

Curriculum Map

Vera Williams Author Study
Grade Two

Holyoke Public Schools
America's Choice

*Curriculum Map prepared by Holyoke Public School Staff
December, 2007
Revised
December, 2008*

*Mary Curro, Academic Coordinator for Kindergarten
Dorothy Jarry, District Literacy Coordinator
Elizabeth Kane, Literacy Coach
Karen Fontaine, Donahue, Gr. 2
Renee Nadeau, Lawrence, Gr. 2*

Vera B. Williams **Author Study for Grade Two**

The America's Choice Author Study for Grade Two connects students to the world of literature as writers. During this study, children will learn how Vera B. Williams uses experiences from her everyday life to create stories. As they are immersed in the rich language and rhythms of such a gifted writer, they will explore universal themes such as family love and strength of community.

In preparation for this unit, in order to learn basic autobiographical information about the author, teachers should read information on p.5 of the America's Choice Author Study on Vera B. Williams. Information and an interview with the author are available on the website: <http://www.kidsread.com/authors/au-williams-vera.asp>. Teachers should create a **Vera B. Williams Center** where artifacts and materials relating to the author can be kept and used during this unit.

The Vera B. Williams Author Study is designed to support and guide students to comprehend and think in depth as they participate in a response to literature. Because the students will listen to and think about more sophisticated literature than they are reading independently, they will use a variety of strategies as they reflect on the literature. This Author Study will teach children to respond to literature through **oral communication, drama, drawing, and writing**. Please note that teachers can certainly expand the unit to include related and extended activities about Vera B. Williams' stories as appropriate.

Students will be guided to make connections to literature as they participate in Accountable Talk. They will learn to make specific references to text to support their thoughts. In the course of the Author Study, children will gradually develop more strategies and assume more responsibility for their own learning. Teachers and students will work together during this unit to create the following ongoing attribute charts that will help to guide written responses:

- *Books in the Vera B. Williams Author Study*
- *About Vera B. Williams*
- *Ways to Respond to Books*

Five Essential Practices for ELL Learners
(America's Choice, Teaching English Language Learners, Literacy)

America's Choice has developed Five Essential Practices to support the literacy needs of ELL learners. These research based strategies should be the core of instructional practice in all classrooms with ELL students.

1. Develop Oral Language through Meaningful Conversation and Context

Rich oral language and vocabulary is developed in context using daily readalouds, shared reading, choral verse, songs and finger plays, listening center/audio retellings of stories, think alouds, turn and talk activities.

2. Teach Targeted Skills through Contextualized and Explicit Instruction

Targeted skills of phonemic awareness and phonics are supported and strengthened when explicit instruction is combined with a meaningful context using Big Books, shared reading, daily news, charts and poems, finger plays and word walls. Specific attention needs to be paid to linguistic differences in sound/symbol relationships.

3. Build Vocabulary through Authentic and Meaningful Experiences with Words

Vocabulary developed in an intentional context such as curriculum based dramatic play, word splashes and word webs, and word walls has meaning and relevance for the ELL learner. Abstract terms such as positional vocabulary and transitional words need to be modeled and explicitly taught. Both Tier I and Tier II vocabulary need to be emphasized.

4. Build and Activate Background Knowledge

Prior knowledge needs to be activated and utilized to develop and strengthen comprehension through discussion and oral sharing. Focus on family culture and activities, engaging hands on learning activities, and careful selection of relevant and appropriate instructional materials will encourage students to connect background knowledge to learning.

5. Teach and Use Meaning Making Strategies

Students need explicit instruction and modeling early on as well as regular and sustained time to practice comprehension strategies such as visualization, making connections, and self monitoring for meaning.

Additionally, MA DOE has published English Language Proficiency Benchmarks and Outcomes for English Language Learners to be used in conjunction with MA Curriculum Frameworks to support instruction for ELL learners. The outcomes from the ELBPO have been linked to the MA Frameworks Standards in each lesson of this document.

MA Curriculum Frameworks/ ELA Standards

Author Study, Gr. 1 & 2

Language Strand

- 1.1 Follow agreed-upon rules for discussion (*raising one's hand, waiting one's turn, speaking one at a time*).
- 2.1 Contribute knowledge to class discussion in order to develop a topic for a class project.
- 3.1 Give oral presentations about personal experiences or interests, using clear enunciation and adequate volume.
- 3.2 Maintain focus on the topic.
- 4.2 Describe common objects and events in general and specific language.
- 4.5 Identify the relevant meaning for a word with multiple meanings using its context.
- 6.1 Identify formal and informal language in stories, poems, and plays.

Reading and Literature Strand

- 7.4 Demonstrate understanding of the various features of written English:
 - know the order of the letters in the alphabet
 - understand that spoken words are represented in written English by sequences of letters
 - match oral words to printed words
 - recognize that there are correct spellings for words
 - use correct spelling of appropriate high-frequency words, whether irregularly or regularly spelled
 - recognize the distinguishing features of a sentence (*capitalization, end punctuation*) and a paragraph (*indentation, spacing*)
 - identify the author and title of a book
- 7.5 Demonstrate orally that phonemes exist:
 - generate the sounds from all the letters and letter patterns, including consonant blends, long- and short-vowel patterns, and onsets and rimes and combine these sounds into recognizable words
 - use knowledge of vowel digraphs, vowel diphthongs, and r-controlled letter-sound associations to read words.
- 7.6 Recognize common irregularly spelled words by sight (*have, said, where*).

7.7 Use letter-sound knowledge to decode written English:

- decode accurately phonetically regular one-syllable and multi-syllable real words and nonsense words
- read accurately many irregularly spelled words, special vowel spellings, and common word endings
- apply knowledge of letter patterns to identify syllables
- apply independently the most common letter-sound correspondences, including the sounds represented by single letters, consonant blends, consonant digraphs, and vowel digraphs and diphthongs
- know and use more difficult word families (*-ought*) and known words to decode unknown words
- read words with several syllables, read aloud with fluency and comprehension at grade level

8.6 Make predictions about what will happen next in a story, and explain whether they were confirmed or disconfirmed and why.

