



Classroom, Inc.'s *After the Storm*® is a unique learning program combining online gameplay, reading, writing, assessment, and a collaborative magazine maker project to reinforce College and Career Readiness Anchor Standards as well as other 21st-Century skills.

After the Storm focuses on the aftermath of a major hurricane in the community of Port Douglas. The game is comprised of five units in which students take on the role of Editor-in-Chief of the online magazine, The Daily Byte. Each unit represents a full day at work.



GAME OVERVIEW

Each unit is interactive and simulates a real-life work experience. Students perform work-related activities focusing on target College and Career Readiness Anchor Standards in Reading and Writing. While they play the game, students are seamlessly assessed on these standards, and—depending on their performance—their path in the game is differentiated to either provide them with further instructional support or to allow them to move on to more challenging activities.

Each unit focuses on a main problem or issue that students address by gathering information, analyzing the situation, and making decisions. As students navigate through a day in the life of a working professional, they experience challenges related to how the storm has affected both their workplace and the community. For example, in “Emergency Management,” the goal is getting information out to as many people as possible on the day after the storm. Students decide how best to respond to this challenge based on the information gathered during the game through informational texts such as press releases, official reports, emails, text messages, conversations



with colleagues, and much more. These problems can only be solved by analyzing evidence in the texts they read, considering multiple points of view, and applying critical thinking and problem-solving skills. Students regularly receive feedback on their decisions and, as a result, see the impact of each decision on workplace goals. Each game unit ends with students making a key decision about the critical issue facing the Editor-in-Chief that day, and seeing how that decision affects the community in one of two alternate endings.



ASSESSMENT AND REPORTING

After the Storm's student assessment is ongoing and embedded. There are three in-game reading assessments and one online writing assessment per unit, as well as additional opportunities to write both within the game and in the off-game projects and assignments.

There is one primary embedded assessment, designed around a single Anchor Standard in Reading, for each class period of game play (e.g., *Morning* or *Afternoon*). Students who score less than 80% correct on the Primary Assessment are seamlessly directed to a support activity with less-complex text and fewer assessment items, and get instructional tips and feedback. If they still perform poorly, they are tracked to a second support activity that relies on visual cues and/or a different approach at getting at meaning. All students who receive support, regardless of performance, return to the Primary Reading Assessment and retake the assessment items they originally got wrong.

Students who score 80% or higher on the Primary Assessment are routed to a multi-part challenge activity in which they apply skills at a higher level. This entire loop is designed to be completed during each period of game play.

For writing, instructional tips and feedback are provided within a single assessment—a writing activity that is completed during the fourth day of game play for that unit. You can score individual student writing directly on your online Teacher Dashboard, using the appropriate Common Core-linked rubric provided there. Wrap around lessons are also provided to support student learning within the game.

As students complete tasks, the game collects and scores the activities. Data is sent to your Dashboard, allowing you to see how students are progressing through the game (including time on task), how they performed on each activity, and—updated in real time—how they are performing on each standard.



COLLEGE AND CAREER READINESS ANCHOR STANDARDS

After the Storm addresses key College and Career Readiness Anchor Standards in Reading and Writing from the Common Core. Each unit focuses on three of the four target standards for reading and one of the two standards for writing.

Reading: Informational Text

Key Ideas and Details

- **CCRA.R.1** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Craft and Structure

- **CCRA.R.4** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Integration of Knowledge and Ideas

- **CCRA.R.7** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- **CCRA.R.8** Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

Writing

Text Types and Purposes

- **CCRA.W.1** Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
- **CCRA.W.2** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.



THE GAME

ROLE OF PLAYER

Players take on the role of Editor-in-Chief of the online magazine, *The Daily Byte*, in the aftermath of a major storm that has caused considerable damage and disruption to the local community of Port Douglas. The Editor-in-Chief must balance the needs of reporting and distributing news to readers with the individual needs and concerns of *The Daily Byte*'s staff, who are themselves dealing with the storm's aftermath.

