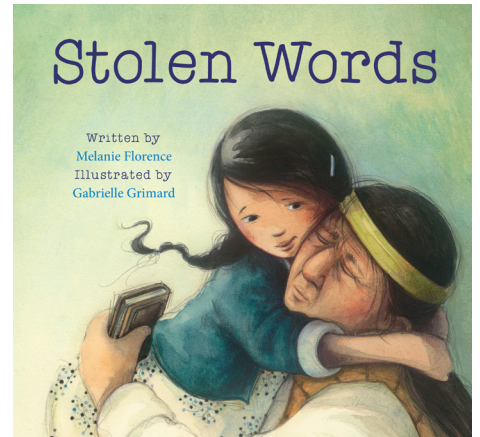
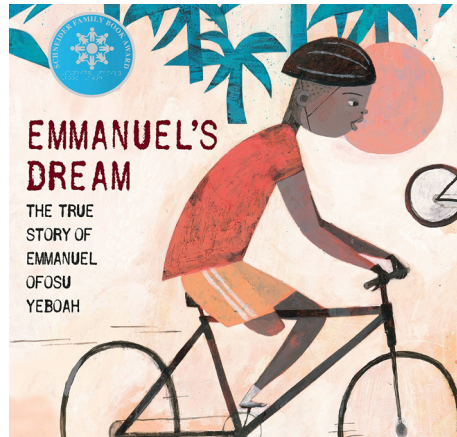
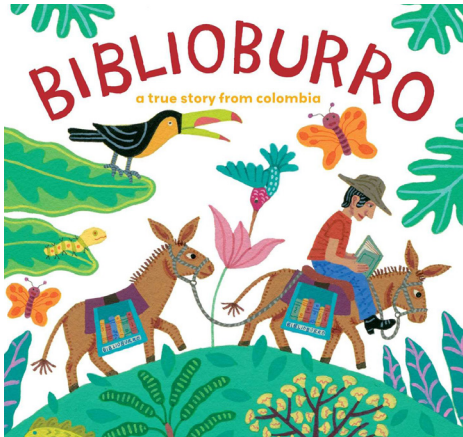


NATIVE LITERATURE PROGRAM DESIGN

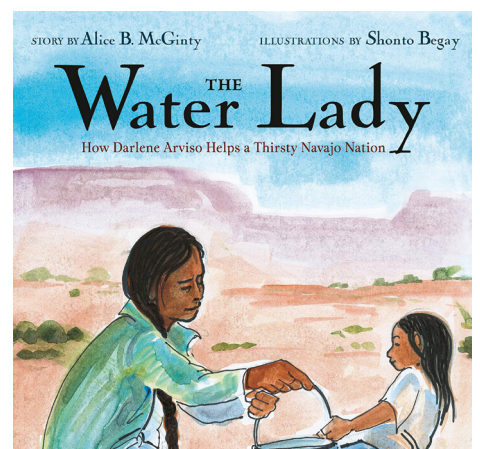
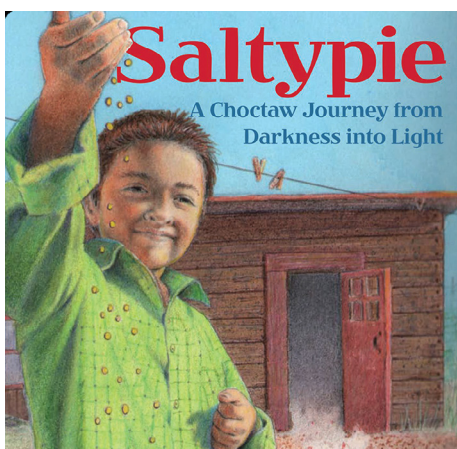
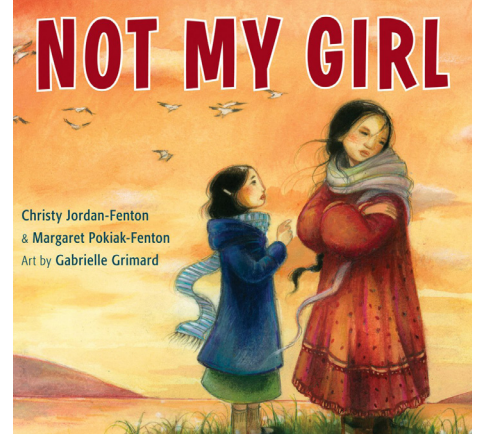
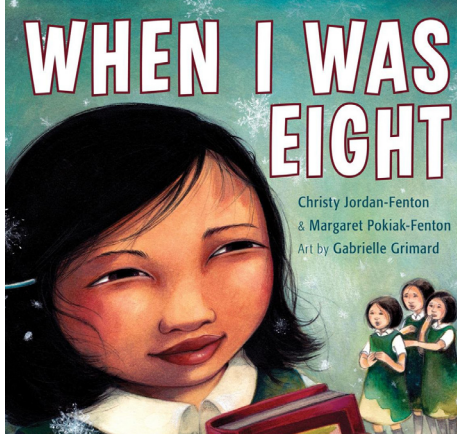
2nd GRADE



UNIT 5

Intimate Biographies

Stories of Empowerment and Breaking Barriers



UNIT 5

Intimate Biographies

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Designers: Diane Katzenmeyer-Delgado and Celeste Naranjo

NISN Statement on Teacher Authorship and Ownership: NISN pays teachers a stipend to design curriculum over the summer. All that NISN asks in return is permission to share the curriculum you design with other schools working to Indigenize schooling for Native American students within and outside of the network, always maintaining an indication of your authorship on curriculum documents. Likewise, any individual who is exposed to work that is generated by another affiliated individual of the NISN will indicate original source authorship. This includes the provision that no one shall use another teacher or developer’s curriculum for financial profit.

Core Text(s):

The texts for this unit will be a balance of Diverse Texts from Native American communities and from indigenous cultures around the world. Texts highlighted in yellow are native literature.



1. ***Biblioburro, A True Story from Columbia***
by Jeanette Winter (Columbia)
2. ***Emmanuel's Dream; The True Story of Emmanuel Ofose Yeboah***
by Laurie Ann Rhome and Sean Qualls (Ghana)
3. ***Stolen Words***
by Melanie Florence (Cree Nation)
4. ***Malala's Magic Pencil***
by Malala Yousafzai (Pakistan)
5. ***When I Was Eight***
by Christy Jordan-Fenton and Margaret Pokiak-Fenton (Arctic region of British Columbia, Canada)
6. ***Not My Girl***
by Christy Jordan-Fenton (Arctic region of British Columbia, Canada)
7. ***The Forest Man: the True Story of Jadav Payeng***
by Anne Matheson and Kay Widdowson (India)
8. ***Saltypie: A Choctaw Journey from Darkness Into Light***
by Tim Tingle (Choctaw Tribe, Oklahoma) (NOTE: Hard to find text)
9. ***The Water Lady: How Darlene Arviso Helps a Thirsty Nation***
by Alice B. McGinty (Navajo Nation)

Unit Supporting Native Literature Texts:



- ***The Legend of Spinoza: The Bear Who Speaks From the Heart*** (Chippewa Tribe)
by Robert Talltree (NOTE: Hard to find text)
- ***Shaped by Her Hands*** (San Ildefonso Pueblo, NM) by Anna Harber Freeman
- ***Askkii's Journey*** (Navajo) by Verna Clinton
- ***Sharice's Big Voice, A Native Kid Becomes a Congresswoman*** (Ho-Chunk Nation)
by Sharice Davids with Nancy K Mays
- ***Proud to be a Blacksheep*** (Navajo) by Roberta John
- ***Cheyenne Again*** (Cheyenne Nation) by Eve Bunting

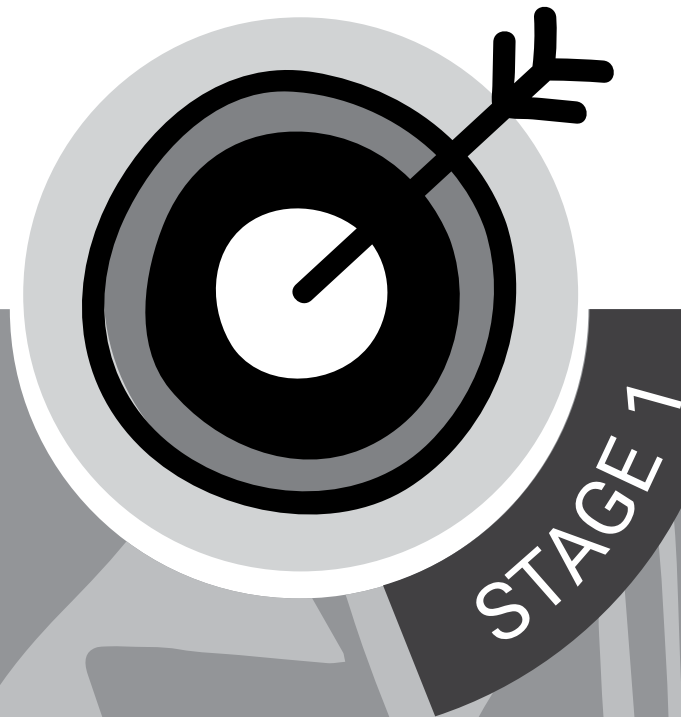
Other Unit Supporting Texts:

- ***Grace for President*** by Kelly DiPucchio (realistic fiction).
Comparison Text for *Sharice's Big Voice, A Native Kid Becomes a Congresswoman*.

DESIRED RESULTS

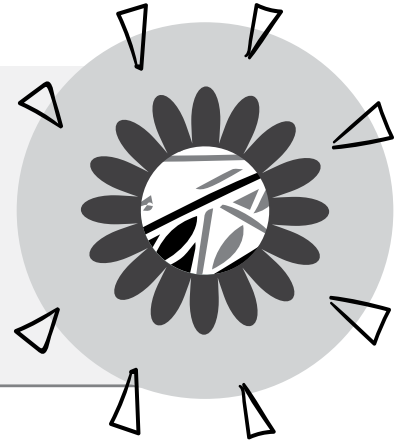
REFERENCES

-  [Finding Big Ideas and Assessment Evidence @ NISN video](#)
-  [Building EQs and EUs @ NISN video](#)



BIG IDEAS

- Relationships
- Connections
- Core Values



Essential Questions

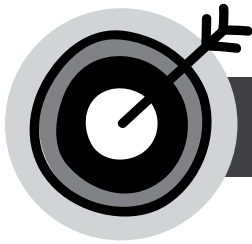
(based on yearlong Big Idea)

- How have others made a difference in their communities and demonstrated their Core Values?
- How can I as an individual make a difference in my community?
- How can my learning from knowledge keepers help me to find my own voice and share my own knowledge?
- How can demonstrating my Core Values help me be resilient and overcome challenges?

Enduring Understandings

(based on yearlong Big Ideas)

- Where I am and who I am are unique parts of my life that have value.
- Relationships and Core Values have connections.



Anchor Standards

 [English Language Arts Anchor Standards](#)

 [English Language Development Standards](#)

Reading

Literature or Informational

CCSS.ELA-LITERACY.RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

CCSS.ELA-LITERACY.RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

CCSS.ELA-LITERACY.RI.2.3 Describe the connection between a series of historical events, specific ideas or concepts, or steps in a technical procedure in a text.

