

# COMMUNITY IN CRISIS ACTIVITY MAP

## EPISODE 1 - IN THE DARK

ASSESSED ACTIVITY	LEXILE LEVEL	LITERACY TASK LEVEL	# OF ASSESSED ITEMS	STUDENT LEARNING OBJECTIVE	ASSESSED CCSS	ADDRESSED COLLEGE & CAREER CCSS	TEXT CONTENT AREA	NONFICTION TYPE (reading/writing)	ADDRESSED P21 21ST CENTURY SKILLS (in the role of Director)
Checking in on My Volunteers	All assessed texts in CIC are between 520L and 1010L, which falls within Grades 3-5 CCSS Text Measures.	MODERATE	7	Students will be able to use textual information to make decisions towards solving a problem.	RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	<a href="#">All activities in CIC address the Anchor Standards for Reading</a>	ELA	Notes and questions	<a href="#">Environmental Literacy: Outcome 1</a>
		SUPPORT	5						<a href="#">Critical Thinking &amp; Problem Solving: Make Judgments and Decisions: Outcome 4</a>
		ADVANCED PT 1	8						<a href="#">Information Literacy: Access and Evaluate Information: Outcome 2</a>
What To Do if You Find Feza	N/A	ADVANCED PT 2	4	N/A		<a href="#">All activities in CIC address the Anchor Standards for Language</a>		Steps in a process	<a href="#">Media Literacy: Analyze Media: Outcome 1</a> <a href="#">Initiative &amp; Self-Direction: Manage Goals and Time: Outcome 2</a>
Write an email stating your opinion.	N/A	QUICKWRITE	N/A	Based on textual information, students will be able to clearly restate an opinion and explain their reasoning in writing.	N/A		N/A	Opinion piece	<a href="#">Productivity &amp; Accountability: Manage Projects: Outcome 1</a> <a href="#">Leadership &amp; Responsibility: Guide and Lead Others: Outcome 1</a>

### CCSS TEXT COMPLEXITY (Click for Rubric)

QUALITATIVE MEASURES	EXCEEDINGLY COMPLEX	VERY COMPLEX	MODERATELY COMPLEX	SLIGHTLY COMPLEX	AVERAGE COMPLEXITY
Purpose					MODERATELY COMPLEX
Text Structure					
Language Features					
Knowledge Demands					

### UNASSESSED TEXT (NON-DIALOGUE)

LOCATION	TEXT	NONFICTION TYPE
Office Tablet	Storm of the Century: Powerful Hurricane Rips Through Port Douglas	Feature Article
Vistor's Area Job Board	Pawsome Dog Walkers Needed!	Job Listing
Consulting Office Bulletin Board	Bonjou Friends! (Re: Health Services Offered)	Public Health Initiatives



## EPISODE 2 - STRANDED!

ASSESSED ACTIVITY	LEXILE LEVEL	LITERACY TASK LEVEL	# OF ASSESSED ITEMS	STUDENT LEARNING OBJECTIVE	ASSESSED CCSS	ADDRESSED COLLEGE & CAREER CCSS	TEXT CONTENT AREA	NONFICTION TYPE (reading/writing)	ADDRESSED P21 21ST CENTURY SKILLS (in the role of Director)
Summary: "Rescue Dogs to the Rescue!"	All assessed texts in CIC are between 520L and 1010L, which falls within Grades 3-5 CCSS Text Measures.	MODERATE	8	Students will be able to draw on context clues and definitions to use words correctly.	RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.  VOCABULARY WORDS: Moderate: location, urban, technology, adapt, request, visible, assist, injure	<a href="#">All activities in CIC address the Anchor Standards for Reading</a>	Social Studies	Article summary	<a href="#">Global Awareness: Outcome 3</a>  <a href="#">Environmental Literacy: Outcome 1</a>  <a href="#">Creativity &amp; Innovation: Think Creatively: Outcome 3</a>
		SUPPORT	5						
		ADVANCED PT 1	10						
	N/A	ADVANCED PT 2	4	N/A	Support: location, urban, request, assist, injure  Advanced 1: location, urban, technology, adapt, request, visible, assist, injure, despite, resolve			<a href="#">All activities in CIC address the Anchor Standards for Language</a>	Interview question outline
Write an email giving and explaining a decision.	N/A	QUICKWRITE	N/A	Based on textual information, students will be able to clearly state and support a decision in writing.	N/A	N/A	N/A	Supported decision	<a href="#">Leadership &amp; Responsibility: Guide and Lead Others: Outcome 1</a>

