In this informational text, Bethany Brookshire discusses a study that explores how people respond to failure and what makes them try again. As you read, take notes on what makes people try again after failure.

Text Two

[“Michael Jordan: A Profile in Failure”](#) by Jeff Stibel

Jeff Stibel is a brain scientist, author, and businessman. With his partner Kobe Bryant, he founded Bryant Stibel to support others starting new businesses. In this text, Stibel discusses Michael Jordan’s failures.

Text Three

[“Noticing Mistakes Boosts Learning”](#) by Alison Pearce Stevens

In this informational text Alison Pearce Stevens discusses a study by psychologist Hans Schroder about what happens when we make mistakes. While making a mistake might feel like a negative experience, noticing these mistakes could be the key to learning. As you read, take notes on how growth mindset and fixed mindset impact children when they make mistakes.

Text Four

[“A Quick Note on Getting Better at Difficult Things”](#) by Ta-Nehisi Coates

Ta-Nehisi Coates is an American writer, journalist, and educator. Coates is a correspondent for *The Atlantic* who often writes about cultural, social, and political issues, especially as they relate to African Americans. In this text, Coates discusses how to get better at difficult things and shares his own struggles learning a new skill. As you read, take note of the obstacles that the author encounters and how he overcomes them.

Text Five

[“Malala Yousafzai: A Normal yet Powerful Girl!”](#) by NPR Staff

Malala Yousafzai (born 1997) is a Pakistani activist for female education and the youngest ever winner of the Nobel Peace Prize. Malala is from the Swat Valley in northwest Pakistan, where the local Taliban has banned girls from attending school. Malala, whose family ran a chain of local schools, publicly stood against the Taliban’s actions and launched an international movement. On October 9th, 2012, a gunman from the Taliban boarded a school bus and shot her in the head. Malala remained in critical condition in the days following the attack, but survived. Since then, she has continued to advocate internationally for women’s education. As you read, consider what drove Malala to overcome tremendous adversity.

Text Six

“[The Wright Brothers: Air Pioneers](#)” by David White

Orville Wright (1871-1948) and Wilbur Wright (1867-1912) were American inventors. They were aviation experts who are credited with building the world’s first successful airplane. As you read, identify the challenges the brothers faced when engineering the first airplane.

Knowledge Pack Two Text Set: *Hatchet*

Text One

“[Wilderness](#)” by Carl Sandburg

Carl Sandburg (1878-1967) was an American poet, writer, and editor who received three Pulitzer Prizes. This poem describes the speaker’s connection to the wilderness. As you read, take notes on the characteristics of each animal.

Text Two

“[This Tiny Animal is Apocalypse-Proof](#)” by Maria Temming

Water bears, also known as tardigrades, are eight-legged micro-organisms that can survive in apocalyptic environments. In this informational text, Maria Temming further discusses the conditions water bears can live through and what scientists can learn from them. As you read, take notes on the various events water bears can survive.

Text Three

“[Of Feathers, Fat, and Freezing](#)” by Donna DeVoe DiFolco

Chickadees are tougher than they look, possessing the ability to survive harsh winters in Alaska. In this informational text, Donna DeVoe DiFolco explains how Chickadees are able to survive dangerously cold temperatures. As you read, take notes on what actions chickadees must take to stay warm.

Text Four

“[The Bear and the Two Travelers](#)” by Aesop

Aesop was a storyteller who lived in ancient Greece between 620 and 560 BCE. This story is part of his collection of tales known as “Aesop’s Fables,” which did not survive in writing but were passed down by people retelling them. They have deeply influenced children’s literature and modern storytelling culture. As you read, take notes on how the travelers react to the bear and what that reveals about them.

Text Five

“[Thai Cave Boys: The Psychology of Surviving Underground](#)” by Sarita Robinson

In June and July of 2018, 12 boys and their coach were trapped in a cave in Thailand for 18 days. In this informational text, Sarita Robinson explores the challenges of surviving underground for that length of time. As you read, take notes on the physical and mental effects of being in the situation the boys and their coach were in.

Knowledge Pack Three Text Set: *Out of the Dust*

Text One

“[The Dust Bowl](#)” by Jessica McBirney

The Dust Bowl was a time of harsh dust storms in the central United States during the 1930s. In this informational text, Jessica McBirney discusses the causes of the Dust Bowl and how Americans were impacted by this period of dust storms. As you read, take notes on what contributed to the Dust Bowl.

Text Two

“[An Overview of the Great Depression](#)” by Jessica McBirney

From 1929 to 1939, America experienced the Great Depression: the worst economic downturn in its history. In this informational text, Jessica McBirney explores the causes and effects of the Great Depression, as well as how America’s economy began to recover. As you read, take notes on the causes and effects of the Great Depression.

Text Three

“[Black Blizzard](#)” by Maurine V. Eleder

Maurine V. Eleder has written for *Highlights*. In this short story, Eleder explores the experiences of those who lived through the Dust Bowl, a time period of severe dust storms during the 1930s in parts of Kansas, Oklahoma, Colorado, and neighboring states. As you read, take notes on the effects of the black blizzard.

Knowledge Pack Four Text Set: *The Witch of Blackbird Pond*

Text One

“[Salem Memorializes Those Killed During Witch Trials](#)” by Merrit Kennedy

In 1692, a series of hearings and sentencings took place in the Puritan settlement of Salem, Massachusetts, during which people were wrongly accused, convicted, and executed for practicing witchcraft. In this informational text, Merrit Kennedy discusses the memorial that has been established on the site where 19 of the individuals found guilty for witchcraft were hanged. As you read, take notes on what the memorial means to the community.