8.7 Retell a story's beginning, middle, and end.

8.8 Distinguish cause from effect.

9.1 Identify similarities in plot, setting, and character among the works of an author or illustrator.

11.1 Relate themes in works of fiction and nonfiction to personal experience.

12.1 Identify the elements of plot, character, and setting in a favorite story.

15.1 Identify the senses implied in words appealing to the senses in literature and spoken language.

17.1 Identify the elements of dialogue and use them in informal plays.

Composition Strand

19.5 Write or dictate stories that have a beginning, middle, and end.

21.1 After writing or dictating a composition, identify words and phrases that could be added to make the thought clearer, more logical, or more expressive.

22.2 Use correct standard English mechanics such as:

- printing upper- and lower-case letters legibly and using them to make words
- separating words with spaces
- understanding and applying rules for capitalization at the beginning of a sentence, for names and places, capitalization and commas in dates
- using correct spelling of sight and/or spelling words, using appropriate end marks such as periods and question marks.

23.1 Arrange events in order when writing or dictating.

23.2 Arrange ideas in a way that makes sense.

25.1 Support judgments about classroom activities or presentations.

MA Arts Frameworks PreK - Gr. 4

Theatre Strand

- 1.1 Read, listen to, and tell stories from a variety of cultures, genres, and styles.
- 1.2 Imagine and clearly describe characters, their relationships, setting, conflict, and plot from a variety of appropriate literature.

Visual Arts Strand

- 1.1 Use a variety of materials and media, for example, crayons, paint, clay, various kinds of papers, textures, and yarns and understand how to use them to produce different visual effects,
- 1.2 Create artwork in a variety of two-dimensional (2D) and three-dimensional (3D) media, for assemblage and construction

MA Instructional Technology Standards PreK – Gr. 4

- 1.1 Develop basic skills for using hardware and applications (e.g., open/close a file, navigate using scroll bars, arrow keys, and mouse).
- 1.10 Explore the use of drawing and painting applications for class projects.

English Language Proficiency Domains and General Learning Outcomes MA DOE

Listening and Speaking (S)

S.1 Vocabulary

Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes. (FL 1, 2, 4, 5, 6, 7; ELA 4)

S.2 Social Interaction

Students will comprehend and communicate orally, using spoken English for personal and social purposes. (FL 1, 2, 4, 5, 6, 8; ELA 5, 6)

S.3 Academic Interaction

Students will comprehend and communicate orally, using spoken English to participate in academic settings. (FL 1, 2, 5, 6, 7; ELA 1, 2, 5)

S.4 Presentation

Students will present information orally and participate in performances in English that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed. (ELA 3, 18; FL 3, 6, 7)

Reading (R)

R.1 Vocabulary and Syntax in Print

Students will acquire English vocabulary and apply knowledge of correct syntax to comprehend written text. (ELA 4, 5; FL 5, 6)

R.2 Beginning to Read in English

Using the foundations of oral language and previous reading experience, students will understand the nature of written English and the relationships of letters to the sounds of English speech. (ELA 7; FL 5)

R.3 Comprehension

Students will read English fluently and identify facts and evidence in order to interpret and analyze text. (ELA 8, 11)

R.4 Literary Elements and Techniques

Students will identify and analyze text elements and techniques of written English as used in various literary genres. (ELA 9, 10, 11, 12, 14, 15, 16, 17, 18)

R.5 Informational/Expository Text

Students will identify and analyze purposes, structures, and elements of nonfiction English texts. (FL 4, 7; ELA 8, 10, 13)

R.6 Research

Students will gather information in English from a variety of sources, analyze and evaluate the quality of the information obtained, and use it to answer their own and others' questions. (ELA 24)

Writing (W)

W.1 Prewriting

Students will plan for writing in English by building on prior knowledge, generating words, and organizing ideas for a particular audience and purpose. (ELA 4, 20, 23; FL 7)

W.2 Writing

Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail. (ELA 19; FL 1)

W.3 Revising

Students will evaluate and revise word choice, sentence variety, and organization of ideas when writing in English for a particular audience and purpose. (ELA 20, 21, 25)

W.4 Editing

Students will understand and apply knowledge of standard English grammar, spelling, and conventions to improve their writing. (ELA 5, 22; FL 5)

W.5 Media

Students will use, analyze, and produce a variety of media in English, including audio, television, Internet, and emerging technologies. (ELA 26, 27; FL 6, 7)

America's Choice Performance Standards
Author Study, Grade 2

Reading Standard 2
Getting the Meaning

Self Monitoring and Self Correcting Strategies

- Know when they don't understand and search for clarification clues within text
- Examine the relationship between earlier and later parts of text and figure out how they make sense together

Comprehension

- Recognize and be able to talk about organizing structures
- Combine information from two different parts of text
- Infer cause/effect relationships that are not stated explicitly
- Discuss or write about the theme of a book
- Trace characters and plots across multiple episodes
- Relate later parts of a story to earlier parts in terms of themes and cause/effect

Reading Standard 3
Reading Habits

Independent and Assisted Reading

- Read one or two short books or long chapters daily and discuss what has been read with other students
- Read good children's literature daily
- Read multiple books by the same author and be able to discuss differences and similarities among books
- Reread favorite books, gaining deeper comprehension and knowledge of author's craft
- Read responses to literature and other genres
- Read their own writing and writing of their classmates

Being Read To

- Have worthwhile literature read to them to model language and the craft of good writing
- Listen to and discuss at least one text that is more difficult than what they can read independently
- Hear texts read aloud from a variety of genres
- Use reading strategies explicitly modeled by adults in read-alouds

Discussing Books

- Discuss recurring themes across works
- Paraphrase or summarize what another speaker has said
- Discuss accuracy of facts with reference to text

- Ask others to provide supporting information and details
- Politely correct someone who paraphrases or interprets ideas incorrectly

Vocabulary

- Recognize when word meaning is unclear and use a variety of strategies to clarify meaning in context
- Talk about meaning of new words encountered in reading
- Notice and show interest in understanding unfamiliar words in texts read to them
- Learn new words daily from reading and talk