### CCSS TEXT COMPLEXITY (See Rubric Here )

QUALITATIVE MEASURES	EXCEEDINGLY COMPLEX	VERY COMPLEX	MODERATELY COMPLEX	SLIGHTLY COMPLEX	AVERAGE COMPLEXITY
Purpose					SOMEWHAT COMPLEX
Text Structure					
Language Features					
Knowledge Demands					

### UNASSESSED TEXT (NON-DIALOGUE)

LOCATION	TEXT	NONFICTION TYPE
Office Tablet	Stranded: Hundreds Trapped in Fog Hollow	Feature Article
Hub Book	Port Douglas Area Shelters	Shelter Listing
Visitor's Area Job Board	Pawsome Dog Walkers Needed!	Job Listing
Vistor's Area Easel	Task Force Members (Re: Hurricane Help) / Dear Students: (Re: Cancelled Classes)	Notices to Clients
Classroom TV Monitor	Television Announcer: Welcome to Good Morning, Port Douglas	News Announcement
Consulting Office Bulletin Board	Bonjou Friends! (Re: Health Services Offered)	Public Health Initiatives



## EPISODE 3 - HOUSE AND HOME

ASSESSED ACTIVITY	LEXILE LEVEL	LITERACY TASK LEVEL	# OF ASSESSED ITEMS	STUDENT LEARNING OBJECTIVE	ASSESSED CCSS	ADDRESSED COLLEGE & CAREER CCSS	TEXT CONTENT AREA	NONFICTION TYPE (reading/writing)	ADDRESSED P21 21ST CENTURY SKILLS (in the role of Director)
Email from Gabe	All assessed texts in CIC are between 520L and 1010L, which falls within Grades 3-5 CCSS Text Measures.	MODERATE	8	Students will be able to draw on context clues and definitions to use words correctly.	RI.5.4 Vocabulary VOCABULARY WORDS: Moderate: communicate, focus, reject, approach, debate, convince, minor, incident	<a href="#">All activities in CIC address the Anchor Standards for Reading</a>	ELA	Email	<a href="#">Communication &amp; Collaboration: Communicate Clearly: Outcomes 1-2</a>
		SUPPORT	5		Support: communicate, reject, convince, minor, incident				<a href="#">Information Literacy: Access and Evaluate Information: Outcome 2</a>
		ADVANCED PT 1	10		Advanced 1: communicate, focus, reject, approach, debate, convince, minor, incident, cooperate, contradict				<a href="#">Flexibility &amp; Adaptability: Be Flexible: Outcome 3</a>
	N/A	ADVANCED PT 2	4	N/A	VOCABULARY WORDS: Advanced 2: sarcastic, dismiss, insignificant, collaborate	<a href="#">All activities in CIC address the Anchor Standards for Language</a>	Email with embedded responses	<a href="#">Initiative &amp; Self-Direction: Manage Goals and Time: Outcome 2</a>	
Write a list of tips for effective collaboration.	N/A	QUICKWRITE	N/A	Students will be able to take ideas from a text and, in writing, apply them to a broader context.	N/A	N/A	List of tips	<a href="#">Leadership &amp; Responsibility: Guide and Lead Others: Outcome 1</a>	

### CCSS TEXT COMPLEXITY (See Rubric Here )

QUALITATIVE MEASURES	EXCEEDINGLY COMPLEX	VERY COMPLEX	MODERATELY COMPLEX	SLIGHTLY COMPLEX	AVERAGE COMPLEXITY
Purpose					SLIGHTLY COMPLEX
Text Structure					
Language Features					
Knowledge Demands					

