



Holyoke Public Schools
English Language Arts Curriculum Map
Grade 4

Genre Study: Report

December 2008

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Overview of Curriculum Maps

Goals:

1. To ensure that students are exposed to a rigorous curriculum in every school and every grade.
2. To have consistent instruction and assessment district wide
3. To prepare students for the MCAS text
4. To explain what is expected to be covered in each ELA unit of study

Expectations:

The district's expectation for students to successfully meet the *Massachusetts English Language Arts Standards* and the *Massachusetts English Language Proficiency Benchmarks and Outcomes for English Language Learners*. In order to help facilitate this, teachers are required to follow curriculum maps. The successful implementation of these maps requires the teachers to read the literature outlined in the map and complete the written assignments prior to planning their lessons. Reading the literature and completing the written assignments is an essential part of lesson planning. A binder has been provided to help teachers keep track of the ELA work.

Feedback to Students:

Feedback needs to happen daily in the classroom. There are many ways to give feedback. Conferencing, observations, questions asked during the workshop, and written responses to students' work and notebook entries.

ELA Map Components:

1. Readers Workshop
 - Opening
 - Work Period
 - Guide Reading
 - Closure
2. Writers Workshop
 - Opening
 - Work Period
 - Guided Writing
 - Closure
3. Skill block

ELA: Evidence of Learning Artifacts

CHARTS & WORD WALLS & TEACHER ASSESSMENT PORTFOLIO & BULLETIN BOARDS	NOTEBOOK ENTRIES	WRITING FOLDER	PORTFOLIO
<p><u>CHARTS:</u></p> <p>As indicated in the <i>America's Choice</i> Author, Genre, and First Thirty Days Guides</p> <p>Evidence of <i>25 Book Campaign</i></p> <p>Evidence of the School Wide <i>Book of the Month Campaign</i></p> <p><u>WORD WALLS</u></p> <p>As appropriate to the Unit of Study with Visual Support</p> <p><u>TEACHER ASSESSMENT PORTFOLIO</u></p> <p>Status of the Class Conference Notes Small Group Instruction Notes Informal/Formal Assessment Data</p> <p><u>BULLETIN BOARDS</u></p> <p>Standards Based Bulletin Boards with Teacher Commentary (specific to the genre) and Student Reflection</p>	<p><u>Daily Responses</u> to Reading Strategy/Skill Modeled</p> <p><u>On-going</u> Summary of Books Read (Reading Book Log)</p> <p><u>On-going</u> Conference Notes</p> <p><u>On-going</u> notes for Book Talks</p> <p>Notes & Charts for Future Reference</p> <p>Word Study Section (vocabulary)</p>	<p>Draft and Revisions of Formal Reading Work Project</p> <p>Draft and Revisions of Formal Writing Work Project</p> <p>Draft (notes) of Formal Speaking/Listening/Viewing Work Project</p>	<p>Formal Reading Work Project w/Rubric & Self-Reflection</p> <p>Formal Writing Work Project w/Rubric & Self-Reflection</p> <p>Formal Speaking/Listening/Viewing Work Project w/Rubric & Self-Reflection</p>

Probing Questions When Conferencing

The teacher's role in conferencing for understanding is to ask questions that will:

- 1 Clarify student understanding
- 2 Get at the objective of the lesson
- 3 Go deeper into the author and genre studies
- 4 Uncover misconceptions and misunderstanding
- 5 Compare and contrast

The students' role is to be an active participant by:

1. Explaining their strategy or thinking
2. Asking clarifying questions to the teacher and other students
3. Being active listeners
4. Using language effectively to express themselves

When conferencing the teacher and students can use one or more of these suggested questions:

Reading:

- 1 Is this book like any other you have read? How?
- 2 What is the theme of your book?
- 3 What is the plot/main idea of your book?
- 4 Describe the conflict/problem in your story
- 5 Have the characters evolved/changed from the beginning of the book? How?

