

AFTER THE STORM ASSESSMENT GUIDE: UNIT 1

KEY P Primary S1 Support 1 S2 Support 2
C1 Challenge 1 C2 Challenge 2 C3 Challenge 3

College and Career Readiness
Anchor Standard for Reading

CCRA.R.1 Cite Evidence
CCRA.R.4 Vocabulary
CCRA.R.7 Evaluate Diverse Content

CCRA.R.8 Evaluate Textual Claim
CCRA.W.1 Write Arguments to Support Claims
CCRA.W.2 Write Informative/ Explanatory Texts

UNIT 1: EMERGENCY MANAGEMENT

Unit Theme: Cooperation

Editor-in-Chief's Decision Point	Session	CCRA Standard for Reading	Assessment Readability	Assessment Word Count	Assessment Task	QuickWrite Activity <small>*Student Responses and Rubric provided for each unit</small>
Decide how best to get vital news and information out to the struggling community: tweet or post flyers.	Morning	CCRA.R.4	Grades 6-7	P 334 S1 218 C1 234 S2 139 C2 386	Replace the incorrect words or phrases with ones that suit the context and the message of the passages.	P Write an email to your staff reminding everyone about some of the dangers after the storm. C3 Read an initial paragraph from a story, and write a new paragraph telling what happens next.
	Midday	CCRA.R.7	Grades 5-8	P 382 S1 300 C1 355 S2 66 C2 N/A	Select relevant information to help complete the passages.	N/A
	Afternoon	CCRA.R.1	Grades 4-6	P 272* S1 236 C1 545 P 354** S2 90 C2 403 <small>*first passage **second passage</small>	Highlight or indicate claims, evidence, and both relevant and irrelevant details in the passages.	P Write a blog that readers about the new scam that has been going around.
	Evening	CCRA.W.2	N/A	N/A	N/A	Write a lead article for The Byte's homepage.

AFTER THE STORM ASSESSMENT GUIDE: UNIT 2

KEY **P** Primary **S1** Support 1 **S2** Support 2
C1 Challenge 1 **C2** Challenge 2 **C3** Challenge 3

College and Career Readiness
 Anchor Standard for Reading

CCRA.R.1 Cite Evidence
CCRA.R.4 Vocabulary
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UNIT 2: UNTOLD STORIES

Unit Theme: Perspectives

Editor-in-Chief's Decision Point	Session	CCRA Standard for Reading	Assessment Readability	Assessment Word Count	Assessment Task	QuickWrite Activity <small>*Student Responses and Rubric provided for each unit</small>
Decide whether to feature LaDonna's story or Ernie's blog post in the magazine.	Morning	CCRA.R.8	Grades 6-8	P 271 S1 214 C1 258 S2 97 C2 N/A	Highlight or indicate claims, evidence, and both relevant and irrelevant details in the passages.	P Writing Hilary an email in which you explain why the I.Z. Sims' editorial is not up to The Byte's standards. C3 Write an email in which you announce whether you will or will not publish Maggie's op-ed.
	Midday	CCRA.R.7	Grades 5-7	P 94 S1 205 C1 318 S2 44 C2 298	Highlight or indicate claims, evidence, and both relevant and irrelevant details in the passages.	P Write an email to Ernie letting him know which clues are helpful, and may lead him to Aziz. C3 Write an email giving your opinion of Ernie's summary and recommending improvements.
	Afternoon	CCRA.R.4	Grades 5-7	P 346 S1 197 C1 641 S2 27 C2 N/A	Replace the incorrect words or phrases with ones that suit the context and the message of the passages.	P Email LaDonna about the quality of her article and how it can be improved. C3 Help out LaDonna by writing about how you, as Editor-in-Chief, experienced the storm.
	Evening	CCRA.W.2	N/A	N/A	N/A	Write an op-ed about the city's recovery effort.