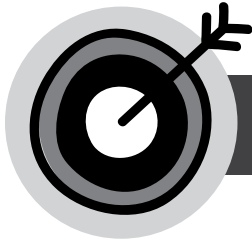
CCSS.ELA-LITERACY.RI.2.4 Determine the meaning of words or phrases in a text relevant to a grade 2 topic or subject area.

CCSS.ELA-LITERACY.RI.2.6 Identify the main purpose of the text, including what the author wants to answer, explain, or describe.

CCSS.ELA-LITERACY.RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

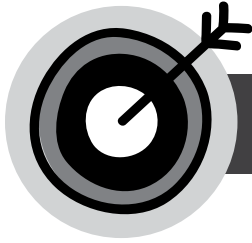
CCSS.ELA-LITERACY.RI.2.8 Describe how reasons support specific points the author makes in the text.

CCSS.ELA-LITERACY.RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.



Anchor Standards *continued*

<p>Writing</p>	<p>CCSS.ELA-LITERACY.W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p> <p>CCSS.ELA-LITERACY.W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>CCSS.ELA-LITERACY.W.2.8 Recall information from experiences or gather information from provided sources to answer a question.</p>
<p>Speaking and Listening</p>	<p>CCSS.ELA-LITERACY.SL.2.1.A Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>CCSS.ELA-LITERACY.SL.2.1.B Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p>CCSS.ELA-LITERACY.SL.2.1.C Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p>CCSS.ELA-LITERACY.SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>CCSS.ELA-LITERACY.SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p>CCSS.ELA-LITERACY.SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>CCSS.ELA-LITERACY.SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 here for specific expectations.)</p>



Anchor Standards *continued*

Language	<p>CCSS.ELA-LITERACY.L.2.1.A Use collective nouns (e.g., group).</p> <p>CCSS.ELA-LITERACY.L.2.1.B Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</p> <p>CCSS.ELA-LITERACY.L.2.1.C Use reflexive pronouns (e.g., myself, ourselves).</p> <p>CCSS.ELA-LITERACY.L.2.1.D Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</p> <p>CCSS.ELA-LITERACY.L.2.1.E Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>CCSS.ELA-LITERACY.L.2.1.F Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).</p> <p>CCSS.ELA-LITERACY.L.2.2.A Capitalize holidays, product names, and geographic names.</p> <p>CCSS.ELA-LITERACY.L.2.2.B Use commas in greetings and closings of letters.</p> <p>CCSS.ELA-LITERACY.L.2.2.C Use an apostrophe to form contractions and frequently occurring possessives.</p> <p>CCSS.ELA-LITERACY.L.2.2.D Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</p> <p>CCSS.ELA-LITERACY.L.2.2.E Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p> <p>CCSS.ELA-LITERACY.L.2.4.A Use sentence level context as a clue to the meaning of a word or phrase.</p> <p>CCSS.ELA-LITERACY.L.2.5 Demonstrate understanding of word relationships and nuances in word meanings</p> <p>CCSS.ELA-LITERACY.L.2.6 Use words and phrases acquired through conversations, reading, and being read to, and respond to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy, that makes me happy.)</p>
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English Language Development Standards:

- **Standard 1:** English language learners communicate for Social and Instructional purposes within the school setting
 - **ELD-SI.K-3.Inform**
 - Define and classify objects or concepts
 - Describe characteristics, patterns, or behavior
 - Sort, clarify, and summarize ideas
 - Summarize information from interaction with others and from learning experiences
 - **ELD-SI.K-3.Explain**
 - Share initial thinking with others
 - Follow and describe cycles in diagrams, steps in procedures, or causes and effects
 - Compare and contrast objects or concepts
 - Offer ideas and suggestions
 - Act on feedback to revise understandings of how or why something works
- **Standard 2:** English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts
 - **ELD-LA.2-3.Inform.Expressive** (Speaking, Writing, Representing)
 - Construct informational texts in language arts that
 - Introduce and define topic and/or entity for audience
 - Add details to define, describe, compare, and classify topic and/or entity
 - Develop coherence and cohesion throughout text
 - **ELD-LA.2-3.Inform.Interpretive** (Listening, Reading, Viewing)
 - Interpret informational texts in language arts by
 - Identifying the main idea and key detail
 - Referring explicitly to descriptions for themes and relationships among meanings
 - Describing relationship between a series of events, ideas or concepts, or procedural steps
- **Standard 5:** English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies
 - **ELD-SS.2-3.Explain.Expressive** (Speaking, Writing, Representing)
 - Construct social studies explanations that
 - Introduce phenomena or events
 - Describe components, order, causes, or cycles
 - Generalize possible reasons for a development or event
 - **ELD-SS.2-3.Explain.Interpretive** (Listening, Reading, Viewing)
 - Interpret social studies explanations by
 - Determining types of sources for answering compelling and supporting questions about phenomena or events
 - Analyzing sources for event sequences and/or causes/effects
 - Evaluating disciplinary concepts and ideas associated with a compelling or supporting question

ASSESSMENT EVIDENCE

Transfer Statement:

We want our students to learn life lessons and about their Core Values so that in the long run, on their own, they will be able to make good choices and decisions that will have a positive impact on themselves and those with whom they have a relationship. Sometimes these lessons come from our knowledge keepers and sometimes they come from stories, biographies and poetry. We want our students to be able to balance their relationships with others and mother earth and stay on a “Good Rainbow Road”, being able to identify those relationships will help them on their journey.





Performance Assessment

 [Use GRASPS](#)

Goal:

- We are learning about ourselves, relationships and our Core Values. As we grow and experience new things, interact with the world around us, we change. Our Core Values, lessons learned from experience and our Knowledge Keepers guide us as we navigate the world
- Your task is to get to know one of your Knowledge Keepers on a more personal level. As you spend time with them, ask them to share stories with you from when they were younger that helped shape who they are today. These may be stories of challenges, stories where they had to rely on their Core Values to make decisions or choices, stories when they learned an important lesson. As you listen, take notes. Draw pictures. Write down words that stay with you that you can include when you retell the story. Remember to use your five senses (what you see, hear, smell, touch and feel) to ask clarifying questions of the person who is telling the story and to write detailed and descriptive sentences that will capture your audience. As with all the stories we have read in this unit, your task is to weave a story that grabs the reader, engages and educates the reader and empowers the reader.

Role:

As a student, you will be a storyteller, young author and illustrator telling the story of a person with whom you have a close relationship, one of your Knowledge Keepers.


Audience:

Classroom Project Based Learning (PBL) Presentation to the classroom community and families. The presentations will be made during the Author's Chair.

Scenario:

As a Biographer, you will retell a narrative nonfiction story in words and speech that is from the life of one of your Knowledge Keepers.

Product:

- **Part I:** Identify the person who will be the subject of your Intimate Biography. Spend time with that person, your Knowledge Keeper, and interview them. Have conversation and find an inspiring story to tell.
- **Part II:** Write, revise, and illustrate your Intimate Biography following the  [Process of Writing Steps](#).
- **Part III:** Presentation to the classroom community and families









Performance Assessment

 Use GRASPS

Teaching Points:

- **Part I:** Help students identify a Knowledge Keeper that is within their relationship circle. Teach interview skills and assist students in developing a question bank and recording form for answers and interesting details they might want to use. Provide students with a project overview letter for their Knowledge Keeper before the student's interview. Guide students to ask their Knowledge Keeper to focus on experiences they would like to share where the Core Values played an important role. Consider having students conduct peer to peer practice interviews to get comfortable with asking interview questions and in recording details for story drafts. Encourage students to use their native language in the interview process with their Knowledge Keeper.
- **Part II:** Story starters: Have a class discussion on the biographies that they have read so far. Have students look at how each story has started. Talk about story "hooks" that are meant to engage the reader and listener's attention. As students are writing, provide mini lessons and small group/individual conferencing for revising and editing as students work through the writing process. Encourage students to interweave their native language into their writing as they feel comfortable and as appropriate based upon cultural norms.
- **Part III:** Consider having students present their finished stories in front of an audience, maybe sharing with peers or another class, before an Author's Chair with a full audience and assessment.

Standards:

- **Writing:**  [W.2.3](#),  [W.2.6](#) and  [W.2.8](#)
- **Speaking and Listening:**  [SL.2.2](#),  [SL.2.4](#), and  [SL.2.6](#)
- **Language:**  [L.2.1](#) and  [L.2.2](#)



Assessment Goals for English Language

In the following chart, place your EL students by language proficiency level and by domain focus (speaking, listening, reading, writing) for assessing during the unit. Go to the ELD standard(s) ([📎 Grades 2-3 ELD Standards](#)) that matches your unit, select the Key Language Use (Inform, Narrate, Explain, Argue), use the Proficiency Level Descriptors for either the Interpretive Communication Mode (Listening, Reading, and Viewing) and/or the Expressive Communication Mode (Speaking, Writing, and Representing) to narrow down to a specific focus for Discourse, Sentence, Word, and Phrase criteria to write specific goals for your students that align with the outcome for the unit.

(There are a few examples in the chart that should be removed and replaced with your own students.)

Can-Do-Name-Chart Language Proficiency Levels

Domain (Speaking, Writing, Listening, Reading, Viewing, Representing): **Reading & Writing**

ELD Standard(s): (1) Social and Instructional Language (2) Language for Language Arts (3) Language for Social Studies

Key Language Use (Inform, Narrate, Explain, Argue): **Explain & Inform**

Interpretive Communication Mode (Listening, Reading, and Viewing): **Reading**

- Discourse Focus (Organization, cohesion, or density of language): **Cohesion of Language**
- Sentence (grammatical complexity)
- Word, Phrase (precision of language)

Expressive Communication Mode (Speaking, Writing, and Representing): **Writing**

- Discourse Focus (Organization, cohesion, or density of language): **Organization of Language**
- Sentence (grammatical complexity)
- Word, Phrase (precision of language)

Can-Do-Name-Chart Language Proficiency Levels *(continued)*

Language Proficiency Level	Students	Language Proficiency Level Criteria Assessment Verb: Inform by: Writing & Speaking	Goals: 1) create a timeline of yourself and your Core Values 2) present to the classroom community and families
		Able to Do	Next Proficiency Level
Level 1 Entering			
Level 2 Emerging	Writing Scores: Student A (2.3) Student B (2.4) Student C (2.2)	<p>Discourse: Cohesion of Language <i>Connect ideas across a whole text through</i></p> <ul style="list-style-type: none"> few frequently used cohesive devices, (repetition is mostly used or predictable frames) <p>SENTENCE Grammatical complexity <i>Extend or enhance meanings through</i></p> <ul style="list-style-type: none"> sentence fragments <p>WORD, PHRASE Precision of language <i>Create precise meanings through everyday, cross-disciplinary, and technical language with</i></p> <ul style="list-style-type: none"> few frequently used words and phrases with emerging precision 	<p>Discourse: Cohesion of Language <i>Connect ideas across a whole text through</i></p> <ul style="list-style-type: none"> some frequently used cohesive devices (demonstratives) <p>SENTENCE Grammatical complexity <i>Extend or enhance meanings through</i></p> <ul style="list-style-type: none"> sentence fragments and emerging use of simple sentences <p>WORD, PHRASE Precision of language <i>Create precise meanings through everyday, cross-disciplinary, and technical language with</i></p> <ul style="list-style-type: none"> some frequently used words and phrases with some precision
Level 3 Developing	Speaking Scores: Student A (3.0) Student B (3.4) Student C (3.2)	<p>Discourse: Cohesion of Language <i>Connect ideas across a whole text through</i></p> <ul style="list-style-type: none"> some frequently used cohesive devices (demonstratives) <p>SENTENCE Grammatical complexity <i>Extend or enhance meanings through</i></p> <ul style="list-style-type: none"> sentence fragments and emerging use of simple sentences <p>WORD, PHRASE Precision of language <i>Create precise meanings through everyday, cross-disciplinary, and technical language with</i></p> <ul style="list-style-type: none"> some frequently used words and phrases with some precision 	<p>Discourse: Cohesion of Language <i>Connect ideas across a whole text through</i></p> <ul style="list-style-type: none"> some formulaic cohesive devices (pronoun referencing) <p>SENTENCE Grammatical complexity <i>Extend or enhance meanings through</i></p> <ul style="list-style-type: none"> simple sentences <p>WORD, PHRASE Precision of language <i>Create precise meanings through everyday, cross-disciplinary, and technical language with</i></p> <ul style="list-style-type: none"> a small repertoire of words and phrases with developing precision (best friend, the red ball)
Level 4 Expanding			
Level 5 Bridging			
Level 6 Reaching			