**America's Choice Performance Standards
Author Study, Grade Two**

***Writing Standard 1
Habits and Processes***

Habits

- Write daily
- Generate topics for writing and decide which piece to work on over time
- Extend pieces of writing
- Regularly solicit and provide useful feedback
- Routinely reread, revise, edit, and proofread work
- Take on elements of author's craft
- Apply commonly agreed upon criteria to assess work
- Polish at least 10 pieces of written work throughout the year

***Writing Standard 2
Writing Purposes and Resulting Genres***

Producing and Responding to Literature

- Provide a retelling
- Write letters to author, telling what they thought or asking questions
- Make plausible claim about what has been read
- Write variations on texts read, telling the story from a new point of view, putting in a new setting, or rewriting ending
- Make connections between text and their own ideas and lives

***Writing Standard 3
Language Use and Conventions***

Style and Syntax

- Use all sentence patterns typical of spoken language
- Incorporate transitional words and phrases
- Use a variety of phrases and modifiers as well as diverse sentence patterns.

Vocabulary and Word Choice

- Use words from their speaking vocabulary in their writing
- Make word choices that indicate a large enough vocabulary to have options in word choices
- Make word choices that accurately convey meaning
- Extend writing vocabulary by using specialized vocabulary related to the topic

*America's Choice Performance Standards
Author Study, Grade Two*

Speaking and Listening, Standard I, Habits

Talking a Lot

- Talk about what they think, read, or experience
- Explain or speak from another person's perspective
- Listen to others, signaling comprehension by clarifying, agreeing, empathizing, or commenting as appropriate
- Solicit and provide feedback on writing, asking questions to clarify and making suggestions on where or how to elaborate or edit.

Discussing Books

- Compare two works by the same author
- Note and talk about author's craft such as word choice, beginnings and endings, plot, and character development
- Restate their own ideas with greater clarity
- Ask other questions that require them to support claims or arguments
- Ask each other questions that seek elaboration and justification
- Attempt to explain why their interpretation of a book is valid
- Cite important details from text
- Compare one text to another text read or heard
- Capture meaning from figurative language
- Relate stories to real life experiences
- Explain motives of characters
- Discuss plot and setting

America's Choice/Accountable Talk

*Accountable Talk as described in the Author's Study Guide is a prominent feature of
the America's Choice model*

- Accountable talk involves links to our own lives.
- Accountable talk references the text.
- Accountable talk questions why an author did something.
- Accountable talk looks at elements of author's writing style.
- Accountable talk builds on what others say.
- Accountable talk revolves around the validation of other's thoughts
- Accountable talk encourages speakers to look deeper through questioning.

Section One

Lesson 1: Introducing the Vera B. Williams Author Study

MA ELA Standards

8.6 Make predictions about what will happen next in a story, and explain whether they were confirmed or disconfirmed and why.

ELPBO R.3 Comprehension

Students will read English fluently and identify facts and evidence in order to interpret and analyze text.

9.1 Identify similarities in plot, setting, and character among the works of an author or illustrator.

ELPBO R.4 Literary Elements and Techniques

Students will identify and analyze text elements and techniques of written English as used in various literary genres.

America's Choice Standards

Speaking and Listening, Standard I, Habits

Discussing Books

- Note and talk about author's craft such as word choice, beginnings and endings, plot, and character development
- Cite important details from text
- Relate stories to real life experiences
- Discuss plot and setting

Students will develop the concept of an author's study.

Students will be introduced to Vera B. Williams and explore the range of her work.

Students will relate relevant biographical information about an author to his/ her work.

Before the lesson, teacher will gather together representative texts of Vera B. Williams and prepare a chart of basic biographical information on Vera B. Williams (See p. 16, Author's Study).

Opening

- Teacher will share photo and biographical chart about Vera B. Williams with the class.
- Teacher will review routines and rituals of an author's study with students.
- Teacher will preview *Lucky Song* and guide students to make predictions about the text.
- Teacher will read *Lucky Song* to the class and make connections to things about Vera B. Williams and text.

Work Period

- Teacher will share classroom collection of Vera B. Williams' texts that will be used in the author's study with the class.
- Teacher will review the process of recording response to literature in the Reader's Notebooks.
- Students will work in small groups exploring a variety of Vera B. Williams' texts noting characters and settings.
- Students will record responses to literature in individual reader's notebooks.

Closing

- Students will share individual responses to literature with whole group.
- Teacher will guide students to add information to attribute chart *About Vera B. Williams*.

Work Products: Attribute chart *About Vera B. Williams*, student responses to literature in Reader's Notebook.

Lesson 2: Using an Attribute Chart to Study the Works of an Author, Day 1

MA ELA Standards

9.1 Identify similarities in plot, setting, and character among the works of an author or illustrator.

ELPBO R.4 Literary Elements and Techniques

Students will identify and analyze text elements and techniques of written English as used in various literary genres.

11.1 Relate themes in works of fiction and nonfiction to personal experience.

ELPBO R.4 Literary Elements and Techniques

Students will identify and analyze text elements and techniques of written English as used in various literary genres

America's Choice Standards

Writing Standard 2

Writing Purposes and Resulting Genres

Producing and Responding to Literature

- Make connections between text and their own ideas and lives

Speaking and Listening, Standard I, Habits

- Note and talk about author's craft such as word choice, beginnings and endings, plot, and character development

Students will record text attributes and use chart to collect information.

Opening

- Teacher will reread *Lucky Song* to class.
- Teacher and students will discuss criteria and give oral responses for attributes for chart, *Books by Vera B. Williams* (See p.19, *Author Study*)

Work Period

- Teacher will guide students to collect and record text attributes on chart, *Books Vera B. Williams* by (See p.19, *Author Study*)
- Chart information can be recorded as a whole group activity or in individual Reading Folders.

Closing

- Students will meet in small groups and reflect on whole group and/or individual attribute charts.

Work Products: Attribute charts

Lesson 3: Responding and Writing in the Reader's Notebook

MA ELA Standards

4.2 Describe common objects and events in general and specific language.

ELPBO R.1 Vocabulary and Syntax in Print

Students will acquire English vocabulary and apply knowledge of correct syntax to comprehend written text.