In their role as an Editor-in-Chief, students are responsible for the following:

- Maintaining magazine operations and policies
- Delegating tasks to staff members and freelancers
- Reading draft magazine content and providing feedback to staff
- Cross-checking facts and editorial details for articles
- Ensuring technology is running smoothly
- Editing site content
- Writing editorial pieces
- Motivating and developing staff
- Managing communications with the publisher and advertisers
- Overseeing magazine's finances



UNIT OVERVIEW

EMERGENCY MANAGEMENT

It's the day after Hurricane Dante, a major storm that has hit the midsize coastal city of Port Douglas. Players come to work as the Editor-in-Chief of *The Daily Byte*, an online news magazine located in and serving the Port Douglas community. In the direct aftermath of the storm, players have their hands full getting up to speed on what's going on both in the office and in the community at large.

Activities in this unit include surveying the office and community to assess how people have “weathered” the storm, helping *The Daily Byte*'s lead reporter fix an important article, choosing key elements for a blog post, and identifying emergency information the community needs to help them through this crisis. The day concludes with an assignment to write the lead article for *The Daily Byte*'s homepage.

Collage and Readiness Anchor Standards reinforced in this unit:

Reading: Informational Text: Craft and Structure, CCRA.R.4; Integration of Knowledge and Ideas, CCRA.R.7; Key Ideas and Details, CCRA.R.1; and Writing: Text Types and Purposes, CCRA.W.2.



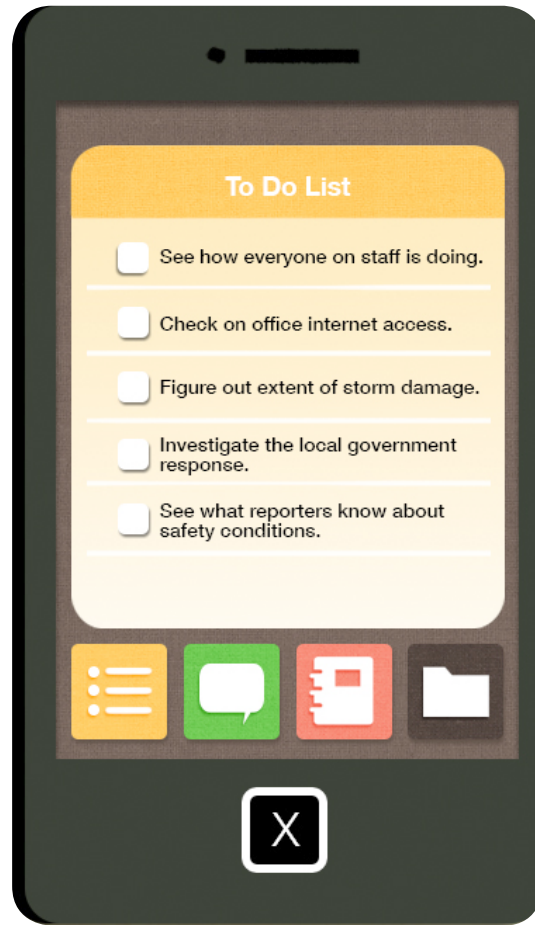
PLAYER TOOLS

Players “travel” with a phone, which is embedded in the game navigation and available to players at any time during game play. The phone features the following tools:



To Do List—A list of all the things players must do to complete a given section of the game (e.g., the *Morning* of the unit).

Each task corresponds to an action in the game, such as talking to a character or reading a document. When players complete a task, that item is automatically checked off in the list. One item on the To Do List always corresponds to the Assessment Activity for that section of the game. This item is only marked as complete once players have completed the entire instructional path, including all support- or challenge-level activities.



Messages—Periodically, players will receive phone messages directing them to the tasks that are most important in their day.



Glossary—A glossary is linked to certain words in game texts. When players click on a blue word, the glossary provides the definition for that word. The Glossary is also searchable.



Notes—Players have access to a note-taking tool that they can use to record thoughts and impressions as they go. Notes persist throughout a given unit of the game, and the player is sometimes encouraged to take notes on specific topics that will be covered elsewhere in the game (for instance, in the writing assessments).

GAMEPLAY CONCLUSION

Clicking on the coffee pot in the breakroom will either cause players to exit the game or, if they’ve just finished *Afternoon*, lead them to an ending sequence in which they see the effects of the decisions they’ve made on the community and their staff.