Narrative Writing Rubric for Intimate Biography Project

Writing: Structure				
	1 - Beginning	2 - Approaching	3 - On Level	4 - Advanced
Overall	The writer told, drew, and/or wrote a whole story. The writer did not write an Intimate Biography.	The writer met some of the assignment criteria. The story included biographical details but did not include an identifiable Core Value.	The writer met the assignment criteria. The writer wrote about a knowledge keeper and one experience in time.	The writer met the assignment criteria. The writer told the story bit by bit, over time.
Lead	The writer had a page that showed what happened first.	The writer tried to make a beginning for the story.	The writer thought about how to write a good beginning and chose a way to start their story. They chose the action, talk, or setting that would make a good beginning.	The writer wrote a beginning in which he helped readers know about who the characters were and what the setting was in their story.
Transitions	The writer puts their pages in order.	The writer put their pages in order. They used words such as <i>and</i> and <i>then, so</i> .	The writer told the story in order by using words such as <i>when, then, and after</i> .	The writer told the story in order by using phrases such as <i>a little later, and after that</i> .
Ending	The writer had a page that showed what happened last in their story.	The writer found a way to end their story.	The writer chose the action, talk or feeling that would make a good ending. The writer included the moral or lesson of the story in the ending.	The writer chose the action, talk or feeling that would make a good ending and worked to write it well. The writer included the moral or lesson of the story in the ending.
Organization	The writer's story had a page for the beginning, a page for the middle, and a page for the end.	The writer wrote their story across three or more pages.	The writer wrote a lot of lines on a page and wrote across a lot of pages.	The writer used paragraphs and skipped lines to separate that happened first from what happened later (and finally) in their story.

Narrative Writing Rubric for Intimate Biography Project

Writing: Development				
	1 - Beginning	2 - Approaching	3 - On Level	4 - Advanced
Elaboration	The writer's story indicated who was there, what they did, and how the characters felt.	The writer put the picture from their mind onto the page. They had details in pictures and words.	The writer tried to bring their characters to life with details, talk and actions.	The writer worked to show what was happening to (an in) their characters.
Craft	The writer wrote and drew some details about what happened.	The writer used labels and words to give details.	The writer chose strong words that would help the reader picture their story.	The writer not only told their story, but also wrote it in ways that got readers to picture what was happening and brought their story to life.

Language:				
	1 - Beginning	2 - Approaching	3 - On Level	4 - Advanced
Spelling	The writer could read their writing. The writer wrote a letter for the sounds they heard. The writer used word walls or other tools to help them spell.	The writer used all they knew about words and chunks of words (at, op, it, etc.) to help them spell. The writer spelled all the word wall words right and used the word wall or other resources to help them spell other words.	To spell a word, the student used what they knew about spelling patterns (tion, er, ly, etc.) The writer spelled all of the words correctly and used word walls or other tools to figure out how to spell other words.	The writer used what they knew about spelling patterns to help him spell and edit before he wrote his final draft. The writer got help from others to check his spelling and punctuation before he wrote his final draft.

Narrative Writing Rubric for Intimate Biography Project

Language: continued				
	1 - Beginning	2 - Approaching	3 - On Level	4 - Advanced
Punctuation	The writer put spaces between words. The writer used lowercase letters unless capitals were needed. The writer used capital letters to start every sentence.	The writer ended sentences with punctuation. The writer used capital letters or names. The writer used commas in dates and lists.	The writer used quotation marks to show what the characters said. When the writer used words such as can't and don't, they used the apostrophe.	The writer punctuated dialog correctly with commas and quotation marks. While writing, the writer put punctuation at the end of every sentence. The writer wrote in ways that helped readers read with expression, reading some parts quickly, some slowly, some parts in one sort of voice and others in another.

Presentation and Reading				
	1 - Beginning	2 - Approaching	3 - On Level	4 - Advanced
Speaking and Listening	Presentation was not made or the story was not read by the writer.	The writer's voice was somewhat understandable. The presentation went over and there was no time for student feedback or questions.	The writer's voice was mostly understandable. Students were able to provide feedback and ask questions. The writer provided feedback to others on their Animal Story.	The writer's voice was understandable and the writer read with expression, pausing when appropriate. Students were able to provide feedback and ask questions. The writer provided feedback to others on their Animal Story.

Assessment:

Overall Score: _____/40 Score (circle one): 1 2 3 4
 Writing: _____/28 Score (circle one): 1 2 3 4
 Language: _____/8 Score (circle one): 1 2 3 4
 Speaking _____/4 Score (circle one): 1 2 3 4
 and Listening:

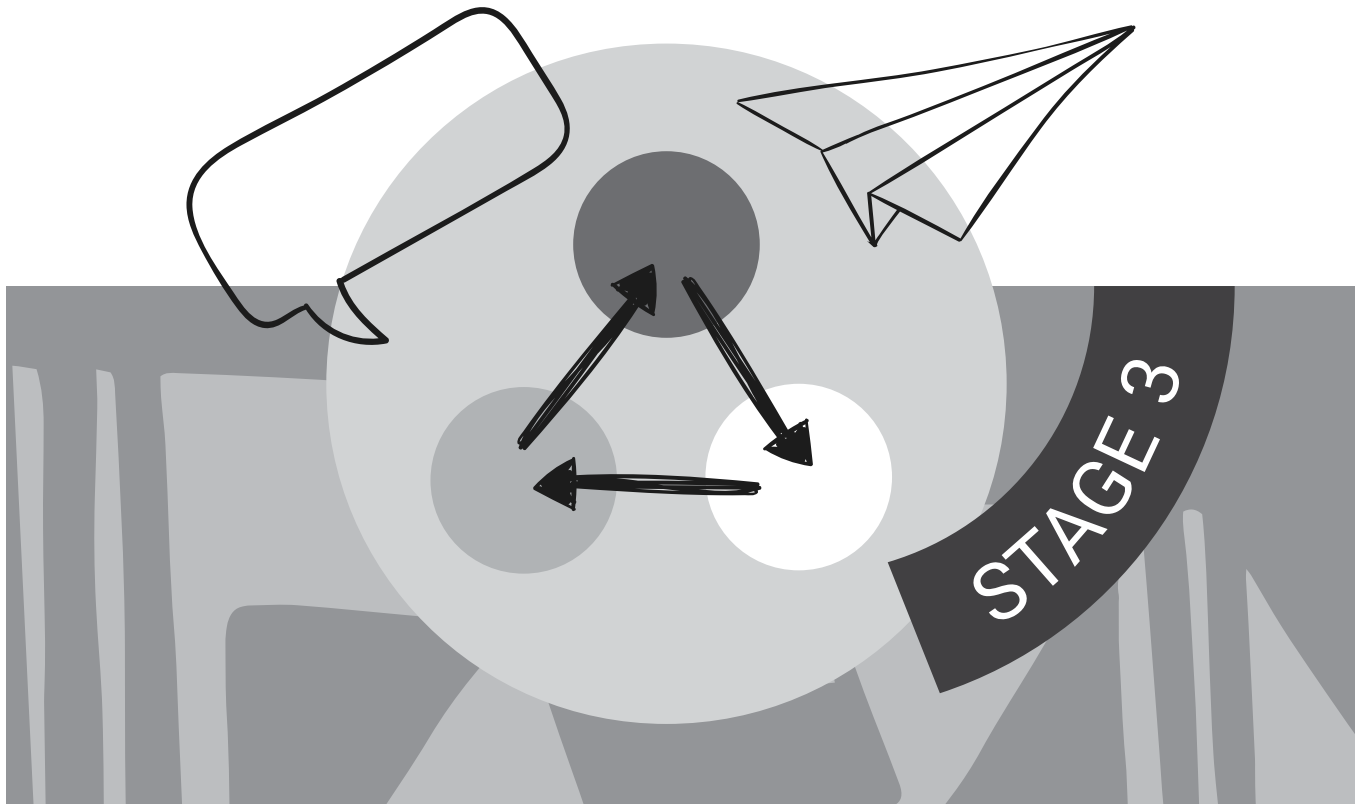
Performance levels:

4 = Grade 3
 3 = Grade 2
 2 = Grade 1
 1 = Kindergarten.

Adapted from the Lucy Calkins Writing Pathways rubrics.

SCOPE + SEQUENCE

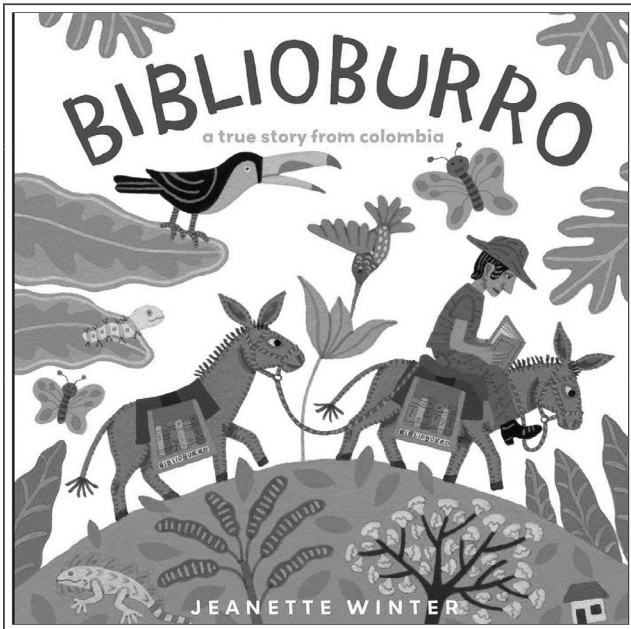
OPENING OF THE UNIT: The teacher should permanently post the overall Big Ideas, Enduring Understandings and Essential Questions (big ideas, EUs, and EQs act as spiraling constructs for students to use to unpack the readings and activities and make meaning and create coherence out of the unit from beginning to end. Best practice includes recording student answers to EQs throughout the unit as a primary method for checking understanding). A general overview of the unit timeline and closing GRASP projects should be shared.



A Note for Future Users and Teacher Designers: Thank you for your interest in the Native Literature Program! Please note that the resources in this document and the supporting folders are meant to be read and implemented with flexibility. When working in your particular context, this may mean adding texts or other resources in order to meet the needs and opportunities in your classroom. When using these resources and when planning for instruction, it is recommended to reference the lesson narratives, week-by-week slide decks and folder for “resources to use throughout the unit.”