9.1 Identify similarities in plot, setting, and character among the works of an author or illustrator.

ELPBO R.4 Literary Elements and Techniques

Students will identify and analyze text elements and techniques of written English as used in various literary genres.

11.1 Relate themes in works of fiction and nonfiction to personal experience.

ELPBO R.4 Literary Elements and Techniques

Students will identify and analyze text elements and techniques of English as used in literary genres.

America's Choice Standards

Speaking and Listening, Standard I, Habits

Discussing Books

- Compare two works by the same author
- Note and talk about author's craft such as word choice, beginnings and endings, plot, and character development

Students will use sticky notes to note interesting language and new words and record them in Reader's Notebook.

Before the lesson teacher will select vocabulary and interesting words or phrases in the first story "**Little Guy**" of "*More, More, More,*" *Said the Baby*.

Opening

- Teacher will read "*More, More, More,*" *Said the Baby* and model identifying new vocabulary, interesting words, favorite lines, unforgettable language, or personally meaningful phrases.
- Teacher will demonstrate placing a sticky-note next to the line and writing words or phrases on it.
- Teacher will model how to use the sticky-note to write a notebook entry.

Work Period

- Students will read the other two stories in the book with a partner.
- Students will choose one of the stories to highlight interesting language or new words with sticky-notes.
- Students will record and comment on the interesting language or new word in their notebook.

Closing

- Teacher will guide the students to add information about "*More, More, More,*" *Said the Baby* to the attribute chart, *Books by Vera B. Williams*

Work products: Attribute chart, notebook entries

Lesson 4: Comparing and Contrasting Stories (PD)

MA ELA Standards

9.2 Identify similarities in plot, setting, and character among the works of an author or illustrator.

ELPBO R.4 Literary Elements and Techniques

Students will identify and analyze text elements and techniques of English as used in literary genres.

11.1 Relate themes in works of fiction and nonfiction to personal experience.

ELPBO R.4 Literary Elements and Techniques

Students will identify and analyze text elements and techniques of written English as used in various literary genres

America's Choice Standards

Speaking and Listening, Standard I, Habits

Discussing Books

- Compare two works by the same author
- Note and talk about author's craft such as word choice, beginnings and endings, plot, and character development
- Restate their own ideas with greater clarity
- Ask other questions that require them to support claims or arguments
- Ask each other questions that seek elaboration and justification
- Ask other questions that require them to support claims or arguments
- Cite important details from text
- Compare one text to another text read or heard

Students will create an attribute chart to compare and contrast stories.

Students will make a judgment or state an opinion about a book.

Before the lesson, prepare a chart to record the similarities and differences among the three stories in "*More, More, More,*" *Said the Baby*. (See p. 23, Author's Study)

Opening

- Students will retell and summarize the stories in "*More, More, More,*" *Said the Baby*. Students will discuss similarities and differences in the three stories using the attribute chart as a guide.
- Class will create a *Same/Different Chart* to record their findings. (See p. 23, *Author's Study*)

Work Period

- Teacher models how to write a response to make a judgment or state an opinion about a book.
- Teacher will guide the students to discuss possible openers for writing a response to their stories and record them on a chart. (See p. 24, *Author's Study*)
- Students will write a judgment or state an opinion in their Reader's Notebook.

Closing

- Teacher will review rituals for sharing and responding.
- Using the Author's Chair, students will share their notebook entries.
- Teacher will guide students in developing strategies to support and/or clarify opinions, citing evidence from text.

Work products: Same/Different Chart, Writing Suggestions Chart, Reader's Notebook entry

Lesson 5: How Vera B. Williams Uses Pictures and Words

MA ELA Standards

23.1 Arrange events in order when writing or dictating.

23.2 Arrange ideas in a way that makes sense.

ELPBO W.2 Writing

Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail.

America's Choice Standards

Reading Standard 3/Reading Habits

Independent and Assisted Reading

- Reread favorite books, gaining deeper comprehension and knowledge of author's craft

Speaking and Listening, Standard I, Habits

Discussing Books

- Compare two works by the same author
- Note and talk about author's craft such as word choice, beginnings and endings, plot, and character development

Students will study Vera B. Williams's texts and illustrations.

Students will write a response to literature that models author's techniques.

Opening

- Teacher will reread *Lucky Song* and the students will discuss the theme of the story, emphasizing the idea of a supportive family.
- The class will collaboratively compose a story on chart paper using *Lucky Song* as a mentor text and borrowing elements used in the story such as repetitive language and refrain.
- Read the collaborative story and compare it to the author's book.
- Add new information, questions, and thoughts about Vera B. Williams to the *About Vera B. Williams* chart with an emphasis on her use of repetitive language and refrain.

Work Period

- Students will begin writing a story modeling their work after the language patterns and refrains used in *Lucky Song*. (Teacher may wish to repeat this lesson at another point in time using another Vera Williams text that models patterns and refrain, "More, More, More" Said the Baby.) (PD)

Closing

- Student will share their drafts in groups and listen to each other's stories noting similarities to the stories of Vera B. Williams.
- There will be a short class discussion about what was easy and/or difficult in writing a story modeled after elements found in a mentor text.

Work products: *About Vera B. Williams* attribute chart; collaborative class story; student drafts* modeled after mentor story.

Lesson 6: Revising and Editing Responses to Vera B. Williams' Writing

MA ELA Standards

21.1 After writing or dictating a composition, identify words and phrases that could be added to make the thought clearer, more logical, or more expressive.

ELPBO W.3 Revising Students will evaluate and revise word choice, sentence variety, and organization of ideas when writing in English for a particular audience and purpose.

22.2 Use correct standard English mechanics such as:

- printing upper- and lower-case letters legibly and using them to make words
- separating words with spaces
- understanding and applying rules for capitalization at the beginning of a sentence, for names and places, capitalization and commas in dates
- using correct spelling of sight and/or spelling words
using appropriate end marks such as periods and question marks

ELPBO W.4 Editing

Students will understand and apply knowledge of standard English grammar, spelling, and conventions to improve their writing.