AFTER THE STORM ASSESSMENT GUIDE: UNIT 3

KEY **P** Primary **S1** Support 1 **S2** Support 2
C1 Challenge 1 **C2** Challenge 2 **C3** Challenge 3

College and Career Readiness
 Anchor Standard for Reading

CCRA.R.1 Cite Evidence
CCRA.R.4 Vocabulary
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UNIT 3: UNBIASED REPORTING

Unit Theme: Integrity

Editor-in-Chief's Decision Point	Session	CCRA Standard for Reading	Assessment Readability	Assessment Word Count	Assessment Task	QuickWrite Activity <small>*Student Responses and Rubric provided for each unit</small>
Decide whether to publish LaDonna's article or not.	Morning	CCRA.R.1	Grades 5-7	P 395* S1 216 C1 472 P 188** S2 72 C2 N/A <small>*first passage **second passage</small>	Highlight or indicate claims, evidence, and both relevant and irrelevant details in the passages.	N/A
	Midday	CCRA.R.4	Grades 6-9	P 276 S1 226 C1 391 S2 140 C2 301	Replace the incorrect words or phrases with ones that suit the context and the message of the passages.	P Write an apology for what a mess that "You're On Tour!" review was. C3 Write an ad that will get lots of readers interested in the upcoming series on religions practiced in Port Douglas.
	Afternoon	CCRA.R.8	Grades 6-9	P 484 S1 119 C1 227 S2 157 C2 225	Highlight or indicate claims, evidence, and both relevant and irrelevant details in the passages.	C3 Write an email to Hillary indicating a decision regarding Performing ArtWorks.
	Evening	CCRA.W.2	N/A	N/A	N/A	Write a memo to your staff that gives clear guidelines on how to search out and report the truth.

AFTER THE STORM ASSESSMENT GUIDE: UNIT 4

KEY P Primary S1 Support 1 S2 Support 2
C1 Challenge 1 C2 Challenge 2 C3 Challenge 3

College and Career Readiness
Anchor Standard for Reading

CCRA.R.1 Cite Evidence
CCRA.R.4 Vocabulary
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UNIT 4: FINANCIAL MANAGEMENT

Unit Theme: Responsibility

Editor-in-Chief's Decision Point	Session	CCRA Standard for Reading	Assessment Readability	Assessment Word Count	Assessment Task	QuickWrite Activity <small>*Student Responses and Rubric provided for each unit</small>
Decide whether to freeze salaries and cut freelancers or to put the website content behind a paywall.	Morning	CCRA.R.7	Grades 6-8	P 128 S1 89 C1 348 S2 58 C2 N/A	Select relevant information to help complete the passages.	P Write an email to Grace answering her question about which pieces of financial data The Daily Byte should most worry about. C3 Email the staff to help clear rumors regarding the financial health of the magazine.
	Midday	CCRA.R.8	Grades 5-8	P 274 S1 256 C1 303 S2 34 C2 83	Highlight or indicate claims, evidence, and both relevant and irrelevant details in the passages.	P Write an email to LaDonna about her request for a raise. C3 Write an email to Maggie, giving her your decision about the mobile app.
	Afternoon	CCRA.R.1	Grades 6-8	P 671 S1 281 C1 295 S2 23 C2 366	Highlight or indicate claims, evidence, and both relevant and irrelevant details in the passages.	P Write an email to Hilary telling her which strategies in the handout helped you solve The Byte's financial problems. C3 Write Ernie an email showing him your shopper's mind at work.
	Evening	CCRA.W.1	N/A	N/A	N/A	N/A

AFTER THE STORM ASSESSMENT GUIDE: UNIT 5

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College and Career Readiness
Anchor Standard for Reading

CCRA.R.1 Cite Evidence
CCRA.R.4 Vocabulary
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UNIT 5: STAFFING PLAN

Unit Theme: Responsibility

Editor-in-Chief's Decision Point	Session	CCRA Standard for Reading	Assessment Readability	Assessment Word Count	Assessment Task	QuickWrite Activity <small>*Student Responses and Rubric provided for each unit</small>
Decide whether to encourage Ernie to pursue a technology based career or to pursue something in writing.	Morning	CCRA.R.1	Grades 6-8	P 294 S1 451 C1 393 S2 106 C2 N/A	Highlight or indicate claims, evidence, and both relevant and irrelevant details in the passages.	N/A
	Midday	CCRA.R.8	Grades 5-7	P 417 S1 303 C1 431 S2 99 C2 283	Highlight or indicate claims, evidence, and both relevant and irrelevant details in the passages.	P Write an email to Ernie giving him feedback on his email to Grace. C3 Describe how Aziz does his job.
	Afternoon	CCRA.R.7	Grades 5-8	P 454 S1 196 C1 525 S2 56 C2 N/A	Select relevant information to help complete the passages.	C2 Write your response to Maggie regarding writing a profile on a Kitchen Soup volunteer every week.
	Evening	CCRA.W.2	N/A	N/A	N/A	Update your résumé so that it includes your experience here at The Daily Byte.