### UNASSESSED TEXT (NON-DIALOGUE)

LOCATION	TEXT	NONFICTION TYPE
Office Tablet	Out in the Cold: Hundreds Need Housing After the Storm	Feature Article
Office Radio	Radio Announcer: Dante Got You Down?	Radio Advertisement
Hub Book	Port Douglas Area Shelters	Shelter Listing
Visitor's Area Job Board	Pawsome Dog Walkers Needed!	Job Listing
Visitor's Area Easel	Task Force Members (Re: Hurricane Help) / Dear Students: (Re: Cancelled Classes)	Notices to Clients
Consulting Office Bulletin Board	Bonjou Friends! (Re: Health Services Offered)	Public Health Initiatives
Park Tree	City of Port Douglas: Park Cleanup	Flier



## EPISODE 4 - A JOB TO DO

ASSESSED ACTIVITY	LEXILE LEVEL	LITERACY TASK LEVEL	# OF ASSESSED ITEMS	STUDENT LEARNING OBJECTIVE	ASSESSED CCSS	ADDRESSED COLLEGE & CAREER CCSS	TEXT CONTENT AREA	NONFICTION TYPE (reading/writing)	ADDRESSED P21 21ST CENTURY SKILLS (in the role of Director)
Hurricane Dante Job Board	All assessed texts in CIC are between 520L and 1010L, which falls within Grades 3-5 CCSS Text Measures.	MODERATE	8	Students will be able to identify information for a particular purpose.	RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	All activities in CIC address the Anchor Standards for Reading	Career & Social Studies	Job posts	<a href="#">Financial, Economic, Business &amp; Entrepreneurial Literacy: Outcome 2</a>
		SUPPORT	5						<a href="#">Creativity &amp; Innovation: Work Creatively With Others: Outcome 1</a>
		ADVANCED PT 1	8						<a href="#">Information Literacy: Access and Evaluate Information: Outcome 2</a>
	N/A	ADVANCED PT 2	5	N/A	All activities in CIC address the Anchor Standards for Language	<a href="#">Information &amp; Communications Technology Literacy: Apply Technology Effectively: Outcome 1</a>			
Write an announcement.	N/A	QUICKWRITE	N/A	Using textual information, students will be able to write a simple and accurate announcement.	N/A	N/A	Public announcement	<a href="#">Flexibility &amp; Adaptability: Adapt to Change: Outcome 2</a>	

### CCSS TEXT COMPLEXITY (See Rubric Here)

QUALITATIVE MEASURES	EXCEEDINGLY COMPLEX	VERY COMPLEX	MODERATELY COMPLEX	SLIGHTLY COMPLEX	AVERAGE COMPLEXITY
Purpose					VERY COMPLEX
Text Structure					
Language Features					
Knowledge Demands					

### UNASSESSED TEXT (NON-DIALOGUE)

LOCATION	TEXT	NONFICTION TYPE
Office Laptop	Email from Board of Directors (Re: Communications Associate)	Formal Business Email
Office Tablet	Job Hunt: Citizens Looking for Work After Dante	Feature Article
Office Radio	Radio Announcer: It's an Absolutely Gorgeous Fall Day	Radio Weather Report
Visitor's Area Easel	Come One, Come All, to the Superfun Carnival Blast!	Event Notice
Consulting Office Bulletin Board	Bonjou Friends! (Re: Health Services Offered)	Public Health Initiatives
Park Tree	Superfun Carnival Blast!	Flier Advertisement



## EPISODE 5 - NOT IT

ASSESSED ACTIVITY	LEXILE LEVEL	LITERACY TASK LEVEL	# OF ASSESSED ITEMS	STUDENT LEARNING OBJECTIVE	ASSESSED CCSS	ADDRESSED COLLEGE & CAREER CCSS	TEXT CONTENT AREA	NONFICTION TYPE (reading/writing)	ADDRESSED P21 21ST CENTURY SKILLS (in the role of Director)
Herb Benson Intake Notes	All assessed texts in CIC are between 520L and 1010L, which falls within Grades 3-5 CCSS Text Measures.	MODERATE	10	Students will be able to classify information into specified categories.	RI.5.8 Textual Evidence	All activities in CIC address the Anchor Standards for Reading	ELA/Science	Notes	Health Literacy: Outcomes 1-2
		SUPPORT	8						Information Literacy: Access and Evaluate Information: Outcome 2
		ADVANCED PT 1	10						Initiative & Self-Direction: Manage Goals and Time: Outcome 2
	N/A	ADVANCED PT 2	4	N/A	Social & Cross-Cultural Skills: Work Effectively in Diverse Teams: Outcome 3				
Write an email to the staff.	N/A	QUICKWRITE	N/A	Students will be able to clearly state the purpose of following an identified procedure.	N/A	All activities in CIC address the Anchor Standards for Language	N/A	Procedures memo	Leadership & Responsibility: Guide and Lead Others: Outcome 1