America's Choice Standards

Writing Standard 3 Language Use and Conventions

Style and Syntax

- Use all sentence patterns typical of spoken language
- Incorporate transitional words and phrases
- Use a variety of phrases and modifiers as well as diverse sentence patterns

Vocabulary and Word Choice

- Use words from their speaking vocabulary in their writing
- Make word choices that indicate a large enough vocabulary to have options in word choices
- Make word choices that accurately convey meaning

Students will revise and edit a piece of writing that mirrors techniques used in an author's work.

Opening

- Teacher will review with students the process of writing and revising the class story to mirror the techniques used in an author's piece.
- Students who attempted to mirror the same technique of an author will work in groups to read the author's piece and then their pieces.

Work Period

- Students will begin revising their piece to mirror the techniques of an author. Please note revisions may take more than one class period.
- When revisions are completed, students will work with a partner to edit and complete their pieces.

Closing

- Students will begin revising their piece to mirror the techniques of an author. Please note revisions may take more than one class period.
When revisions are completed, students will work with a partner to edit and complete their pieces.

Work products: Revised collaborative class story, students' revised stories, *About Vera B. Williams* attribute chart

Lesson 7: Polishing and Illustrating a Mentor Response

MA ELA Standards

25.1 Support judgments about classroom activities or presentations.

ELPBO W.3 Revising Students will evaluate and revise word choice, sentence variety, and organization of ideas when writing in English for a particular audience and purpose.

America's Choice Standards

Writing Standard 2:

Write variations on texts read, telling the story from a new point of view, putting in a new setting, or rewriting ending.

Students will publish a response to literature that incorporates techniques used in mentor texts.

Opening

- Teacher will direct students in a discussion and comparison of the illustrations in *Lucky Song* and "*More, More, More,*" *Said the Baby*.

Work Period

- Students will edit their pieces incorporating the technique used by the author of illustrating and adding a border to their writing.

Closing

- Students will share their stories with the class.

Work product: Students' published stories with illustrations and borders

Section Two

Lesson 8: Using a Story Map to Review Plot Structure

MA ELA Standards

9.1 Identify similarities in plot, setting, and character among the works of an author or illustrator.

ELPBO R.4 Literary Elements and Techniques

Students will identify and analyze text elements and techniques of written English as used in various literary genres.

America's Choice Standards

Speaking and Listening, Standard I, Habits

Discussing Books

- Note and talk about author's craft such as word choice, beginnings and endings, plot, and character development

Students will organize thinking about plot structure using a graphic organizer.

Students will identify and record story elements on graphic organizer.

Opening

- Teacher will introduce the graphic organizer, *Plot Map* (see p. 39) to be used as a tool to review plot structure. Teacher may wish to enlarge suggested *Plot Map* to chart size.
- Teacher will read and discuss *A Chair for My Mother* with students.
- Teacher will model how to represent the plot structure of *A Chair for My Mother* using a Plot Map.

Work Period

- Students will work individually and/or in small groups and create a *Plot Map* for *A Chair for My Mother* using given template.

Closing

- Teacher will guide the students to add information about *A Chair for My Mother* to the attribute chart, *Books by Vera B. Williams*
- Students will return to whole group and share Plot Maps.

Work products: Student plot maps, attribute chart, *Books by Vera B. Williams*

Lesson 9: Using Plot Structure to Write a Summary

MA ELA Standards

9.1 Identify similarities in plot, setting, and character among the works of an author or illustrator.

ELPBO R.4 Literary Elements and Techniques

Students will identify and analyze text elements and techniques of written English as used in various literary genres.

America's Choice Standards

Speaking and Listening, Standard I, Habits

Discussing Books

Note and talk about author's craft such as word choice, beginnings and endings, plot, and character development.

Students will create written story summaries using graphic organizer as support.

Opening

- Teacher will model the process of using a *Plot Map* to create an oral story summary.

Work Period:

- Students will create oral story summaries using *Plot Map* as a guide.

Closing

- Students will share story summaries with whole group.

Work products: Student story summaries

Lesson 10: Studying Story Characters, Day 1

MA ELA Standards

9.1 Identify similarities in plot, setting, and character among the works of an author or illustrator.

12.1 Identify the elements of plot, character, and setting in a favorite story.

ELPBO R.4 Literary Elements and Techniques

Students will identify and analyze text elements and techniques of written English as used in various literary genres.

America's Choice Standards

Discussing Books

- Compare two works by the same author
- Note and talk about author's craft such as word choice, beginnings and endings, plot, and character development

Students will identify lines in text that support character development.

Opening

- Teacher will review characters in *A Chair with My Mother* with class.
- Teacher will model visualizing characters as a tool that good readers use to deepen understanding.
- Teacher will introduce *Something Special for Me* as the second book in the "Rosa Trilogy" by Vera B. Williams and read it aloud to the class.
- Teacher and students will generate a list of possible characteristics of Rosa.
- Teacher will model how to identify lines in the text that support identified characteristics of Rosa and how to mark those lines with sticky notes.

Work Period

- Students will reread *Something Special for Me* with a partner.
- Students will identify lines in the text that show characteristics of Rosa and mark those lines with sticky notes.
- Students will copy lines from text into Reader's Notebook and indicate what characteristics these lines support about Rosa.

Closing

- Students will share selected lines and identify characteristics about Rosa that are supported by text.

Work products: Student notebook entry

Lesson 10: Studying Story Characters, Day 2

MA ELA Standards

9.1 Identify similarities in plot, setting, and character among the works of an author or illustrator.

12.1 Identify the elements of plot, character, and setting in a favorite story.

ELPBO R.4 Literary Elements and Techniques

Students will identify and analyze text elements and techniques of written English as used in various literary genres.

America's Choice Standards

Discussing Books

- Note and talk about author's craft such as word choice, beginnings and endings, plot, and character development

Students will create character webs as tools to deepen understanding of character development.

Opening

- Teacher will reread *Something Special for Me* to class.
- Teacher will introduce the strategy of creating a character web and using it to record information about a character. (see. p. 43)
- Teacher will guide students to revisit characteristics of Rosa from previous lesson.

