



# Online Resource Bundles

Spider Learning's Online Resource Bundles (ORBs) are groups of objective-aligned learning objects packaged into flexible units of study within the BUZZ Learning Management System (LMS). From this environment, teachers can assign desired instructional activities and digital content to their classes, groups of students, or to individual students, based off of their learning needs. Each ORB contains the same components that teachers can readily assign to students as needed: Interactive Instructional Media, Formative Skill Assessments, Direct Instruction paired with Guided Practice Activities, Lesson Assessments, and Reteach Materials.





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The design of our ***interactive instructional media*** encourages educational segmenting, or the sectioning of information into smaller parts. Focusing on prerequisite knowledge to ensure that students are ready to master a new objective, each piece of interactive instructional media within Spider Learning's ORBs encourages a personalized path through the lesson video, based upon a student's individual responses.





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Each ORB contains an overview of the objective, and a **metacognitive prompt** that provides students with an opportunity to evaluate their individual learning styles. The metacognitive prompts nested within each ORB's introduction ensure student agency when evaluating their individual learning styles, planning their learning approach, and taking ownership of the manner in which they will work to master the lesson content.

## Objective & Introduction Unit 1: Understanding Texts and Forming Opinions > Lesson 2: Author's POV and Purpose

Today's lesson objectives are:

- Students will be able to determine an author's point of view or purpose within a text, providing examples from the text.
- Students will be able to explain how an author's purpose is conveyed through a text.
- Students will be able to analyze the author's structure through the use of paragraphs, chapters, or sections.

What's the point of it all?

Although a bit dramatic, this is a great question to ask when you're writing. When you write, you write for a purpose. You want to reach the reader and convey your message, but how do you do that exactly? You just write down what you want to say, right?

Not exactly. Words are much too powerful to do that. They do not only have dictionary meanings, but they also have emotional meanings - feelings that they evoke in the reader. For example, some words, such as *kittens*, *puppies*, *babies*, and *rainbows*, conjure thoughts of cuteness and happiness. Other words, such as *zombies*, *monsters*, *foggy*, and *dark*, suggest anything but cute and happy. Think about it. Entering a room of puppies and kitties is probably okay with you. On the other hand, entering a dark room with zombies and monsters is most likely much less appealing.

In this lesson we're going to look at how the language of the author determines the message's purpose and point of view.

Take a moment to consider the objectives above. How will being able to determine an author's point of view help you? What previous skills have you learned that might help you as you work through this lesson? Think about what you learned in the previous lesson. How will being able to determine the central idea and analyze supporting details help you in this lesson?

Open your digital notebook and jot down a few learning skills you might use to achieve these objectives.






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As teachers assign any of the three **direct instruction** components of the lesson, they are encouraging their students to progress upward through Bloom's Taxonomy Levels to promote cognitive rigor that, when paired with the metacognitive prompt, helps students develop crucial problem solving skills and encourages stronger connections and a deeper understanding of the content that is presented. Traditional static content examples have been replaced by engaging lesson activities that have been developed to progress through Depth of Knowledge (DOK) Levels 1-3 by utilizing embedded **technology-enhanced items**, which can support the **guided practice** strategies established by each teacher.

Did you know that words have two meanings? These definitions are called the **denotation** and a **connotation**.

**Denotation** refers to the dictionary meaning of the word. An example would be the word *thrifty*. According to Merriam-Webster.com, *thrifty* means "managing or using money in a careful way." It is a neutral, non-emotional definition.

**Connotation** refers to the emotions that we associate with the word. These tend to be either negative or positive. For *thrifty*, the positive connotation means that the person is good with money and doesn't spend it foolishly. The negative connotation would be that the *thrifty* person is actually very cheap and refuses to spend money even when he or she should.



Let's take a look at the sentences below and examine how word choices influence one's perception of the situation.

Addison's physical build is described below. Which sentence is positive and which one is negative?

- *Addison is slim.*
- *Addison is scrawny.*
- In this example, both sentences mean that Addison is thin. However, *slim* connotes that he is a healthy weight, while *scrawny* suggests that he is skin and bones.

Brook's energy level is described below. Which sentence is positive and which one is negative?

- *Brook's hyperactive behavior left us exhausted.*
- *Brook's energetic behavior left us exhausted.*
- Here, both sentences mean that Brook is constantly on the move. However, *hyperactive* suggests that she cannot sit still and is unfocused. Meanwhile, calling Brook *energetic* suggests that she gets a lot done and is quite lively.


The words we choose, in both speaking and writing, ultimately determine how the audience reacts. If you want to paint a positive picture of Addison and Brook, so that someone meeting them for the first time gets a good impression, it is best to use *slim* and *energetic*. If you wish to be negative, however, use *scrawny* and *hyperactive*.

In the next activity, practice identifying positive connotation and negative connotation.



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Student performance data is collected while students work through each of the three technology-enhanced items in the **Formative Skill Assessments**. Teachers can easily use this information to plan specific tasks for their students on an individual basis.

 <sup>1</sup> Each statement below relates to the listed terms: one is the definition and one is an example. Read and classify them accordingly.

Tone	Denotation	Connotation	Point of View	Purpose
<input type="checkbox"/> Definition: The emotional component of the word; this affects the way we perceive the message.	<input type="checkbox"/> Example: The author of <i>The Boy on the Wooden Box</i> wrote the novel to entertain the audience.	<input type="checkbox"/> Definition: The dictionary meaning of the word; typically neutral and non-emotional.	<input type="checkbox"/> Example: When I use the word <i>dog</i> , I am talking about a four-footed canine, which is the dictionary meaning.	<input type="checkbox"/> Definition: The attitude or feeling that words convey or express.
<input type="checkbox"/> Example: When I use the word <i>swarming</i> to describe how the paparazzi were behaving, I was suggesting that they were a swarm of annoying flies.	<input type="checkbox"/> Example: The author wrote a personal narrative, which means he told his own story and used first person pronouns.	<input type="checkbox"/> Definition: How the story is told, uses first-, second-, or third-person narration.	<input type="checkbox"/> Example: When you read this passage, you can sense that his attitude was a positive one, and that he felt the experience to be worthwhile.	<input type="checkbox"/> Definition: The reason that the author has for writing the passage.



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Each bundle also contains a skill-based set of materials that can serve as an extension of the content for students. These **reteach materials** can be used to reinforce concepts within the lesson, and provide enrichment opportunities for a more personalized learning experience.

The screenshot shows a web browser window displaying a lesson page on the LearnZillion platform. The browser's address bar shows the URL: English Language Arts Semester A Unit 1 Lesson 2. The page content includes a title 'Determining author's purpose' under the heading 'INSTRUCTIONAL VIDEO'. It lists the creator as 'Emily Morris' and the standard as 'RI.5.5'. There are buttons for 'Quick assign', 'Save to list', and 'Preview assignment'. The page also features a navigation menu with 'Home', 'Math', and 'English Language Arts', and a search bar. At the bottom, there are navigation controls for 'Previous' and 'Next' lessons.