### CCSS TEXT COMPLEXITY (See Rubric Here )

QUALITATIVE MEASURES	EXCEEDINGLY COMPLEX	VERY COMPLEX	MODERATELY COMPLEX	SLIGHTLY COMPLEX	AVERAGE COMPLEXITY
Purpose					MODERATELY COMPLEX
Text Structure					
Language Features					
Knowledge Demands					

### UNASSESSED TEXT (NON-DIALOGUE)

LOCATION	TEXT	NONFICTION TYPE
Office Tablet	Stress Case: Citizens Still Hurting After Dante	Feature Article
Office Radio	Radio Announcer: Winter Will Be Here Before We Know It	Radio Weather Report
Visitor's Area Job Board	Bulldozer Drivers Want / Engineers Wanted	Job Listings
Visitor's Area Easel	Task Force Members (Re: Park Cleanup)	Notice to Clients
Consulting Office Bulletin Board	Bonjour Friends! (Re: Health Services Offered)	Public Health Initiatives
Park Tree	Youth Task Force: Park Cleanup	Flier



## EPISODE 6 - FOOD RULES!

ASSESSED ACTIVITY	LEXILE LEVEL	LITERACY TASK LEVEL	# OF ASSESSED ITEMS	STUDENT LEARNING OBJECTIVE	ASSESSED CCSS	ADDRESSED COLLEGE & CAREER CCSS	TEXT CONTENT AREA	NONFICTION TYPE (reading/writing)	ADDRESSED P21 21ST CENTURY SKILLS (in the role of Director)
Can Bosses Ban Sugar in the Workplace?	All assessed texts in CIC are between 520L and 1010L, which falls within Grades 3-5 CCSS Text Measures.	MODERATE	8	Students will be able to draw on context clues and definitions to use words correctly.	RI.5.4 Vocabulary	<a href="#">All activities in CIC address the Anchor Standards for Reading</a>	Social Studies	Article with glossary entries	<a href="#">Civic Literacy: Outcome 2</a>
		SUPPORT	5		VOCABULARY WORDS: Moderate: challenge, conclusion, require, measure, especially, adjust, hostile, negotiate				<a href="#">Health Literacy: Outcome 2</a>
		ADVANCED PT 1	10		Support: challenge, conclusion, require, hostile, negotiate  Advanced 1: challenge, conclusion, require, measure, especially, adjust, hostile, negotiate, acknowledge, principle				<a href="#">Creativity &amp; Innovation: Work Creatively With Others: Outcome 2</a>  <a href="#">Communication &amp; Collaboration: Collaborate With Others: Outcome 2</a>
N/A	ADVANCED PT 2	5	N/A	RI.5.8 Textual Evidence		List of reasons	<a href="#">Information Literacy: Access and Evaluate Information: Outcome 2</a>		
Write an email about improving office communication.	N/A	QUICKWRITE	N/A	Students will be able to take ideas from a text and, in writing, apply them to a broader context.	N/A	<a href="#">All activities in CIC address the Anchor Standards for Language</a>	N/A	Tips	<a href="#">Initiative &amp; Self-Direction: Manage Goals and Time: Outcome 2</a>  <a href="#">Leadership &amp; Responsibility: Guide and Lead Others: Outcome 1</a>

### CCSS TEXT COMPLEXITY (See Rubric Here)

QUALITATIVE MEASURES	EXCEEDINGLY COMPLEX	VERY COMPLEX	MODERATELY COMPLEX	SLIGHTLY COMPLEX	AVERAGE COMPLEXITY
Purpose					MODERATELY COMPLEX
Text Structure					
Language Features					
Knowledge Demands					