Work Period

- Students will create character webs about Rosa either individually or in small groups.

Closing

- Students will share character webs in whole group.
- Teacher will guide the students to add information about *Something Special for Me* to the attribute chart, *Books by Vera B. Williams*

Work products: Character webs, attribute chart, *Books by Vera B. Williams*

Optional activity: Character Activity (see p. 44, Author Study)

Section Three

Lesson 11: Modeling Text to Self Connections, Day 1

MA ELA Standards

9.1 Identify similarities in plot, setting, and character among the works of an author or illustrator.

11.1 Relate themes in works of fiction and nonfiction to personal experience.

ELPBO R.3 Comprehension

Students will read English fluently and identify facts and evidence in order to interpret and analyze text.

R.4 Literary Elements and Techniques

Students will identify and analyze text elements and techniques of written English as used in various literary genres.

America's Choice Standards

America's Choice Standards

Discussing Books

- Cite important details from text
- Relate stories to real life experiences

Students will identify and record text to self connections.

Students will identify and record questions about text.

Teacher will preview *Something Special for Me* and mark text to self connections to share with class.

Opening

- Teacher will explain the value of text to self connections by using the text *Something Special for Me* as an example of a text that touches both the mind and the heart.
- Teacher will explain and model the use of questioning and wondering as an additional strategy to deepen story understanding. (see p. 51 for examples)

Work Period

- Students will work with a partner and discuss text to self connections in *Something Special for Me* using text as needed.
- Individual students will write one text to self connection and one question they have about the text in Reader's Notebook.

Closing

- Students will share text to text connections and questions in whole group.

Work products: Reader's Notebook entry

Lesson 11: Modeling Text to Self Connections, Day 2

MA ELA Standards

9.1 Identify similarities in plot, setting, and character among the works of an author or illustrator.

11.1 Relate themes in works of fiction and nonfiction to personal experience.

ELPBO R.3 Comprehension

Students will read English fluently and identify facts and evidence in order to interpret and analyze text.

R.4 Literary Elements and Techniques

Students will identify and analyze text elements and techniques of written English as used in various literary genres.

America's Choice Standards

America's Choice Standards

Discussing Books

- Cite important details from text
- Relate stories to real life experiences

Students will create a response to literature that reflects a text to self connection.

Teacher will preview *Something Special for Me* and mark text to self connections to share with class.

Opening

- Using an example of student work from the previous lesson, teacher and students will create a response to literature using shared writing that focuses on a text to self connection

Work Period

- Students will create a response to literature to *Something Special for Me* that focuses on text to self connection.

Closing

- Students will share responses to literature in whole group.

Work products: Response to literature

Lesson 12: Practicing Text to Self Connections

MA ELA Standards

9.1 Identify similarities in plot, setting, and character among the works of an author or illustrator.

11.1 Relate themes in works of fiction and nonfiction to personal experience.

ELPBO R.3 Comprehension

Students will read English fluently and identify facts and evidence in order to interpret and analyze text.

R.4 Literary Elements and Techniques

Students will identify and analyze text elements and techniques of written English as used in various literary genres.

America's Choice Standards

America's Choice Standards

Discussing Books

- Cite important details from text
- Relate stories to real life experiences

Students will create a response to literature focusing on text to self connections.

Opening

- Teacher will read aloud and discuss *Music, Music for Everyone* with class.
- Students will share personal connections to text.
- Teacher will record text to self connections on chart.

Work Period

- Students will create a response to literature in Reader's Notebook that focuses on a text to self connections to *Music, Music for Everyone*.

Closing

- Students will share responses to literature in Reader's Chair.

Work products: Student responses to literature

Lesson 13: Making Text to Text Connections

MA ELA Standards

9.1 Identify similarities in plot, setting, and character among the works of an author or illustrator.

11.1 Relate themes in works of fiction and nonfiction to personal experience.

ELPBO R.3 Comprehension

Students will read English fluently and identify facts and evidence in order to interpret and analyze text.

R.4 Literary Elements and Techniques

Students will identify and analyze text elements and techniques of written English as used in various literary genres.

America's Choice Standards

America's Choice Standards

Discussing Books

- Cite important details from text
- Relate stories to real life experiences

Students will create a response to literature that focuses on text to text connections.

Opening

- Teacher will revisit **Music**, **Music for Everyone** and **Something Special for Me** with class.
- Students will discuss and compare texts and identify ways in which one text reminds them of the other.

Work Period

- Students will create a response to literature focusing on a text to text connections between *Music*, *Music for Everyone* and *Something Special for Me*.

Closing

- Students will share responses to literature with the whole group.

Work products: Student responses to literature

Lesson 14: Text to World Connections

MA ELA Standards

9.1 Identify similarities in plot, setting, and character among the works of an author or illustrator.

11.1 Relate themes in works of fiction and nonfiction to personal experience.

ELPBO R.3 Comprehension

Students will read English fluently and identify facts and evidence in order to interpret and analyze text.

R.4 Literary Elements and Techniques

Students will identify and analyze text elements and techniques of written English as used in various literary genres.

America's Choice Standards

America's Choice Standards

Discussing Books

- Cite important details from text
- Relate stories to real life experiences

Students will create a response to literature that focused on text to world connections.

Opening

- Teacher will explain to class that another strategy to develop comprehension is to identify text to world connections.
- Students will discuss and identify ways in which they develop world knowledge such a TV, movies, magazines, etc.
- Teacher will revisit the *Rosa Trilogy* briefly with the class and model a text to world connection with a selected book from the trilogy.

Work Period

- Students will create a response to literature that focuses on text to world connections using any one of the texts from the *Rosa Trilogy*.

Closing

- Students will share text to world connections in responses to literature.

Work products: Student responses to literature

Lesson 15: Looking at the Rosa Trilogy

MA ELA Standards

9.1 Identify similarities in plot, setting, and character among the works of an author or illustrator.

ELPBO R.3 Comprehension

Students will read English fluently and identify facts and evidence in order to interpret and analyze text.