Writing:

1. Explain what you mean by?
2. Is there another way you can begin/end your writing?
3. What organizational structure are you using? Why?
4. How can you add more details?
5. What will you work on next? (follow up for next conference)

Over Arching Unit Goals and Standards

Unit Goals:

- Produce a report on a single topic
- Read four text on a single topic
- Utilize reading strategies to comprehend text on a single topic
- Orally present summary of a text

Massachusetts English Language Arts Content Standards: (major focus for this unit)

- 13.6 Identify and use knowledge of common textual features (paragraphs, topic sentences, concluding sentences, glossary)
- 13.7 Identify and use knowledge of common graphic features (charts, maps, diagrams, illustrations)
- 13.8 Identify and use knowledge of common organizational structures (chronological order)
- 13.12 Summarize main ideas and supporting details
- 19.12 Write a brief interpretation or explanation of a literary or informational text using evidence from text as support
- 24.2 Identify and apply steps in conducting and reporting research

Massachusetts English Language Proficiency Benchmarks and Outcomes for English Language Learners:

- S4.10 Express an opinion about text or film in an organized way using supporting details
- S.3.48 Ask questions to clarify meaning in an academic context
- S.3.60 Elaborate on and extend other people's ideas using extended discourse

New Performance Standards:

- E.1b Students read and comprehends at least four books about a one issue or subject, or four books by a single writer, or four books in one genre, and produces evidence of the reading.
- E2a Students produce a report that engages the reader, develops a controlling idea, creates an organizing structure, includes appropriate facts and details, excludes extraneous information, and provides a sense of closure.
- E3c the students prepares and delivers an individual presentation

Unit Work Products

READING WORK: Annotated Bibliography & Notebook Entries Documenting Reading Strategies

- Lists and summarizes the four (or more) texts read in order to complete the written report
- Notebook entries (four) demonstrating students' application of note taking/information gathering
- Notebook entries demonstrating students' application of reading habits and mini-lessons

WRITING WORK: Formal Report of Information w/Rubric & Written Self-Reflection

The student produces a report that:

- Has an effective introduction that explains the purpose or topic, reveals the main ideas and interests the reader
- Reports accurate information in a structure with an introduction, middle and conclusion so that it makes sense to the reader
- Supports statements and ideas with specific details, concrete examples and specialized vocabulary
- Uses illustration, photographs, diagrams, subheadings, boxes, and other graphics to support, add to and/or explain writing
- Conclusions provide a sense of closure that develops from information presented earlier in a piece
- Applies an understanding of the rules of the English language by demonstrating control of grammar, paragraph structure, punctuation, sentence construction, spelling, and usage

SPEAKING, LISTENING, & VIEWING: Formal Oral Report/Presentation w/Rubric & Written Self-Reflection (including visuals)

The student produces an oral report/presentation that:

- Maintains a focus on the topic
- Has students using eye contact, proper place, adequate volume, and clear pronunciation
- With a recognizable organization (sequencing, summarizing)
- Uses teacher-developed assessment criteria to prepare their presentation
- Summarizes main ideas and supporting details
- Utilizes common graphic features (charts, maps, diagrams, illustrations)

UNIT: INTRODUCTION

This genre study provides students with the opportunity to “read deeply” in two senses of the phrase: First, they read multiple texts on a single topic. Second, they learn to pay close attention to metacognitive aspects of reading, particularly, those most highlighted as the reader becomes more and more skilled with reading expository text.

Although this study is officially about report, it ventures into two additional related areas. Specifically, students receive instruction in reading strategies of proficient readers and writers; in strategies for comprehending nonfiction text (expository).