### UNASSESSED TEXT (NON-DIALOGUE)

LOCATION	TEXT	NONFICTION TYPE
Office Tablet	Weighty Problems: Obesity on the Rise in Port Douglas	Feature Article
Hub Book	The Bacon Lover's Cookbook	Table of Contents
Hub Computer	Red Velvet Cake Recipe	Recipe
Visitor's Area Job Board	Bulldozer Drivers Wanter / Engineers Wanted	Job Listings
Visitor's Area Easel	Dear Friends (Re: Health and Nutrition)	Nutrition Tips
Consulting Office Bulletin Board	Bonjou Friends! (Re: Health Services Offered)	Public Health Initiatives



## EPISODE 7 - SOWING THE SEEDS

ASSESSED ACTIVITY	LEXILE LEVEL	LITERACY TASK LEVEL	# OF ASSESSED ITEMS	STUDENT LEARNING OBJECTIVE	ASSESSED CCSS	ADDRESSED COLLEGE & CAREER CCSS	TEXT CONTENT AREA	NONFICTION TYPE (reading/writing)	ADDRESSED P21 21ST CENTURY SKILLS (in the role of Director)
Email from Clive Ellis	All assessed texts in CIC are between 520L and 1010L, which falls within Grades 3-5 CCSS Text Measures.	MODERATE	8	Students will be able to classify information into specified categories.	RI.5.8 Textual Evidence	<a href="#">All activities in CIC address the Anchor Standards for Reading</a>	Social Studies	Marketing plan and task list	<a href="#">Financial, Economic, Business &amp; Entrepreneurial Literacy: Outcome 3</a>
		SUPPORT	5						<a href="#">Health Literacy: Outcome 2</a>
		ADVANCED PT 1	8						<a href="#">Information Literacy: Access and Evaluate Information: Outcome 2</a>
	N/A	ADVANCED PT 2	4	N/A				List of questions	<a href="#">Information &amp; Communications Technology Literacy: Apply Technology Effectively: Outcome 1</a>
Write an invitation to celebrate the opening of the Community Garden.	N/A	QUICKWRITE	N/A	Using specified criteria, students will be able to write an event invitation.	N/A	<a href="#">All activities in CIC address the Anchor Standards for Language</a>	N/A	Party invitation	<a href="#">Media Literacy: Create Media Products: Outcome 1</a> <a href="#">Initiative &amp; Self-Direction: Manage Goals and Time: Outcome 2</a> <a href="#">Social &amp; Cross-Cultural Skills: Interact Effectively With Others: Outcome 1</a> <a href="#">Leadership &amp; Responsibility: Guide and Lead Others: Outcome 1</a>

### CCSS TEXT COMPLEXITY (See Rubric Here)

QUALITATIVE MEASURES	EXCEEDINGLY COMPLEX	VERY COMPLEX	MODERATELY COMPLEX	SLIGHTLY COMPLEX	AVERAGE COMPLEXITY
Purpose					SLIGHTLY COMPLEX
Text Structure					
Language Features					
Knowledge Demands					

### UNASSESSED TEXT (NON-DIALOGUE)

LOCATION	TEXT	NONFICTION TYPE
Office Tablet	In Bloom: Signs of Spring Appearing in Port Douglas	Feature Article
Hub Book	Ideas for your Community Garden	FAQ
Visitor's Area Job Board	Landscapers Wanted / Social Media Interns Needed	Job Listings
Visitor's Area Easel	Common Ground Garden Committee Members (Re: Work on Garden)	Notice



## EPISODE 8 - A STAR IS BORN

ASSESSED ACTIVITY	LEXILE LEVEL	LITERACY TASK LEVEL	# OF ASSESSED ITEMS	STUDENT LEARNING OBJECTIVE	ASSESSED CCSS	ADDRESSED COLLEGE & CAREER CCSS	TEXT CONTENT AREA	NONFICTION TYPE (reading/writing)	ADDRESSED P21 21ST CENTURY SKILLS (in the role of Director)
Who Will Be Common Ground's Spokesperson?	All assessed texts in CIC are between 520L and 1010L, which falls within Grades 3-5 CCSS Text Measures.	MODERATE	7	Based on their understanding of content presented in multiple forms, students will be able to improve on a presentation.	RI.5.9 Integrate Information	<a href="#">All activities in CIC address the Anchor Standards for Reading</a>	ELA	Draft slide presentation	<a href="#">Critical Thinking &amp; Problem Solving: Reason Effectively: Outcome 1</a>
		SUPPORT	5						<a href="#">Information Literacy: Access and Evaluate Information: Outcome 2</a>
		ADVANCED PT 1	8						<a href="#">Initiative &amp; Self-Direction: Manage Goals and Time: Outcome 2</a>
	N/A	ADVANCED PT 2	4	N/A	N/A	Slide presentation	<a href="#">Leadership &amp; Responsibility: Guide and Lead Others: Outcome 1</a>		
Write a summary of key points.	N/A	QUICKWRITE	N/A	Students will be able to write an effective summary of key points.	N/A	<a href="#">All activities in CIC address the Anchor Standards for Language</a>	N/A	Summary	<a href="#">Leadership &amp; Responsibility: Guide and Lead Others: Outcome 1</a>