R.4 Literary Elements and Techniques

Students will identify and analyze text elements and techniques of written English as used in various literary genres.

America's Choice Standards

Reading Standard 3/Reading Habits

Discussing Books

- Discuss recurring themes across works
- Discuss accuracy of facts with reference to text

Students will create a Venn diagram to compare and contrast texts.

Opening

- Teacher will revisit two selected books from the Rosa Trilogy.
- Teacher will explain the use of a Venn diagram to compare and contrast texts.

Work Period

- Students will reread and review two selected books from the Rosa Trilogy.
- Students will work with partners to create a Venn diagram that compares the two chosen texts.

Closing

- Teacher and students will share and discuss completed Venn diagram and how it is useful to compare and contrast texts.

Work product: Completed Venn diagram

Section Four

Lesson 16: Creating an Attribute Chart for Response to Literature

MA ELA Standards

9.1 Identify similarities in plot, setting, and character among the works of an author or illustrator.

ELPBO R.3 Comprehension

Students will read English fluently and identify facts and evidence in order to interpret and analyze text.

R.4 Literary Elements and Techniques

Students will identify and analyze text elements and techniques of written English as used in various literary genres.

America's Choice Standards

Reading Standard 3/Reading Habits

Discussing Books

- Discuss recurring themes across works
- Discuss accuracy of facts with reference to text

Students will create a response to literature containing agreed upon elements.

Opening

- Teacher will preview and read aloud *Owl Moon* by Jane Yolen to class.
- Teacher will share sample response to literature. (See p. 73)
- Teacher and class will discuss and identify elements that should be included in a response to literature. (See p. 74)

Work Period

- Teacher and students will create a chart to guide response to literature using chart on p. 74 as a guide. Elements to include are: title, author, opinion about the book and why, feelings about the book and why, and closure
- Students will begin to draft a response to literature to a chosen Vera B. Williams book.

Closing

- Students will share draft responses to literature.

Work products: Student drafts

Lesson 17: Drafting a Response to Literature

MA ELA Standards

9.1 Identify similarities in plot, setting, and character among the works of an author or illustrator.

ELPBO R.3 Comprehension

Students will read English fluently and identify facts and evidence in order to interpret and analyze text.

R.4 Literary Elements and Techniques

Students will identify and analyze text elements and techniques of written English as used in various literary genres.

America's Choice Standards

Reading Standard 3/Reading Habits

Discussing Books

- Discuss recurring themes across works
- Discuss accuracy of facts with reference to text

Students will create a response to literature containing agreed upon elements.

Opening

- Teacher and class will review elements that should be included in a response to literature using chart generated in previous lesson as reference.

Work Period

- Students will continue to work on drafts of response to literature to a chosen Vera B. Williams book.

Closing

- Students will share draft responses to literature.

Work products: Student drafts

Lesson 18: Creating a Rubric for Response to Literature

MA ELA Standards

21.1 After writing or dictating a composition, identify words and phrases that could be added to make the thought clearer, more logical, or more expressive.

ELPBO W.3 Revising

Students will evaluate and revise word choice, sentence variety, and organization of ideas when writing in English for a particular audience and purpose.

America's Choice Standards

Writing Standard 1/Habits and Processes

Habits

- Write daily
- Generate topics for writing and decide which piece to work on over time
- Extend pieces of writing
- Regularly solicit and provide useful feedback
- Routinely reread, revise, edit, and proofread work
- Take on elements of author's craft
- Apply commonly agreed upon criteria to assess work
- Polish at least 10 pieces of written work throughout the year

Students will continue to revise responses to literature using agreed upon criteria.

Opening

- Teacher will introduce a premade, child friendly rubric template in chart form that will be used to guide lesson.
- Teacher will model using a student work sample to walk through rubric template with an eye for revision.

Work Period

- Students will work on revising responses to literature using selected rubric criteria.
- Students will continue revising responses with attention to each section of the rubric. (This process will take several days.)

Closing

- Students will discuss and share the process of revising their work as writers.

Work Products: Revised student drafts

Lesson 19: Revising and Polishing a Response to Literature

MA ELA Standards

21.1 After writing or dictating a composition, identify words and phrases that could be added to make the thought clearer, more logical, or more expressive.

ELPBO W.3 Revising

Students will evaluate and revise word choice, sentence variety, and organization of ideas when writing in English for a particular audience and purpose.

America's Choice Standards

Writing Standard 1/Habits and Processes

Habits

- Write daily
- Generate topics for writing and decide which piece to work on over time
- Extend pieces of writing
- Regularly solicit and provide useful feedback
- Routinely reread, revise, edit, and proofread work
- Take on elements of author's craft
- Apply commonly agreed upon criteria to assess work
- Polish at least 10 pieces of written work throughout the year

Students will revise and edit responses to literature using agreed upon criteria.

Opening

- Teacher will review criteria for revising and editing based on accepted criteria.

Work Period

- Students will work on revising and editing responses to literature using selected rubric criteria.
- Students will work with an editing partner to prepare work for publication. (This process will take several days.)

Closing

- Students will discuss and share the process of revising and editing their work

Work Products: Student drafts

Lesson 20: Revising and Polishing a Response to Literature, cont.

MA ELA Standards

21.1 After writing or dictating a composition, identify words and phrases that could be added to make the thought clearer, more logical, or more expressive.

ELPBO W.3 Revising

Students will evaluate and revise word choice, sentence variety, and organization of ideas when writing in English for a particular audience and purpose.

America's Choice Standards

Writing Standard 1/Habits and Processes

Habits

- Write daily
- Generate topics for writing and decide which piece to work on over time
- Extend pieces of writing
- Regularly solicit and provide useful feedback
- Routinely reread, revise, edit, and proofread work
- Take on elements of author's craft
- Apply commonly agreed upon criteria to assess work
- Polish at least 10 pieces of written work throughout the year

Students will edit and complete finished responses to literature using agreed upon criteria.

Opening

- Teacher will review criteria for revising and editing based on accepted criteria.