TEXT 1 - Biblioburro

Core Text:



Biblioburro, A True Story from Columbia

by Jeanette Winter

Genre:	Narrative Nonfiction
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Story Origin:	Columbia
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Reading Interest Level:	K-2
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Lexile:	640
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Guided Reading Level:	L
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[📖 Response Notebook](#)

Story Narrative:

“Biblioburro is based upon the true story of Luis Soriano, who lives in La Gloria, a remote town in northern Columbia. An avid reader, Luis understood the transformative power of reading because of his experiences as a school teacher. He wanted to share his collection of books with children and adults in isolated villages in the distant hills, where books were scarce. Most houses had none. Luis and his two burros began bringing books to villages in 2000.” - Jeanette Winter

Supporting Texts/Media for a Listening Library:

(see slide in student Reading Response Notebook as well)

- 📺 [Biblioburro](#) (the core text)
- 📺 [That Book Woman, by Heather Henson](#) (takes place in the southern United States)
- 📺 [The Librarian of Bashra, by Jeannette Winter](#) (takes place in Iraq during the war)
- 📺 [Waiting for the Biblioburro, by Monica Brown](#)
- 📺 [My Librarian is a Camel, by Margriet Ruurs](#) (A compilation of countries and tales of how books come to their communities. Provides a good social studies connection.)

TEXT 1 - Biblioburro

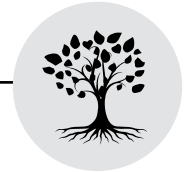
Core Values:

- Respect
- Community
- Generosity
- Perseverance

Lesson Narrative:

As a close read, the intent is to read and teach this text over the course of a week, each day going deeper into sections using the discussion questions and modeling/ supporting students in writing their responses citing evidence from the text and picture clues. Vocabulary and discussion questions for reading responses are in the [Reading Response notebook](#).

Lesson Essential Questions:



- How can people help out in their community?
- How can others make a difference in their community and demonstrate their Core Values?

Comprehension Strategy:

When I reread, I find clues in the text and illustrations.

Vocabulary:

idea, countryside, across, villages, lonely, insists, borrow

Key Equity Term(s):

- Connections
- Culture
- Diversity



Anchor Standards: [see page 6 for descriptions](#)

Reading: Literature or Informational	Writing	Speaking Listening	Language
RL.2.1 RL.2.3 RL.2.6 RL.2.8 RL.2.2 RL.2.4 RL.2.7 RL.2.9	W.2.3 W.2.8 W.2.6	SL.2.1 SL.2.2	L.2.1 L.2.4 L.2.6 L.2.2 L.2.5



Close Reading Lessons and Embedded Assessment

 [Response Notebook: Biblioburro Reading](#)

How do the children feel about their books and the Biblioburro?

Cite 3 pieces of evidence from the text using pictures and words.

Core Value Connections (slide 7)

How do Luis' actions demonstrate Generosity as a Core Value?

Include evidence from the text to support your answer.

Cultural Connections (slide 8)

How else do people or communities make books accessible to others?

Go to the Listening Library on slide 2 and explore more before you compose your answer.

English Language Development Connections


 [Grades 2-3 ELD Standards](#)

Domain Focus:	Reading & Writing
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Key Language Use:	Explain & Inform
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Sheltering Strategies by Domain:

Listening:	Provide preview and review of language and task expectations, use questioning to check for understanding of tasks, provide visually-supported key words and their meaning
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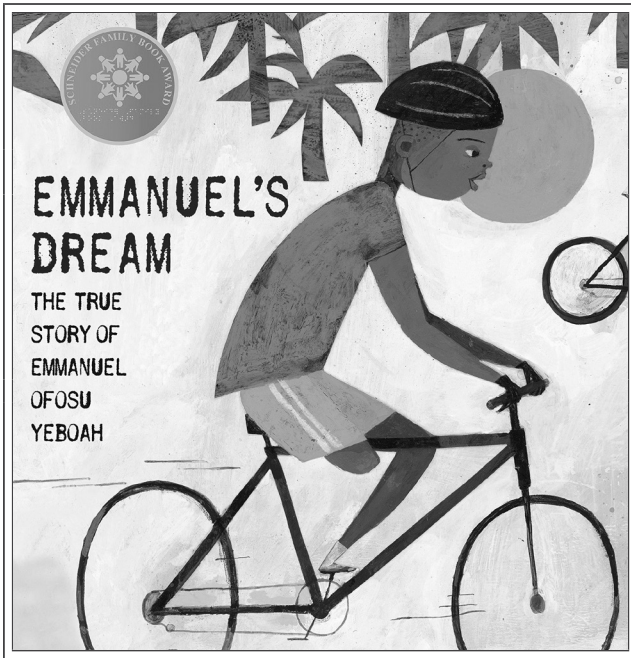
Speaking:	 Use sticks and spoons , type strategies to provide equity of voice, model language and expected language functions (how they should be using language), provide opportunities for peer to peer interaction, provide sufficient wait time to allow students to formulate ideas in English.
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Reading:	Provide audio of text when applicable, model preview/predictions prior to reading, use buddy reading to support as needed, model and explain use of graphic organizers in response notebook, provide chart of vocab words with sketches/pictures, provide chart that models using text evidence.
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Writing:	Use chart of language cues for explaining and informing, allow multiple options for students to share and represent their ideas using other languages, drawings, or sketches, provide graphic organizers to support writing, prior to writing give students opportunities to share and hear ideas to support writing (language rehearsal).
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TEXT 2 - Emmanuel's Dream

Core Text:



Emmanuel's Dream; The True Story of Emmanuel Ofosu Yeboah

by Laurie Ann Rhompson and Sean Qualls

Genre:	Biography
Story Origin:	Ghana, West Africa

Reading Interest Level: 4-8 years (PreK - 3rd)

Lexile: 770

Guided Reading Level: N

[📖 Reading Response Notebook](#)

Story Narrative:

“Here is an inspiring true story of Emmanuel Ofosu Yeboah, who cycled an incredible four hundred miles to Ghana- with only one strong leg- to spread his powerful message: disability does not mean inability.” - (from the book jacket)

Supporting Texts/Media for a Listening Library:

(see slide in student Reading Response Notebook as well)

📺 [Emmanuel's Ride:](#)
An Inspiring True Story Emmanuel tells his story (documentary)

📺 [Emmanuel's Dream](#) (Read aloud)



TEXT 2 - Emmanuel's Dream

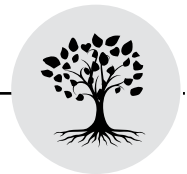
Core Values:

- Respect
- Community
- Generosity
- Perseverance

Lesson Narrative:

As a close read, the intent is to read and teach this text over the course of a week, each day going deeper into sections using the discussion questions and modeling/ supporting students in writing their responses citing evidence from the text and picture clues. Vocabulary and discussion questions for reading responses are in the Reading Response Notebook.

Lesson Essential Questions:



- How can I as an individual make a difference in my community?
- How can others make a difference in their community and demonstrate their Core Values?

Comprehension Strategy:

When I reread:

- I find clues to the character's actions that help me understand their values and character traits.
- I think about how the text connects to my life and to other texts that I have experienced.

Vocabulary:

disability, lunging, balance, support, beg, refuse, insulted, unable, heartbroken, impossible, persuade and able-bodied

Key Equity Term(s):

- Diversity
- Inclusion
- Culture and Ethic Identity
- Disability
- Discrimination

TEXT 2 - Emmanuel's Dream



Anchor Standards: [📖 see page 6 for descriptions](#)

Reading: Literature or Informational	Writing	Speaking Listening	Language
📖 RL.2.1 📖 RL.2.3 📖 RL.2.6 📖 RL.2.8 📖 RL.2.2 📖 RL.2.4 📖 RL.2.7 📖 RL.2.9	📖 W.2.3 📖 W.2.8 📖 W.2.6	📖 SL.2.1 📖 SL.2.2	📖 L.2.1 📖 L.2.4 📖 L.2.6 📖 L.2.2 📖 L.2.5



Embedded Assessment

[📖 Reading Response Notebook: Emmanuel's Dream](#)

Vocabulary Preview: (slide 3 in notebook) “Let’s review the vocabulary. “

- What do you think this story is about? What do these words mean?
- Let’s use them in a sentence to illustrate their meaning.
- As we read, listen for these words in context to learn more about their meaning.

Discussion Questions:

1. In the beginning of the story, how was Emmanuel different from other babies and children?
2. Names often have meanings. What does Emmanuel mean?
3. What challenges did Emmanuel face in doing everyday things that other children don’t often experience? Cite 2 examples from the text in either pictures or words.
4. What does this tell us about Emmanuel’s character traits?
5. What challenges did Emmanuel face when he went to the big city of Accra? Cite examples from the text with words and pictures.
6. What advice did Mama Comfort have for Emmanuel when he returned home?
7. What Core Values are reflected in her advice? Include at least 2 Core Values in your response.
8. Where did he go on his journey? What did he want to do and what was his message?
9. Reflection. What can we learn from Emmanuel and his success?

* At the end of the reading, bring students back to the unit theme of empowerment and breaking barriers.

10. How does Emmanuel demonstrate these themes?


TEXT 2 - Emmanuel's Dream

English Language Development Connections

 [Grades 2-3 ELD Standards](#)

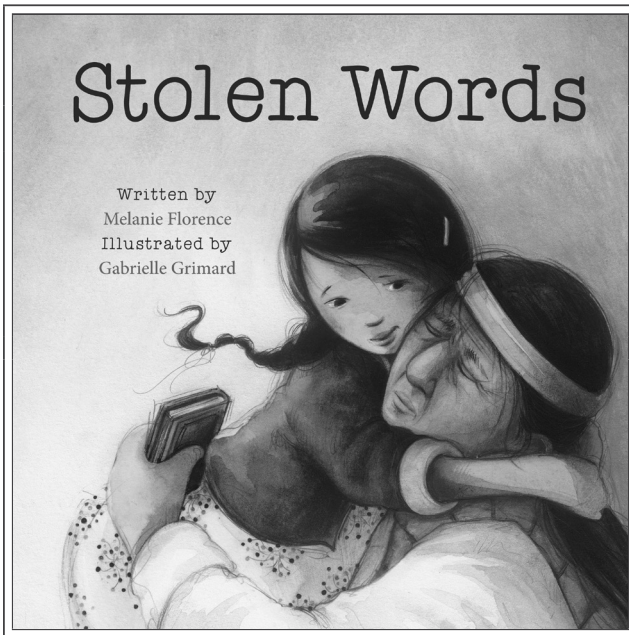
Domain Focus:	Reading & Writing
Key Language Use:	Explain & Inform

Sheltering Strategies by Domain:

Listening:	Provide preview and review of language and task expectations, use questioning to check for understanding of tasks, provide visually-supported key words and their meaning.
Speaking:	 Use sticks and spoons , type strategies to provide equity of voice, model language and expected language functions (how they should be using language), provide opportunities for peer to peer interaction, provide sufficient wait time to allow students to formulate ideas in English.
Reading:	Provide audio of text when applicable, model preview/predictions prior to reading, use buddy reading to support as needed, model and explain use of graphic organizers in response notebook, provide chart of vocab words with sketches/pictures, provide chart that models using text evidence.
Writing:	Use chart of language cues for explaining and informing, allow multiple options for students to share and represent their ideas using other languages, drawings, or sketches, provide graphic organizers to support writing, prior to writing give students opportunities to share and hear ideas to support writing (language rehearsal).