### CCSS TEXT COMPLEXITY (See Rubric Here)

QUALITATIVE MEASURES	EXCEEDINGLY COMPLEX	VERY COMPLEX	MODERATELY COMPLEX	SLIGHTLY COMPLEX	AVERAGE COMPLEXITY
Purpose					MODERATELY COMPLEX
Text Structure					
Language Features					
Knowledge Demands					

### UNASSESSED TEXT (NON-DIALOGUE)

LOCATION	TEXT	NONFICTION TYPE
Office Tablet	Metro Morning Says "Thanks": Local Television Show to Focus on "Hurricane Helpers"	Feature Article
Office Laptop	Email from Metro Morning (Re: Invite to Show)	Formal Business Email
Visitor's Area Job Board	Landscapers Wanted / Social Media Interns Needed	Job Listings
Visitor's Area Easel	Curious about the Common Ground Community Center?	Services Overview
Consulting Office Bulletin Board	Bonjou Friends! (Re: Health Services Offered)	Public Health Initiatives
Coffee Shop Bulletin Board	Calling All Future Television Stars	Flier





## EPISODE 9 - MEDICAL MYSTERY

ASSESSED ACTIVITY	LEXILE LEVEL	LITERACY TASK LEVEL	# OF ASSESSED ITEMS	STUDENT LEARNING OBJECTIVE	ASSESSED CCSS	ADDRESSED COLLEGE & CAREER CCSS	TEXT CONTENT AREA	NONFICTION TYPE (reading/writing)	ADDRESSED P21 21ST CENTURY SKILLS (in the role of Director)
Animal Safety Tips	All assessed texts in CIC are between 520L and 1010L, which falls within Grades 3-5 CCSS Text Measures.	MODERATE	8	Students will be able to classify information and identify irrelevant details.	RI.5.8 Textual Evidence	<a href="#">All activities in CIC address the Anchor Standards for Reading</a>	ELA	List of tips	<a href="#">Health Literacy: Outcomes 1-2</a>
		SUPPORT	5						<a href="#">Critical Thinking &amp; Problem Solving: Solve Problems: Outcome 1</a>
		ADVANCED PT 1	8						<a href="#">Information Literacy: Access and Evaluate Information: Outcome 2</a>
	N/A	ADVANCED PT 2	4	N/A	List of tips and embedded questions			<a href="#">Initiative &amp; Self-Direction: Manage Goals and Time: Outcome 2</a>	
Write tips to the office.	N/A	QUICKWRITE	N/A	Students will be able to take ideas from a text and, in writing, apply them to a broader context.	N/A	<a href="#">All activities in CIC address the Anchor Standards for Language</a>	N/A	Tips/Bulletin board notice	<a href="#">Leadership &amp; Responsibility: Guide and Lead Others: Outcome 1</a>

### CCSS TEXT COMPLEXITY (See Rubric Here)

QUALITATIVE MEASURES	EXCEEDINGLY COMPLEX	VERY COMPLEX	MODERATELY COMPLEX	SLIGHTLY COMPLEX	AVERAGE COMPLEXITY
Purpose					SLIGHTLY COMPLEX
Text Structure					
Language Features					
Knowledge Demands					