The heart of the genre is a controlling idea

Trade Books Used in the Genre Study

- *All About Rattlesnakes*
- *Animal Dads*
- *Bridges Are to Cross*
- *Corn is Maize*
- *Marshes and Swamps*
- *Dinosaur Dinners*
- *A Drop of Water*
- *Salmon Summer*
- *Zipping, Zapping, Zooming*
- *Welcome to the River of Grass*

Other Resource Materials

- *America's Choice* - Genre Study: Report (Grade 3)
- *America's Choice* -ELL Compendium to Report (Grade 3)
- *America's Choice* - Reading Monograph Series: Elementary
- *America's Choice* - Writing Monograph Series
- *Assessments for Learning: Using Rubric to Improve Student Writing* - Report of Information (Grade 3)

FRONTLOADING THE GENRE

Genre Study of Report

Approx 1 week

The scaffolds English Language Learners need to succeed in a genre study extend beyond the scope of the lessons in the grade level genre studies. “Frontloading” is the teaching that occurs before the genre study to provide the background knowledge ELL students need to increase their comprehension of the genre study. In order to facilitate the language needs of students, teachers should apply the strategies they have learned during the Category (ELL) training they have received and provide the following scaffolds:

- Prior to beginning this unit, teachers will need to introduce students to the genre of report. Teachers can do this through a variety of techniques such as shared reading and writing activities and by explicitly modeling the process of how-to complete each task before having students independently complete an assignment and by giving students time to work in pairs to practice a task prior to working independently. **Teachers should carefully transfer from one genre to the next, building on the commonalities amongst genres in order to help students transfer their learning and build on their literacy knowledge.**
- It is expected that teachers will complete a “shared” class report with students prior to beginning this unit and that teachers will utilize proposals in their read aloud/think alouds and in any modeled/shared writing. Students will then be able to utilize the artifacts used to create the “shared” class report as resources during the unit.
- **The standards for the work product and example of student work that meets the standards need to be posted and utilized. The students need to know at all times the expectation for their work. Teachers should have visible and assessable in the classroom a “genre board” to support ELL learners in the genre study – see *ELL Compendium for Report of Genre Study: Grade 3***
- Teachers are expected to complete the work products prior to and along with the students to use as a model during the unit’s lessons.
- **Teachers may need to read “expository text” with their students prior to beginning this unit.**

Please note: ELL students may require additional supports throughout the unit, such as language frames, graphic organizers, and plenty of oral rehearsal, etc. Please consult with the ELL teacher on your team and with the district ELL coaches for support in meeting the needs of ELL students. Your building ELA coach will also be able to assist you with any modifications or accommodations that are necessary to ensure the success of all students.

READER'S WORKSHOP

CURRICULUM MAP – GRADE 4
Reader’s Workshop
Report Unit

OPENING 10 MINUTES <i>(MINI-LESSON)</i>	WORK PERIOD (WP) 40 MINUTES <i>(APPLICATION OF MINI-LESSON)</i>	CLOSURE 10 MINUTES <i>(ACCOUNTABLE TALK)</i>	STUDENT WORK CHECKLIST			
<p>Section I: What is nonfiction? (corresponds to Section I: Writers Workshop: <i>What is a Report?</i>)</p> <p>Goal: Students understand the structure and format of expository text</p> <p>Chart: Features of informational (expository text)</p>	<p>Set up notebook for report unit</p> <p>Compare narrative and expository text – book sort</p> <p>Identify and analyze features of expository text</p> <p>Apply reading habits to expository text, highlighting: activating schema, determining importance, questioning, & synthesizing</p> <p>Add content/genre vocabulary to genre board</p> <p>Guided reading groups</p> <p>Independent/Partner/Buddy Reading</p> <p>Reading conferences</p>	<p>Share application of mini-lesson</p> <p>Or</p> <p>Share application of a reading habit</p>	<input type="checkbox"/> NB entries applying reading habits <input type="checkbox"/> Application of mini-lessons <input type="checkbox"/> Conference notes (reading strategies and guided reading)			
<p>Section II: Reading the Research (corresponds to Section II: Writers Workshop: <i>Gathering Information</i>)</p> <p>Goal: Students apply reading habits to the texts they are reading for their report</p> <p>Chart: Determining Importance – It Say, I Say strategy</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;">It Says (Quote)</td> <td style="width: 50%; text-align: center;">I Say (I Think)</td> </tr> <tr> <td style="height: 40px;"></td> <td></td> </tr> </table>	It Says (Quote)	I Say (I Think)				<p>Gather information from text read for report</p> <p>Apply reading habits to expository text, highlighting: activating schema, determining importance, questioning, & synthesizing</p> <p>Guided reading groups</p> <p>Independent/Partner/Buddy Reading</p> <p>Reading conferences</p>
It Says (Quote)	I Say (I Think)					