TEXT 3 - Stolen Words

Core Text:



Stolen Words

by Melanie Florence

Genre: Narrative Nonfiction

Story Origin: Cree Nation

Reading Interest Level: Grades 1-3 (ages 6-9)

Lexile: 530

Guided Reading Level: Q

 [Reading Response Notebook](#)

Story Narrative:

Melanie Florence wrote this story in honor of her grandfather whom she was very close to. (from book jacket) “When a little girl comes home from school one day and asks her grandpa how to say something in his Cree language, he is sad that he cannot teach her. He tells her that his words were stolen from him when he was taken to live at a residential school as a boy. The little girl then sets out to help her grandpa find his language again.”

Supporting Texts/Media for a Listening Library:

(see slide in student Reading Response Notebook as well)

 [Stolen Words](#)

TEXT 3 - Stolen Words

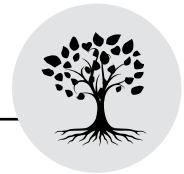
Core Values:

- Respect
- Community
- Generosity
- Compassion

Lesson Narrative:

As a close read, the intent is to read and teach this text over the course of a week, each day going deeper into sections using the discussion questions and modeling/ supporting students in writing their responses citing evidence from the text and picture clues. Vocabulary and discussion questions for reading responses are in the Reading Response notebook.

Lesson Essential Questions:



- How can I as an individual make a difference in my community?
- How can others make a difference in their community and demonstrate their Core Values?

Comprehension Strategy:

When I reread:

1. I find clues to the character's actions that help me understand their values and character traits.
2. I think about how the text connects to my life and to other texts that I have experienced.

Vocabulary:

dreamcatcher, clutching, gnarled, punish, innocent and clouded

Key Equity Term(s):

- Connections
- Prejudice
- Culture
- Culture and Ethic Identity



Anchor Standards: [see page 6 for descriptions](#)

Reading: Literature or Informational	Writing	Speaking Listening	Language
RL.2.1 RL.2.3 RL.2.6 RL.2.8 RL.2.2 RL.2.4 RL.2.7 RL.2.9	W.2.3 W.2.8 W.2.6	SL.2.1 SL.2.2	L.2.1 L.2.4 L.2.6 L.2.2 L.2.5

TEXT 3 - Stolen Words



Close Reading Lessons and Embedded Assessment

Reading Response Notebook: Stolen Words

Discussion Questions and Word Meaning:

- What does it mean to “lose” words?
- How did her grandfather lose his words?
- When grandfather touched her “innocent” face, what did he mean by “innocent”?

Core Value Connections:

1. Dreamcatchers: A shared symbol of hope and healing. Students will research what is a dreamcatcher and where they originate.
2. Self Portraits: Students will create self portraits of themselves in the center of their image space and include a portrait or portraits of their knowledge keeper(s) with them. In the background, students will include some of the images, words and phrases they have learned from their knowledge keeper in their native language.

Language and Culture:

- Students will have a Home Connection Language activity that will engage the student and their elders in learning new words in their native language like the little girl and her grandfather shared words.
- Students will share with their classmates some of the new words they learned at the close of the week.
- Within native language classes, phrases like:
 - How do you say....?
 - What is this....?
- Will be taught as sentence frames the students can use to converse with their elders to learn new vocabulary words.

Social Studies Connection

1. Find the Cree Nation on a map. Where is it located?
2. Google the Cree Nation and share one thing you learned about the First Nation.


TEXT 3 - Stolen Words

English Language Development Connections

 [Grades 2-3 ELD Standards](#)

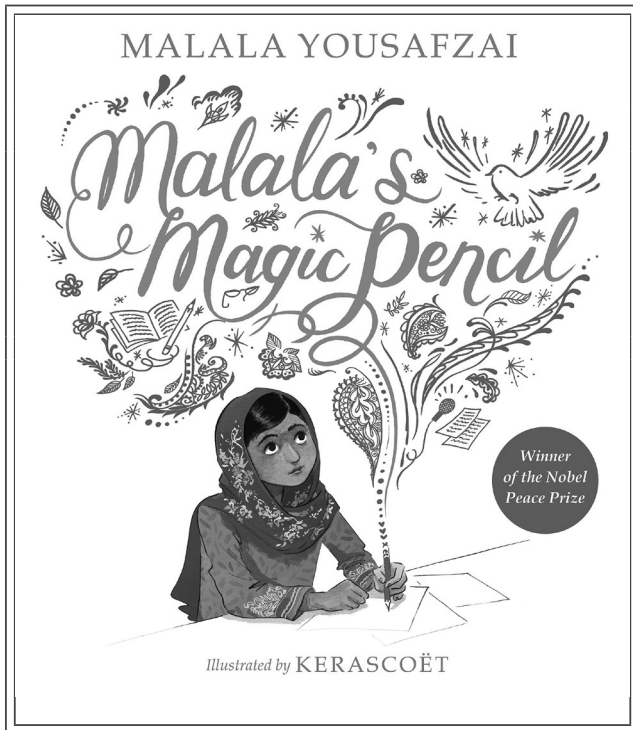
Domain Focus:	Reading & Writing
Key Language Use:	Explain & Inform

Sheltering Strategies by Domain:

Listening:	Provide preview and review of language and task expectations, use questioning to check for understanding of tasks, provide visually-supported key words and their meaning.
Speaking:	 Use sticks and spoons , type strategies to provide equity of voice, model language and expected language functions (how they should be using language), provide sentence frames using explaining/informing functions, provide opportunities for peer to peer interaction, provide sufficient wait time to allow students to formulate ideas in English.
Reading:	Provide audio of text when applicable, model preview/predictions prior to reading, use buddy reading to support as needed, model and explain use of graphic organizers in response notebook, provide chart of vocab words with sketches/pictures, provide chart that models using maps, provide chart that models using text evidence.
Writing:	Use chart of language cues for explaining and informing, allow multiple options for students to share and represent their ideas using other languages, drawings, or sketches, provide graphic organizers to support writing, prior to writing give students opportunities to share and hear ideas to support writing (language rehearsal).

TEXT 4 - Malala's Magic Pencil

Core Text:



Malala's Magic Pencil

by Malala Yousafzai

Genre: Biography

Story Origin: Pakistan

Reading Interest Level: K-3 (Ages 4-8)

Lexile: 740

Guided Reading Level: P

 [Reading Response Notebook](#)

Supporting Texts/Media for a Listening Library:

(see slide in student Reading Response Notebook as well)

 [Malala's Magic Pencil](#) - Malala Yousafzai tells us about her children's book.

 [Human Rights Story Corner: Malala's Magic Pencil](#)

Core Values:

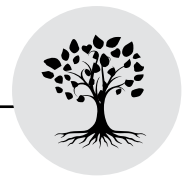
- Perseverance
- Community
- Responsibility

TEXT 4 - Malala's Magic Pencil

Lesson Narrative:

As a child in Pakistan, Malala made a wish for a magic pencil. She would use it to make everyone happy, to erase the smell of garbage from her city, to sleep an extra hour in the morning. But as she grew older, Malala saw that there were more important things to wish for. She saw a world that needed fixing. And even if she never found a magic pencil, Malala realized that she could still work hard every day to make her wishes come true. This beautifully illustrated volume tells Malala's story for a younger audience and shows them the worldview that allowed Malala to hold on to hope even in the most difficult of times. [Citation from California Young Medal.org](#)

Lesson Essential Questions:



- How can I as an individual make a difference in my community?
- How can others make a difference in their community and demonstrate their Core Values

Comprehension Strategy:

When I reread:

1. I find clues to the character's actions that help me understand their values and character traits.
2. I find clues in the text and illustrations.

Vocabulary:

magic, lucky, expected, peaceful, declared, forbidden, international, chorus

Key Equity Term(s):

- Advocacy
- Culture
- Culture and Ethic Identity
- Empowerment
- Prejudice



Anchor Standards: [see page 6 for descriptions](#)

Reading: Literature or Informational	Writing	Speaking Listening	Language
RL.2.1 RL.2.3 RL.2.6 RL.2.8 RL.2.2 RL.2.4 RL.2.7 RL.2.9	W.2.3 W.2.8 W.2.6	SL.2.1 SL.2.2	L.2.1 L.2.4 L.2.6 L.2.2 L.2.5

TEXT 4 - Malala's Magic Pencil



Close Reading Lessons and Embedded Assessment

 [Reading Response Notebook: Malala's Magic Pencil](#)

Discussion Questions and Close Reading Questions:

1. How does Malala describe the Magic Pencil at the beginning of the story? Cite specific details from the text in pictures and/or words. (Personal Connection) If you had a magic pencil, what would you make it do?
2. What challenges did other children face in Malala's neighborhood? Why didn't all the children go to school?
3. In the middle of the story, what would Malala use her magic pencil for? Draw and describe with pictures and words. How is this different from the beginning of the story?
4. As Malala focused on school, she wrote. What did she write about? Turn and Talk with a partner. Share with the group some of the things she wrote about.

Vocabulary and Word Meaning Discussion Questions

1. Malala's father said, "Malala will live free as a bird." What could this mean? (Guide students through conversation on how to dig deeper to understand what this means in the context of her life, the culture and what she could and couldn't do in her country as a young lady.)
2. (Inference) Why do you think people thought Malala's voice was powerful and dangerous?
3. What does Malala's message to the world "One child, one teacher, one book, and one pen can change the world" mean?
4. Define ADVOCACY for the students. How has Malala used her voice to advocate for others?

Core Value Connection

(Focus on Perseverance)

Social Studies Connection

Compare and contrast Malala's country and community to your own using a Venn diagram. How are they the same and how are they different?

Language and Writing Connection

- Students will learn the grammar components to writing a formal letter.
- Students will write a letter of advocacy.


TEXT 4 - Malala's Magic Pencil

English Language Development Connections

 [Grades 2-3 ELD Standards](#)

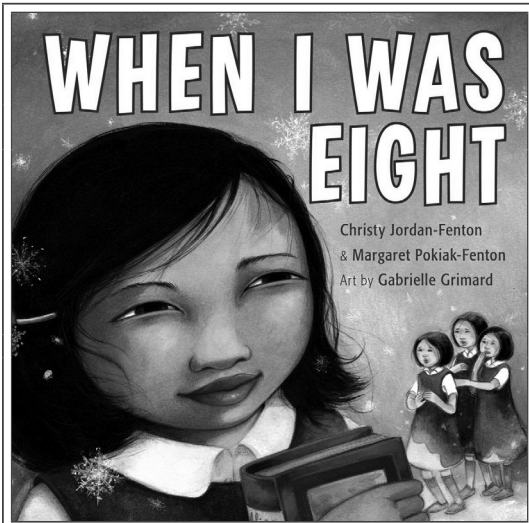
Domain Focus:	Reading & Writing
Key Language Use:	Explain & Inform

Sheltering Strategies by Domain:

Listening:	Provide preview and review of language and task expectations, use questioning to check for understanding of tasks, provide visually-supported key words and their meaning.
Speaking:	 Use sticks and spoons , type strategies to provide equity of voice, model language and expected language functions (how they should be using language), provide sentence frames using explaining/informing functions, provide opportunities for peer to peer interaction, provide sufficient wait time to allow students to formulate ideas in English.
Reading:	Provide audio of text when applicable, model preview/predictions prior to reading, use buddy reading to support as needed, model and explain use of graphic organizers in response notebook, provide chart of vocab words with sketches/pictures, provide chart that models using maps, provide chart that models using text evidence, model how to read and use a Venn diagram.
Writing:	Add chart of language cues for compare and contrast, use chart of language cues for explaining and informing, allow multiple options for students to share and represent their ideas using other languages, drawings, or sketches, provide graphic organizers to support writing, prior to writing give students opportunities to share and hear ideas to support writing (language rehearsal) .