### UNASSESSED TEXT (NON-DIALOGUE)

LOCATION	TEXT	NONFICTION TYPE
Office Tablet	Hidden Hazzard: Mold Can Cause Illness	Feature Article
Visitor's Area Job Board	Landscapers Wanted / Social Media Interns Needed	Job Listings
Visitor's Area Easel	Storm Still on Your Mind?	Notice to Clients
Consulting Office Bulletin Board	Bonjou Friends! (Re: Health Services Offered)	Public Health Initiatives
Park Tree	Dog Training	Flier Advertisement



## EPISODE 10 - TRUST ME

ASSESSED ACTIVITY	LEXILE LEVEL	LITERACY TASK LEVEL	# OF ASSESSED ITEMS	STUDENT LEARNING OBJECTIVE	ASSESSED CCSS	ADDRESSED COLLEGE & CAREER CCSS	TEXT CONTENT AREA	NONFICTION TYPE (reading/writing)	ADDRESSED P21 21ST CENTURY SKILLS (in the role of Director)
Volunteers: The Heart of a Community Service Organization	All assessed texts in CIC are between 520L and 1010L, which falls within Grades 3-5 CCSS Text Measures.	MODERATE	8	Based on their understanding of content presented in multiple forms, students will be able to improve on a presentation.	RI.5.9 Integrate Information	<a href="#">All activities in CIC address the Anchor Standards for Reading</a>	Social Studies & Career	Multimedia Presentation	<a href="#">Financial, Economic, Business &amp; Entrepreneurial Literacy: Outcome 3</a>
		SUPPORT	5						<a href="#">Civic Literacy: Outcome 1</a>
		ADVANCED PT 1	10						<a href="#">Communication &amp; Collaboration: Communicate Clearly: Outcome 4</a>
	N/A	ADVANCED PT 2	4	N/A	<a href="#">Information Literacy: Access and Evaluate Information: Outcome 2</a>	<a href="#">Initiative &amp; Self-Direction: Manage Goals and Time: Outcome 2</a>			
Write a formal thank-you note to a staff member.	N/A	QUICKWRITE	N/A	Using specified criteria, students will be able to write a formal thank-you note.	N/A	<a href="#">All activities in CIC address the Anchor Standards for Language</a>	N/A	Thank-you note	<a href="#">Leadership &amp; Responsibility: Guide and Lead Others: Outcome 1</a>

### CCSS TEXT COMPLEXITY (See Rubric Here )

QUALITATIVE MEASURES	EXCEEDINGLY COMPLEX	VERY COMPLEX	MODERATELY COMPLEX	SLIGHTLY COMPLEX	AVERAGE COMPLEXITY
Purpose					MODERATELY COMPLEX
Text Structure					
Language Features					
Knowledge Demands					

### UNASSESSED TEXT (NON-DIALOGUE)

LOCATION	TEXT	NONFICTION TYPE
Office Tablet	On Guard: Crime on the Rise in Port Douglas	Feature Article
Visitor's Area Job Board	Gardeners Wanted / Financial Counselors Needed	Job Listings
Hub Computer	EZ Cam Cameras Make Security Easy!	Webpage / Advertisement
Consulting Office Computer	Looking for a Security Solution? Look No Further Than Rent-a-Guard!	Webpage
Coffee Shop Bulletin Board	Dear Cadman Perk Customers (Re: Theft)	Notice



## EPISODE 11 - MONEY TROUBLES

ASSESSED ACTIVITY	LEXILE LEVEL	LITERACY TASK LEVEL	# OF ASSESSED ITEMS	STUDENT LEARNING OBJECTIVE	ASSESSED CCSS	ADDRESSED COLLEGE & CAREER CCSS	TEXT CONTENT AREA	NONFICTION TYPE (reading/writing)	ADDRESSED P21 21ST CENTURY SKILLS (in the role of Director)
The People Speak	All assessed texts in CIC are between 520L and 1010L, which falls within Grades 3-5 CCSS Text Measures.	MODERATE	8	Students will be able to draw on context clues and definitions to use words correctly.	RI.5.4 Vocabulary VOCABULARY WORDS: Moderate: security, official, traditional, crew, documentary, adorn, helium, examine Support: official, traditional, crew, examine Advanced 1: security, official, traditional, crew, documentary, adorn, helium, examine, conduct, meanwhile	<a href="#">All activities in CIC address the Anchor Standards for Reading</a>	Social Studies & ELA	Blog Post	<a href="#">Civic Literacy: Outcome 1</a>
		SUPPORT	5		<a href="#">Critical Thinking &amp; Problem Solving: Reason Effectively: Outcome 1</a>				
		ADVANCED PT 1	10		<a href="#">Information Literacy: Access and Evaluate Information: Outcome 2</a>				
	N/A	ADVANCED PT 2	5	N/A	VOCABULARY WORDS: Advanced 2: barricade, enigmatic, production, confetti, banner	<a href="#">All activities in CIC address the Anchor Standards for Language</a>	<a href="#">Initiative &amp; Self-Direction: Manage Goals and Time: Outcome 2</a>		
Draw a conclusion and support it with evidence.	N/A	QUICKWRITE	N/A	Based on textual information, students will be able to select and support a given theory in writing.	N/A	N/A	Email	<a href="#">Leadership &amp; Responsibility: Guide and Lead Others: Outcome 1</a>	