Work Period

- Students will continue to work on revising and editing responses to literature using selected rubric criteria.
- Students will work with a response partner to prepare work for publication.
- Students will complete editing process. (This process will take several days)

Closing

- Students will discuss and share the process of editing and completing their work

Work Products: Student finished pieces

Section Five

Lesson 21: Stretching the Traditional Narrative Structure

MA ELA Standards

9.1 Identify similarities in plot, setting, and character among the works of an author or illustrator.

ELPBO R.3 Comprehension

Students will read English fluently and identify facts and evidence in order to interpret and analyze text.

R.4 Literary Elements and Techniques

Students will identify and analyze text elements and techniques of written English as used in various literary genres.

America's Choice Standards

Reading Standard 3/Reading Habits

Discussing Books

- Discuss recurring themes across works
- Discuss accuracy of facts with reference to text

Student will identify unique strategies used by author to stretch narrative.

Student will create a response to literature.

Opening

- Teacher will preview *3 Days on a River in a Red Canoe*, stressing the unusual way that Vera B. Williams stretched the traditional narrative format in this book.
- Teacher will prompt children's to identify unique strategies used in this text and record them on chart, *Unique Strategies Used by Vera B. Williams*.(see p. 89)

Work Period

- Students will discuss **3 Days on a River in a Red Canoe** in small groups.
- Students will complete a response to literature in Reader's Notebooks.

Closing

- Students will share responses to literature in Reader's Chair.

Work products: Student response to literature

Lesson 22: Stretching the Traditional Narrative Structure, cont.

MA ELA Standards

9.1 Identify similarities in plot, setting, and character among the works of an author or illustrator.

ELPBO R.3 Comprehension

Students will read English fluently and identify facts and evidence in order to interpret and analyze text.

R.4 Literary Elements and Techniques

Students will identify and analyze text elements and techniques of written English as used in various literary genres.

America's Choice Standards

Reading Standard 3/Reading Habits

Discussing Books

- Discuss recurring themes across works
- Discuss accuracy of facts with reference to text

Students will identify unique narrative structure in text.

Students will create a response to literature.

Opening

- Teacher will preview *Cherries and Cherry Pits* with class, highlighting unusual narrative structure in which story is framed by a narrator who tells the story of her friend.
- Teacher will prompt students to discover that there are two styles of illustrations in the text- one for the narrator and one for the friend.

Work Period

- Students will work in small groups to read and review *Cherries and Cherry Pits*.
- Individual students will write responses to literature in Readers Notebooks.

Closing

- Students will share responses to literature.

Work products: Student responses to literature

Lesson 23: Discussing Vera B. Williams Work

MA ELA Standards

9.1 Identify similarities in plot, setting, and character among the works of an author or illustrator.

ELPBO R.3 Comprehension

Students will read English fluently and identify facts and evidence in order to interpret and analyze text.

R.4 Literary Elements and Techniques

Students will identify and analyze text elements and techniques of written English as used in various literary genres.

America's Choice Standards

Reading Standard 3/Reading Habits

Discussing Books

- Discuss recurring themes across works
- Discuss accuracy of facts with reference to text

Students will respond to what they have learned in the Author Study.

Opening

- Teacher will model discussion questions for small groups. (see p. 92)

Work Period

- Students will work in small groups and form group responses to the given questions.
 - What have you discovered about the work of Vera B. Williams?
 - What have you learned about her as an author and illustrator?
 - What have you learned about her life that you feel is really important to her writing?
- Individual students will choose one question to respond to in Reader's Notebook

Closing

- Students will share responses in Reader's Chair.
- Students will comment on each other's responses using Accountable Talk.

Work products: Student responses to literature

Lesson 24: Recording and Reflecting on What We Have Learned

MA ELA Standards

21.1 After writing or dictating a composition, identify words and phrases that could be added to make the thought clearer, more logical, or more expressive.

ELPBO W.3 Revising

Students will evaluate and revise word choice, sentence variety, and organization of ideas when writing in English for a particular audience and purpose.

America's Choice Standards

Writing Standard 1/Habits and Processes

Habits

- Write daily
- Generate topics for writing and decide which piece to work on over time
- Extend pieces of writing
- Regularly solicit and provide useful feedback
- Routinely reread, revise, edit, and proofread work
- Take on elements of author's craft
- Apply commonly agreed upon criteria to assess work
- Polish at least 10 pieces of written work throughout the year

Students will draft, revise and edit a finished response to literature.

Opening

- Teacher will model sharing a "seed of knowledge" that she/he has learned during this Author Study.
- Individual students will plant "seeds" during discussion.
- Teacher will work with students to record "seeds" and group them into items
- that could work together in a piece of writing.
- Teacher will model how to put pieces together into a writing sample. (see p. 95)

Work Period

- Students will generate lists and review them with a response partner.
- Students will draft their "seeds."
- Students will revise and edit their pieces. (This is a several day long project.)
- Students will add illustrations in the style of Vera B. Williams to their finished projects.

Closing

- Students will share and display their finished responses.

Work products: Published student writing.

**Response to Literature
Writing Rubric and Scoring Guide**

(based on p.99 , Author Study, America’s Choice, NCEE, 2003)

<i>Got It</i>	<i>On the Way</i>	<i>Not Yet</i>
Response to literature contains a detailed retelling of the story line	Response to literature contains a retelling which describes the basic storyline	Response to literature includes only a skeletal retelling or overview.
Response to literature includes appropriate strategies such as text to text, text to self, or text to world comparisons	Response to literature such as text to text , text to self, or text to world comparisons are present but loosely connected.	Response to literature comparisons are very general with little or no detail
Response to literature refers to specific text elements or author strategies such as language, big ideas, or humor	Response to literature refers to specific text elements	Response to literature does not refer to specific text elements
Response to literature includes support from text to support interpretations, evaluations, or assessments of theme or character	Response to literature includes adequate detail to support interpretation or evaluation of book.	Response to literature includes minimal details to support interpretation or evaluation of book.
Response to literature uses evaluative statements to state opinions about book or parts of book and includes topic and closure	Response to literature provides adequate details to support interpretation or evaluation and includes topic or closure	Response to literature provides few details to support interpretation or evaluation and does not include topic and/or closure