TEXT 5/6 - When I Was Eight/Not My Girl

Core Texts:

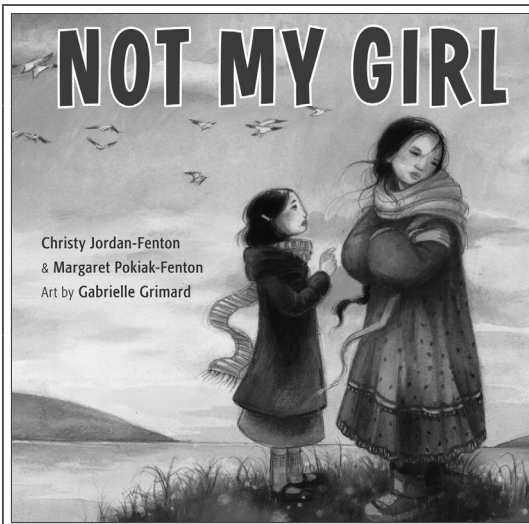


When I Was Eight

by Christy Jordan-Fenton and Margaret Pokiak-Fenton

Genre:	Narrative Nonfiction
Story Origin:	Arctic region of British Columbia, Canada

Reading Interest Level:	Grades 1-4
Lexile:	760L
Guided Reading Level:	P



Not My Girl

by Christy Jordan-Fenton and Margaret Pokiak-Fenton

Genre:	Narrative Nonfiction
Story Origin:	Arctic region of British Columbia, Canada

Reading Interest Level:	Grades 1-4
Lexile:	680L
Guided Reading Level:	P

Supporting Texts/Media for a Listening Library:

 [Stories for Change - When I Was Eight](#)

TEXT 5/6 - When I Was Eight/Not My Girl

Core Values:

- Perseverance
- Community
- Responsibility
- Respect
- Generosity

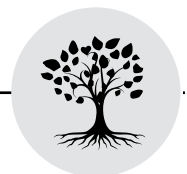
Lesson Narrative:

When I Was Eight: Olemaun is eight and knows a lot of things. But she does not know how to read. Ignoring her father’s warnings, she travels far from her Arctic home to the outsiders’ school to learn. The nuns at the school call her Margaret. They cut off her long hair and force her to do menial chores, but she remains undaunted. Her tenacity draws the attention of a black-cloaked nun who tries to break her spirit at every turn. But the young girl is more determined than ever to learn how to read. Based on the true story of Margaret Pokiak-Fenton, and complemented by stunning illustrations, *When I Was Eight* makes the bestselling *Fatty Legs* accessible to younger readers. Now they, too, can meet this remarkable girl who reminds us what power we hold when we can read.

Not My Girl: Margaret can’t wait to see her family, but her homecoming is not what she expected. Two years ago, Margaret left her Arctic home for the outsiders’ school. Now she has returned and can barely contain her excitement as she rushes towards her waiting family—but her mother stands still as a stone. This strange, skinny child, with her hair cropped short, can’t be her daughter. “Not my girl!” she says angrily. Margaret’s years at school have changed her. Now ten years old, she has forgotten her language and the skills to hunt and fish. She can’t even stomach her mother’s food. Her only comfort is in the books she learned to read at school. Gradually, Margaret relearns the words and ways of her people. With time, she earns her father’s trust enough to be given a dogsled of her own. As her family watches with pride, Margaret knows she has found her place once more.

Lesson Essential Question:

- How do Core Values help support an individual on their journey through school and childhood?



Key Equity Term(s):

- Advocacy
- Culture
- Culture and Ethic Identity
- Empowerment
- Prejudice

TEXT 5/6 - When I Was Eight/Not My Girl

Comprehension Strategy:

- I find clues to the character traits of the main character and others.
- I find clues and identify key ideas and details that help me understand challenges and barriers the main character faced in her quest for learning and belonging to a community.

Vocabulary:

- ***When I Was Eight***
Begged, slumbering, trade, shrugged, stripped, pinafore, chore, skiff (of snow), scowled, determination, hasty, scalding, descended, giddy, upturning, victorious, tyrant
- ***Not My Girl***
Propelling, leapt, embrace, “Shatter like an eggshell”, parka, ecstatic, barren, embrace, fierce, reassuring, stern, retreated, crisp, iridescent, fronds, tendrils, scolding



Anchor Standards: [see page 6 for descriptions](#)

Reading: Literature or Informational	Writing	Speaking Listening	Language
RL.2.1 RL.2.3 RL.2.6 RL.2.8 RL.2.2 RL.2.4 RL.2.7 RL.2.9	W.2.3 W.2.8 W.2.6	SL.2.1 SL.2.2	L.2.1 L.2.4 L.2.6 L.2.2 L.2.5



Close Reading Lessons and Embedded Assessment

When I Was Eight

Core Value Connections:

As we read, list/cite examples from the text where you saw Core Values either demonstrator or not demonstrated.

Include specific examples for:

- Perseverance
- Respect
- Generosity
- Community
- Responsibility

Not My Girl

Language Discussion:

There are lots of similes on pages 1-2.

Teacher: Point out a few examples.

Discussion:

- What images do you see in your mind when you hear these words?
- What do these words mean in the context of the story?

TEXT 5/6 - When I Was Eight/Not My Girl



Close Reading Lessons and Embedded Assessment *continued*

When I Was Eight

Discussion, Word Meaning and Comprehension Questions:

1. What life of cultural knowledge did Olemaun have before she went to traditional “school”?
2. Why does her father call school “outsiders school”?
3. Names are important. What does Olemaun’s name mean? How did her name change when she went to school?
4. “I wore away at him, all through the winter.” What does wore mean in this context?
5. What happened to Olemaun when she finally went to school? Use words and pictures to describe.
6. (Text to Self/ Compare and Contrast) How is Olemaun’s school the same or different from your school?
7. What does “She wanted to cut me down to size” mean? Give an example.
8. How did Olemaun learn to read? What does this tell us about her character traits?
9. (Text to Text Connection) How is Olemaun similar to other characters we have read about? Like Little Prankster Girl or Chia in Chia and the Fox Man?

Not My Girl

Discussion, Word Meaning and Comprehension Questions:

1. Why did her mood change? She went from “leaping in excitement” to “her heart falling from the sky”?
2. What do the words “Not My Girl” mean that her mother spoke?
3. Olemaun is now 10 years old. How has she changed? Cite specific examples from the text.
4. (Inference) “As they honked away like a gaggle of geese, I wondered what kind of bird I had become. I no longer felt like I belonged to this flock.” What do you think this means?
5. What challenges did Olemaun face in her first few weeks back home? Cite 3 specific examples from the text.
6. Describe how Olemaun went from being called “Not My Girl” to “My Girl”.
7. How are Olemaun and the puppy alike? Do you have a similar relationship with an animal?

After reading both stories: Compare and Contrast Types of Learning

1. Provide students with a T-chart or provide one on a whiteboard or electronic board with 2 headers:
 - Traditional School Learning
 - Cultural and Community Learning
2. Ask students to reflect back upon both stories and see if they can identify specific elements of both types of learning. Encourage students to go back and read sections of each text to find the key details for each type of learning.
3. As students identify things that Olemaun learned in each setting, have them write it on the T- Chart.
4. As a culminating writing activity, have students write a summative statement, including key examples from the text, on Olemaun’s learning and education in their reading response notebooks.

Traditional School Learning	Cultural and Community Learning
<p><small>Summative Statement: In the space below, write a summative statement, including 2 or more text examples on Olemaun learning and education.</small></p> <div data-bbox="1175 1675 1487 1757" style="border: 1px solid black; height: 39px;"></div>	


TEXT 5/6 - When I Was Eight/Not My Girl

English Language Development Connections

 [Grades 2-3 ELD Standards](#)

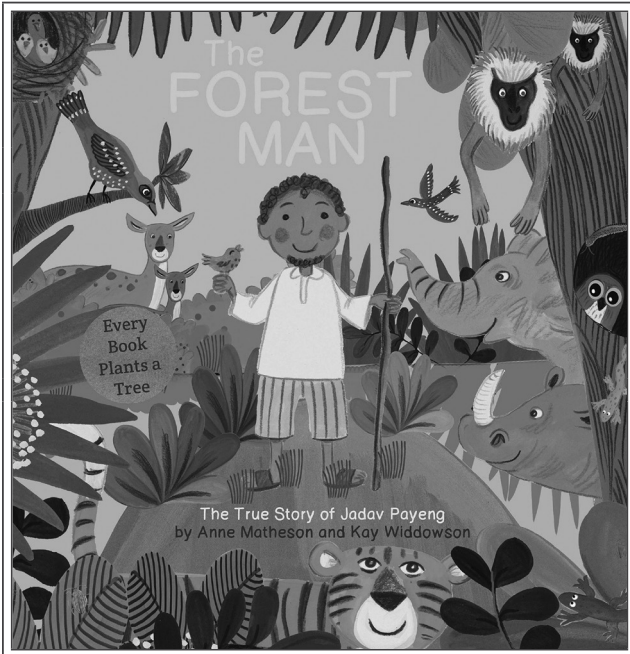
Domain Focus:	Reading & Writing
Key Language Use:	Explain & Inform

Sheltering Strategies by Domain:

Listening:	Provide preview and review of language and task expectations, use questioning to check for understanding of tasks, provide visually-supported key words and their meaning.
Speaking:	 Use sticks and spoons , type strategies to provide equity of voice, model language and expected language functions (how they should be using language), provide sentence frames using explaining/informing functions, provide opportunities for peer to peer interaction, provide sufficient wait time to allow students to formulate ideas in English, review chart of language cues for compare and contrast, add chart for ELA types such as idioms, similes, etc..
Reading:	Provide audio of text when applicable, model preview/predictions prior to reading, use buddy reading to support as needed, model and explain use of graphic organizers in response notebook, provide chart of vocab words with sketches/pictures, provide chart that models using maps, provide chart that models using text evidence.
Writing:	Use chart of language cues for explaining and informing, allow multiple options for students to share and represent their ideas using other languages, drawings, or sketches, provide graphic organizers to support writing, prior to writing give students opportunities to share and hear ideas to support writing (language rehearsal), add summative statements to chart of language cues.

TEXT 7 - The Forest Man

Core Text:



The Forest Man: the True Story of Jadav Payeng

by Anne Matheson and Kay Widdowson

Genre: Biography

Story Origin: India

Reading Interest Level: K-3

Lexile: 790

Guided Reading Level: N

[Reading Response Notebook](#)

Supporting Texts/Media for a Listening Library:

(see slide in student Reading Response Notebook as well)

- [Forest Man](#) - a documentary about his life.
- [The Boy Who Grew a Forest: The True Story of Jadav Payeng by Sophia Gohlz](#) (Can be used as a comparative text.)