### CCSS TEXT COMPLEXITY (See Rubric Here )

QUALITATIVE MEASURES	EXCEEDINGLY COMPLEX	VERY COMPLEX	MODERATELY COMPLEX	SLIGHTLY COMPLEX	AVERAGE COMPLEXITY
Purpose					MODERATELY COMPLEX
Text Structure					
Language Features					
Knowledge Demands					

### UNASSESSED TEXT (NON-DIALOGUE)

LOCATION	TEXT	NONFICTION TYPE
Office Tablet	Money Troubles: Hundreds Still Waiting for Insurance Checks	Feature Article
Visitor's Area Job Board	Gardeners Wanted / Financial Counselors Needed	Job Listings
Consulting Office Computer	Email from GuardAll Home Insurance (Re: Insurance Claim #142998)	Email



**EPISODE 12 - TROOTH T3LL3R**

ASSESSED ACTIVITY	LEXILE LEVEL	LITERACY TASK LEVEL	# OF ASSESSED ITEMS	STUDENT LEARNING OBJECTIVE	ASSESSED CCSS	ADDRESSED COLLEGE & CAREER CCSS	TEXT CONTENT AREA	NONFICTION TYPE (reading/writing)	ADDRESSED P21 21ST CENTURY SKILLS (in the role of Director)
Gossip is No Game	All assessed texts in CIC are between 520L and 1010L, which falls within Grades 3-5 CCSS Text Measures.	MODERATE	8	Students will be able to draw on textual context to complete a multimedia script of a skit.	RI.5.9 Integrate Information	<a href="#">All activities in CIC address the Anchor Standards for Reading</a>	ELA & The Arts	Skit	<a href="#">Creativity &amp; Innovation: Think Creatively: Outcome 1</a>
		SUPPORT	5						<a href="#">Communication &amp; Collaboration: Communicate Clearly: Outcome 3</a>
		ADVANCED PT 1	8						<a href="#">Information Literacy: Access and Evaluate Information: Outcome 2</a>
Building on Our Gossip Game	N/A	ADVANCED PT 2	4	N/A		<a href="#">All activities in CIC address the Anchor Standards for Language</a>		Business Plan	<a href="#">Initiative &amp; Self-Direction: Manage Goals and Time: Outcome 2</a>
Write a staff memo about gossip.	N/A	QUICKWRITE	N/A	Students will be able to take ideas from a text and, in writing, apply them to a broader context.	N/A		N/A	Office Memo	<a href="#">Leadership &amp; Responsibility: Guide and Lead Others: Outcome 1</a>

**CCSS TEXT COMPLEXITY (See Rubric Here )**

QUALITATIVE MEASURES	EXCEEDINGLY COMPLEX	VERY COMPLEX	MODERATELY COMPLEX	SLIGHTLY COMPLEX	AVERAGE COMPLEXITY
Purpose					MODERATELY COMPLEX
Text Structure					
Language Features					
Knowledge Demands					

**UNASSESSED TEXT (NON-DIALOGUE)**

LOCATION	TEXT	NONFICTION TYPE
Office Tablet	Tight Squeeze: Donations Running out for Local Organizations	Feature Article
Visitor's Area Job Board	Social Media Moderators Needed / Financial Counselors Needed	Job Listings
Hub Computer	@TroothT3ll3r's Twitter Feed	Twitter Feed