Text Two

“[Witchcraft in Salem](#)” by USHistory.org

In 1692, a series of strange events that cannot be fully accounted for today broke out in the Puritan settlement of Salem, Massachusetts. Accusations of witchcraft quickly spread throughout the town and many—especially the women of Salem—feared that they would be next. As you read, take notes on how the witch trials were conducted in Salem.

Text Three

“[The Late Troubles at Salem](#)” by Marjorie Rackliffe

The Salem witch trials were a series of trials of people accused of witchcraft that took place in Massachusetts between February 1692 and May 1693. While the trials occurred in several towns, the most well-known trials took place in Salem and were conducted by the Court of Oyer and Terminer. In this informational text, Marjorie Rackliffe discusses the unjust nature of the trials. As you read, take notes on how people outside of Salem reacted to the trials.

Text Four

“[Herd Behavior](#)” by CommonLit Staff

“Herd behavior” is a term used to describe the tendency of individuals to think and act as a group. As you read, take notes on how herd behavior affects the actions of humans.

Knowledge Pack Five Text Set: Ancient Civilizations

Text One

[“Down the Drain”](#) by Marshall Joseph Becker

In this text, Marshall Joseph Becker discusses archeologists’ exploration of the Roman Forum. The Roman Forum was an important public space for many ancient Romans and continues to educate archeologists about life in ancient Rome. As you read, take notes on what archeologists were able to learn about ancient Rome from their findings.

Text Two

[“How did Greeks and Romans Write?”](#) by Angela Murock Hussein

What tools do you use when you need to write something down? Maybe a pen and a piece of paper, or possibly even an electronic tablet? Things weren’t quite so simple in ancient times. In this text, Angela Murock Hussein discusses writing during ancient Greek and Roman times. As you read, take notes on what the ancient Greeks and Romans used to write and write on.

Text Three

[“The Fertile Crescent”](#) by Joshua J. Mark

The Fertile Crescent is an area in Middle East that was the site of numerous cultural, scientific, and political developments in ancient history, leading some scholars to refer to the area as the birthplace, or “cradle” of civilization. In this summary, author Joshua J. Mark explores the key cultural achievements that emerged from this region in ancient history. As you read, take notes on the discoveries and advances of the civilization in the Fertile Crescent.

Text Four

[“Egypt’s Pyramid”](#) by USHistory.org

Today, the Pyramids of Giza stand as the last remaining of the Seven Wonders of the ancient world. But what did the pyramids mean to the ancient Egyptians who constructed them? The following text explores what these amazing landmarks meant to their builders, and why they put such effort into creating these enormous structures in a period when they had little more to rely on than human labor and their own ingenuity. As you read, identify the reasons why the pyramids were built.

Text Five

[“Egyptian Social Structure”](#) by USHistory.org

Ancient Egypt was composed of several social classes, ranging from lives lived in slavery to positions of absolute power. The following text explores the social structure and government of this ancient civilization. As you read, take notes on this social structure of ancient Egypt; draw a diagram of what it was like based on your reading of the text.

Knowledge Pack Six Text Set: Outside Looking In

Text One

“[The Worst Birthday](#)” from *Harry Potter and the Chamber of Secrets*” by J.K. Rowling

Joanne “Jo” Rowling, pen name J.K. Rowling, is a British novelist, screenwriter, and film producer best known for creating the Harry Potter series. The title character, Harry Potter, is an orphan who attends a boarding school to learn about magic. On his summer vacation, he is forced to live with his non-magical extended family. As you read, take notes on how each character responds to magic.

Text Two

“[The Scholarship Jacket](#)” by Marta Salinas

“The Scholarship Jacket” is one of the best-known stories by Mexican American author Marta Salinas. It describes a difficult situation that Marta, called “Martha” by her teacher, is faced with after she earns excellent grades in school. As you read this story, take notes on the descriptive language and word choice that help reveal Marta’s point of view.

Text Three

“[The Stolen Party](#)” by Lilita Heker

Lilita Heker (b. 1943) is an Argentine author who has been writing professionally since she was 17. In this short story, a young girl in Argentina argues with her mother about attending a birthday party.

Text Four

“[Cinderella](#)” by Charles Perrault

French author Charles Perrault is often called the “father of the fairy tale” for his well known tales such as “Little Red Riding Hood,” “Puss in Boots,” “Sleeping Beauty,” and “Cinderella.” Cinderella is a famous folk tale, a story that has been passed down for many generations, about a young woman trying to overcome the cruelty of some of her family. There are numerous different versions of the story, with historical roots in places as far apart as China and Italy. This version, by Perrault, is the first to include the famous pumpkin, fairy godmother, and glass slippers. As you read, take notes on how Cinderella and her stepsisters treat each other throughout the story.

Text Five

“[Fish Cheeks](#)” by Amy Tan

Amy Tan is an American writer whose work often provides insight into the experiences of Chinese Americans and family relationships. While her parents emigrated from China, Tan herself was born in Oakland, California.

Text Six

“[Inside Out](#)” by Francisco Jimenez

Francisco Jiménez is a Mexican-American writer and professor in Santa Clara, California. His stories are influenced by his experiences working in a migrant labor camp as a child.

Text Seven

“[Drum Dream Girl](#)” by Margarita Engle

Margarita Engle is a Cuban-American poet, novelist, and journalist, as well as the author of many children’s books. She has received numerous awards including the San Diego Book Award and Claudia Lewis Poetry Award. This poem is inspired by the childhood of Millo Castro Zaldarriaga, who broke a Cuban drumming tradition.

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.