TEXT 7 - The Forest Man

Core Values:

- Perseverance
- Community
- Responsibility
- Generosity

Lesson Narrative:

(from the back cover) “This is a true story of how one young boy dedicated his life to creating and cultivating an expansive forest that continues to this day. Jadav Payeng’s inspirational story shows how one person can make an impact and inspire others one tree at a time.”

Lesson Essential Questions:



- How can I as an individual make a difference in my community?
- How can others make a difference in their community and demonstrate their Core Values?

Comprehension Strategy:

When I reread:

- I find clues to the character’s actions that help me understand their values and character traits.
- I find clues in the text and illustrations that help me understand cause and effect relationships.

Vocabulary:

rustling, multitude, surrounded, monsoon, retreated, barren, sandbar, thrash, survive, sapling

Key Equity Term(s):

- Empowerment
- Culture and Ethic Identity



Anchor Standards: [see page 6 for descriptions](#)

Reading: Literature or Informational	Writing	Speaking Listening	Language
RL.2.1 RL.2.3 RL.2.6 RL.2.8 RL.2.2 RL.2.4 RL.2.7 RL.2.9	W.2.3 W.2.8 W.2.6	SL.2.1 SL.2.2	L.2.1 L.2.4 L.2.6 L.2.2 L.2.5

TEXT 7 - The Forest Man



Close Reading Lessons and Embedded Assessment

 [Reading Response Notebook: The Forest Man: the True Story of Jadav Payeng](#)

Word Meaning, Discussion Questions and Close Reading Questions:

1. At the beginning of the story, what words does the author use to describe the forest? The wind? And the trees? Use complete sentences in your answer.
2. Draw and describe the island where Jadav lived? Use lots of descriptive words.
3. How did the land change when the monsoons came each year?
4. Did this affect any living things on the island? If yes, how?
5. What else besides plants, did Jadav bring to the forest?
6. As time went by, how did the forest change? Use words, pictures and images to describe.

Science and Community Connections:

1. How has the weather impacted your community?
2. What noticeable changes do you see to the landforms or plants in your community as a result of weather?
3. Community Action: What has your community done to restore or mitigate any damage?

Cultural Connections:

1. What Core Values does Jadav demonstrate? Make a list and give an example from the text of one Core Value he demonstrated.
2. Draw and describe Jadav's daily routine. Include morning, midday afternoon and evening activities. (This could also be included as a sequencing activity with images where students put in order and could use words to describe what Jadav was doing.)

Social Studies Connection:

1. Find India on a map or globe. Where is it located?
2. Google India and share one thing you learned about the country.

TEXT 7 - The Forest Man


English Language Development Connections

 [Grades 2-3 ELD Standards](#)

Domain Focus: Reading & Writing

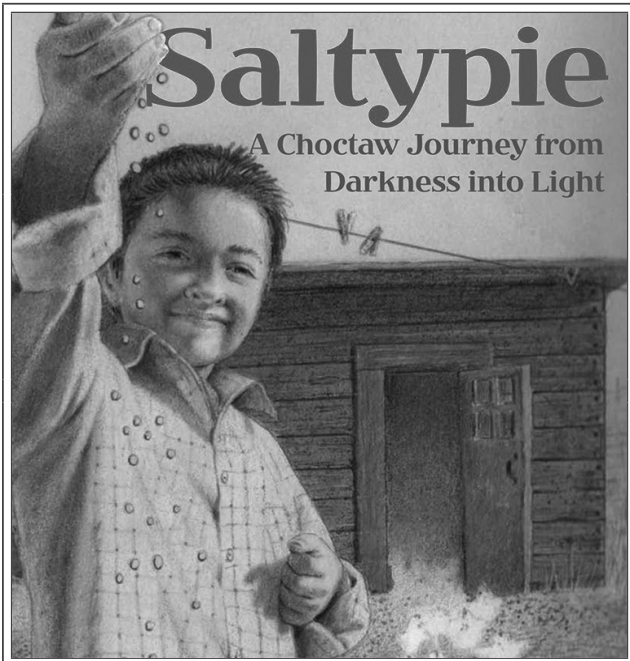
Key Language Use: Explain & Inform

Sheltering Strategies by Domain:

Listening:	Provide preview and review of language and task expectations, use questioning to check for understanding of tasks, provide visually-supported key words and their meaning.
Speaking:	 Use sticks and spoons , type strategies to provide equity of voice, model language and expected language functions (how they should be using language), provide sentence frames using explaining/informing functions, provide opportunities for peer to peer interaction, provide sufficient wait time to allow students to formulate ideas in English.
Reading:	Provide audio of text when applicable, model preview/predictions prior to reading, use buddy reading to support as needed, model and explain use of graphic organizers in response notebook, provide chart of vocab words with sketches/pictures, provide chart that models using text evidence, review chart that models using maps.
Writing:	Add chart for sequencing, use chart of language cues for explaining and informing, allow multiple options for students to share and represent their ideas using other languages, drawings, or sketches, provide graphic organizers to support writing, prior to writing give students opportunities to share and hear ideas to support writing (language rehearsal).

TEXT 8 - Saltypie

Core Text:



***Saltypie: A Choctaw Journey from
Darkness Into Light***

by Tim Tingle

Genre:	Narrative Nonfiction
Story Origin:	Choctaw Tribe, Oklahoma

Reading Interest Level:	Grades 2-7
Lexile:	500 L
Guided Reading Level:	not available

Supporting Texts/Media for a Listening Library:

 [Salty Pie](#)

Core Values:

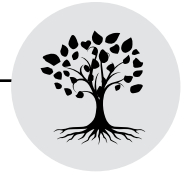
- Perseverance
- Community
- Responsibility
- Generosity
- Forgiveness

Lesson Narrative:

In this powerful family saga, author Tim Tingle tells the story of his family's move from Oklahoma Choctaw country to Pasadena, TX. Spanning 50 years, *Saltypie* describes the problems encountered by his Choctaw grandmother—from her orphan days at an Indian boarding school to hardships encountered in her new home on the Gulf Coast.

TEXT 8 - Saltypie

Lesson Essential Question:



- How can others use their Core Values to demonstrate resilience and perseverance?

Comprehension Strategy:

When I reread:

- I find clues that help me understand the story in the key details and text clues.

Vocabulary:

cicada, arbor, scrunching, roosting, aroma, transplant, remarkable

Key Equity Term(s):

- Connections
- Resilience
- Compassion
- Community
- Culture and Ethic Identity



Anchor Standards: [see page 6 for descriptions](#)

Reading: Literature or Informational	Writing	Speaking Listening	Language
RL.2.1 RL.2.3 RL.2.6 RL.2.8 RL.2.2 RL.2.4 RL.2.7 RL.2.9	W.2.3 W.2.8 W.2.6	SL.2.1 SL.2.2	L.2.1 L.2.4 L.2.6 L.2.2 L.2.5



Close Reading Lessons and Embedded Assessment

Word Meaning, Discussion Questions and Close Reading Questions:

1. (Pre-Reading Launch) “We sat still as dawn.” Pause for a minute. Close your eyes. Relax. Listen. What do you hear? Use lots of descriptive language to describe. In this story you will hear many things. Listen for details of things you can hear and not always see as we read.
2. “That’s some kind of salty pie, that bee sting.” Mawmaw said. As we read, listen for how salty pie is used. What do you think it means?
3. (Text Details) How did the boy pick out which eggs were bad?
4. (Text Details) What happened to Mawmaw when she left Oklahoma to move to Texas?
5. (Inference) Why do you think Mawmaw puts her thumbs in the coffee cups?
6. (Key Details/ Text Clues) The boy did not know she was blind until the coffee cup incident. Look back in the text. What clues does the author provide that might tell us?
Teacher Prep: Provide the students with four boxes to record their answers either as a group or individually. There were at least four specific incidents.
7. (Key Details and Text Clues) “At Mawmaw’s it always seemed that if you waited quietly, you could know things that ought to be known, hidden in the sounds.” Are there any examples of that in the text? Hint: Think back to how MAwmaW knew there were bees or that the eggs were bad.
8. (Analysis) What does “salty pie” mean?
9. (Analysis) At the end of the story there is no more salty pie. What happened to change that?
10. (Personal Connection) How do you deal with trouble? What are some strategies you use?
11. Who is telling the story? Who is the narrator? How old is the boy at the beginning of the story? If he is 6 years old, how do you think he knows the parts of the story before he was born? **Guide students through discussion to think about how and when do families share stories.**

Core Value Connections:


What Core Values did you notice any of the main characters demonstrate? Cite specific examples from the text.

English Language Development Connections

 [Grades 2-3 ELD Standards](#)

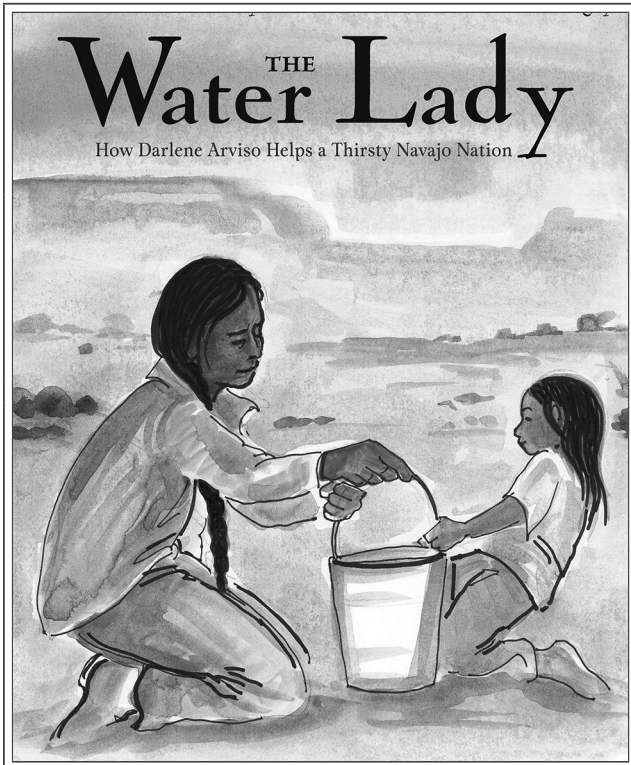
Domain Focus:	Reading & Writing
Key Language Use:	Explain & Inform

Sheltering Strategies by Domain:

Listening:	Provide preview and review of language and task expectations, use questioning to check for understanding of tasks, provide visually-supported key words and their meaning.
Speaking:	 Use sticks and spoons , type strategies to provide equity of voice, model language and expected language functions (how they should be using language), provide sentence frames using explaining/informing functions, provide opportunities for peer to peer interaction, provide sufficient wait time to allow students to formulate ideas in English, review chart for ELA types such as idioms, similes, etc. add synonyms.
Reading:	Provide audio of text when applicable, model preview/predictions prior to reading, use buddy reading to support as needed, model and explain use of graphic organizers in response notebook, provide chart of vocab words with sketches/pictures, provide chart that models using key details/text clues.
Writing:	Use chart of language cues for explaining and informing, allow multiple options for students to share and represent their ideas using other languages, drawings, or sketches, provide graphic organizers to support writing, prior to writing give students opportunities to share and hear ideas to support writing (language rehearsal).

TEXT 9 - The Water Lady

Core Text:



The Water Lady: How Darlene Arviso Helps a Thirsty Nation

by Alice B. McGinty

Genre:	Narrative Nonfiction
Story Origin:	Navajo Nation

Reading Interest Level: Grades 1-4

Lexile: 640

Guided Reading Level: N

Supporting Texts/Media for a Listening Library:

- 📺 [The Navajo Water Lady](#) - a CBS documentary about Darlene Arviso (*Time 8 minutes 20 seconds)
- 📺 [The Water Lady - How Darlene Arviso Helps a Thirsty Navajo Nation by Alice B McGinty](#)

Core Values:

- Respect
- Community
- Generosity
- Perseverance

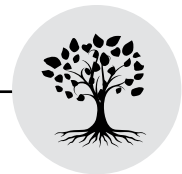
TEXT 9 - The Water Lady

Lesson Narrative:

This inspiring picture book tells the true story of a woman who brings desperately needed water to families on the Navajo reservation every day.

Underneath the New Mexico sky, a Navajo boy named Cody finds that his family’s barrels of water are empty. He checks the chicken coop-- nothing. He walks down the road to the horses’ watering hole. Dry. Meanwhile, a few miles away, Darlene Arviso drives a school bus and picks up students for school. After dropping them off, she heads to another job: she drives her big yellow tanker truck to the water tower, fills it with three thousand gallons of water, and returns to the reservation, bringing water to Cody’s family, and many, many others. Here is the incredible and inspiring true story of a Native American woman who continuously gives back to her community and celebrates her people. (Amazon)

Lesson Essential Question:



- How can an individual make a difference in a small community?

Comprehension Strategy:

When I reread:

- I find clues that help me understand story sequence and key ideas and details.
- I am able to compare and contrast the communities in the story to other communities that I am familiar with.

Vocabulary:

reservation, blaze, scorching, hatch, muffles



Anchor Standards: [see page 6 for descriptions](#)

Reading: Literature or Informational	Writing	Speaking Listening	Language
👉 RL.2.1 👉 RL.2.3 👉 RL.2.6 👉 RL.2.8 👉 RL.2.2 👉 RL.2.4 👉 RL.2.7 👉 RL.2.9	👉 W.2.3 👉 W.2.8 👉 W.2.6	👉 SL.2.1 👉 SL.2.2	👉 L.2.1 👉 L.2.4 👉 L.2.6 👉 L.2.2 👉 L.2.5

TEXT 9 - The Water Lady

Key Equity Term(s):

- Empowerment
- Culture and Ethic Identity



Close Reading Lessons and Embedded Assessment

Word Meaning, Discussion Questions and Close Reading Questions:

1. What time of day is it at the beginning of the story, “Though the sun is still asleep”?
2. Why is water stored in a bucket and/or a barrel?
3. Why does Darlene Arviso consider herself blessed?
4. (Word Context) After many miles Darlene steers the truck onto a “ribbon of dirt.” “At the ribbon’s end, a small house sits.” What is a “ribbon of dirt”? Draw a picture and write a synonym.
5. (Prediction/ Inference) As Cody gets to his grandmother’s house, he’s worried. What is he worried about? Why is his grandmother not worried? What ideas do you have?
6. (inference) How did Grandma know water was coming? What story did she share?
7. (Sequence of Story Events) Darlene has a big job after driving the school bus. Draw and describe what she does, her daily routine.

Teacher Prep: Prepare a graphic with five boxes horizontally. Label each box as follows from left to right:

- Before Dawn
 - Morning
 - Midday
 - Afternoon
 - Evening
8. (Compare/ Contrast) How is water use different on the Rez than from a home with running water? Cite details and examples from the text.

Extension:

After reading Darlene’s story, what are some ways you can conserve and/or resume water in your home or community?

Core Value Connections:

1. How does Darlene demonstrate the Core Value of Generosity?
2. How does she contribute to Community?
3. What other Core Values do you see demonstrated in this story? By Dalrene or other characters in the story?


TEXT 9 - The Water Lady

English Language Development Connections

 [Grades 2-3 ELD Standards](#)

Domain Focus:	Reading & Writing
Key Language Use:	Explain & Inform

Sheltering Strategies by Domain:

Listening:	Provide preview and review of language and task expectations, use questioning to check for understanding of tasks, provide visually-supported key words and their meaning.
Speaking:	 Use sticks and spoons , type strategies to provide equity of voice, model language and expected language functions (how they should be using language), provide sentence frames using explaining/informing functions, provide opportunities for peer to peer interaction, provide sufficient wait time to allow students to formulate ideas in English, review chart for ELA types such as idioms, similes, etc. add synonyms, review chart of language cues for compare and contrast.
Reading:	Provide audio of text when applicable, model preview/predictions prior to reading, use buddy reading to support as needed, model and explain use of graphic organizers in response notebook, provide chart of vocab words with sketches/pictures, provide chart that models using key details/text clues.
Writing:	Use chart of language cues for explaining and informing, allow multiple options for students to share and represent their ideas using other languages, drawings, or sketches, provide graphic organizers to support writing, prior to writing give students opportunities to share and hear ideas to support writing (language rehearsal).

NATIVE LITERATURE PROGRAM DESIGN

2nd GRADE - UNIT 5

APPENDIX: Resources

TEXT 1 - *Biblioburro, A True Story from Columbia*


Essential Question:
How can people help out in their community?

STRATEGY: When I reread, I find clues in the text and illustrations.

Let's review the vocabulary.

- What do you think this story is about? What do these words mean?
- Let's use them in a sentence to illustrate their meaning.

idea across
villages lonely
insists borrow



Biblioburro

Essential Question:
How can people help out in their community?

When I reread, I find clues in the text and illustrations.

How do you know what Luis thinks of his journey before it starts? What does his wife Diana think?

Picture Clue or Text Evidence	What does this tell you?
Luis	
Diana	

PREDICT: What do you think his journey will be like?

Biblioburro

Essential Question:
How can people help out in their community?

When I reread, I find clues in the text and illustrations.



How do the children feel about their books and the Biblioburro? Cite 3 evidences from the text using pictures and words.

Response Notebook

TEXT 2 - *Emmanuel's Dream; The True Story of Emmanuel Ofose Yeboah*

Emmanuel's Dream - Biography

Here are links to the story and videos of Emmanuel telling his own story.

<https://youtu.be/BHUDh82sZYs>

https://youtu.be/ZOH6_lcpT60?si=IZkyDQysOMIj32Gi

Emmanuel's Dream

Essential Questions: How can I as an individual make a difference in my community? How can others make a difference in their community and demonstrate their Core Values?

When I reread:

- I find clues to the character's actions that help me understand their values and character traits.
- I think about how the text connects to my life and to other texts that I have experienced.

1. In the beginning of the story, how was Emmanuel different from other babies and children?

Discussion and Comprehension Questions: Look for clues and text evidence.

2. Names often have meanings. What does Emmanuel mean?

Emmanuel's Dream

Essential Questions: How can I as an individual make a difference in my community? How can others make a difference in their community and demonstrate their Core Values?

When I reread:

- I find clues to the character's actions that help me understand their values and character traits.
- I think about how the text connects to my life and to other texts that I have experienced.

3. What challenges did Emmanuel face in doing everyday things that other children don't often experience? Cite 2 examples from the text in either pictures or words.

4. How did Emmanuel get his classmates to play with him at school?

Discussion and Comprehension Questions: Look for clues and text evidence.

What does this tell us about Emmanuel's character traits?

Reading Response Notebook

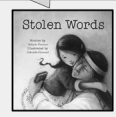
TEXT 3 - *Stolen Words*

Social Studies Connection

1. Find the Cree Nation on a map. Where is it located?

Stolen Words

Here is a link to the story online.



<https://youtu.be/GJxpzVVRc7w>

Stolen Words

Essential Questions: How can I as an individual make a difference in my community? How can others make a difference in their community and demonstrate their Core Values?

When I reread:

- I find clues to the character's actions that help me understand their values and character traits.
- I think about how the text connects to my life and to other texts that I have experienced.

1. What does it mean to "lose" words?

1. How did her grandfather lose his words?

Discussion Questions and Word Meaning: Look for clues and text evidence.

3. When grandfather touched her "innocent" face, what did he mean by "innocent"?

Stolen Words

Essential Questions: How can I as an individual make a difference in my community? How can others make a difference in their community and demonstrate their Core Values?

When I reread:

- I find clues to the character's actions that help me understand their values and character traits.
- I think about how the text connects to my life and to other texts that I have experienced.

CORE VALUE CONNECTIONS

How does the little girl demonstrate the Core Values of Generosity and Compassion? Cite examples from the text in your answer in either pictures or words.

Reading Response Notebook

NATIVE LITERATURE PROGRAM DESIGN

2nd GRADE - UNIT 5

APPENDIX: Resources

TEXT 4 - Malala's Magic Pencil

Social Studies Connection

1. Find Pakistan on a map. Is it far away from where you live? Where is it located?

Malala's Magic Pencil

Here is a link to the story online.

Malala's Magic Pencil | Malala Yousafzai tells us about her children's book https://youtu.be/ab7J_SlIdg

Human Rights Story Corner: Malala's Magic Pencil <https://youtu.be/yVLwIrlmq64>

Social Studies Connection

Compare and contrast Malala's country and community to your own using a Venn diagram. How are they the same and how are they different?

Malala's Magic Pencil

Pakistan

Your Country

Malala's Magic Pencil

Essential Questions: How can I as an individual make a difference in my community? How can others make a difference in their community and demonstrate their Core Values?

When I reread:

- I find clues to the character's actions that help me understand their values and character traits.
- I find clues in the text and illustrations.

Discussion Questions and Word Meaning

Look for clues and text evidence.

1. How does Malala describe the Magic Pencil at the beginning of the story? Cite specific details from the text in pictures and/or words.

2. (Personal Connection) If you had a magic pencil, what would you make it do?

Reading Response Notebook

TEXT 5/6 - When I Was Eight - Not My Girl

Traditional School Learning	Cultural and Community Learning

Summative Statement: In the space below, write a summative statement, including 2 or more text examples on Ojibwa learning and education.

T-chart

TEXT 8 - The Forest Man: the True Story of Jadav Payeng

The Forest Man

Let's review the vocabulary.

1. What do you think this story is about?
2. What do these words mean?
3. As we read, listen for these words in context to learn more about their meaning.

1. rustling	7. sandbar
2. multitude	8. thrash
3. surrounded	9. survive
4. monsoon	10. sapling
5. retreated	Write a sentence with one of the new words.
6. barren	

When I reread:

- I find clues to the character's actions that help me understand their values and character traits.
- I find clues in the text and illustrations that help me understand cause and effect relationships.

Social Studies Connection

1. Find India on a map. Is it far away from where you live? Where is it located?

The Forest Man

Here is a link to hear a documentary about Jadav Payeng

Forest Man- a documentary about his life.

The Forest Man

Essential Questions: How can I as an individual make a difference in my community? How can others make a difference in their community and demonstrate their Core Values?

When I reread:

- I find clues to the character's actions that help me understand their values and character traits.
- I find clues in the text and illustrations that help me understand cause and effect relationships.

Discussion and Comprehension Questions and Word Meaning

Look for clues and text evidence.

1. At the beginning of the story, what words does the author use to describe the forest? The wind? And the trees? Use complete sentences in your answer.

2. Draw and describe the island where Jadav lives? Use lots of adjectives, descriptive words.

Reading Response Notebook