CURRICULUM MAP – GRADE 4
Reader’s Workshop
Report Unit

OPENING 10 MINUTES <i>(MINI-LESSON)</i>	WORK PERIOD (WP) 40 MINUTES <i>(APPLICATION OF MINI-LESSON)</i>	CLOSURE 10 MINUTES <i>(ACCOUNTABLE TALK)</i>	STUDENT WORK CHECKLIST
<p>Section III: Determining the Main Idea and Supporting Details (corresponds to Section III: Writers Workshop: <i>Getting Started</i>)</p> <p>Goal: Students read informational text and determine the main and supporting details</p> <p>Chart: Determining Importance</p> <p><i>It Say, I Say</i> reading strategy or KWL</p>	<p>Gather information from text read for report</p> <p>Apply reading habits to expository text, highlighting: activating schema, determining importance, questioning, & synthesizing</p> <p>Guided reading groups</p> <p>Independent/Partner/Buddy Reading</p> <p>Reading conferences</p>	<p>Share application of mini-lesson</p> <p>Or</p> <p>Share application of a reading habit</p>	<input type="checkbox"/> NB entries applying reading habits <input type="checkbox"/> Application of mini-lessons <input type="checkbox"/> Presentation notes <input type="checkbox"/> Conference notes (reading strategies and guided reading) <input type="checkbox"/> Formal Presentation w/reflection
<p>Section IV: Organizing Structures (corresponds to Section IV: Writers Workshop: <i>Drafting a Report</i>)</p> <p>Goal: Students read informational text and identify various organizational structures for communicating information</p> <p>Chart: Visual Elements that Clarify Meaning for the reader (see lesson 18 Writers Workshop)</p> <p>(model for students how to complete a presentation using teacher created rubric)</p>	<p>Apply reading habits to expository text, highlighting: activating schema, determining importance, questioning, & synthesizing</p> <p>Identify and analyze text features used in expository text read</p> <p>Add content/genre vocabulary to genre board</p> <p>Guided reading groups</p> <p>Independent/Partner/Buddy Reading</p> <p>Presentation notes</p> <p>Reading conferences</p>	<p>Share application of mini-lesson</p> <p>Or</p> <p>Share application of a reading habit</p> <p>Or</p> <p>Students begin oral presentations</p>	

CURRICULUM MAP – GRADE 4
Reader’s Workshop
Report Unit

OPENING 10 MINUTES (MINI-LESSON)	WORK PERIOD (WP) 40 MINUTES (APPLICATION OF MINI-LESSON)	CLOSURE 10 MINUTES (ACCOUNTABLE TALK)	STUDENT WORK CHECKLIST
<p>Section V: Vocabulary in Context (corresponds to Section V: Writers Workshop: <i>Author’s Craft</i>)</p> <p>Goal: Students read informational text and determine the meaning of unfamiliar and content vocabulary using context clues</p> <p>Chart(s):</p> <ul style="list-style-type: none"> • Vocabulary in Context: Antonym or Contrast Clue, Definition or example clue, General Knowledge Clue, or Restatement or Synonym Clue (see Resources – Unit 2) • Elements of an Effective Oral Presentation (teacher created) <p>(model for students how to complete a presentation using teacher created rubric)</p> <p>Students reflect and critique their presentations using teacher created rubric</p>	<p>Apply reading habits to expository text, highlighting: activating schema, determining importance, questioning, & synthesizing</p> <p>Identify and define unknown or content vocabulary used in expository text read</p> <p>Add content/genre vocabulary to genre board</p> <p>Guided reading groups</p> <p>Independent/Partner/Buddy Reading</p> <p>Presentation notes</p> <p>Reading conferences</p> <p>Practice presentation with a partner or small group for feedback using teacher created criteria</p> <p>Practice Q & A sessions w/partner/or small group</p>	<p>Share application of mini-lesson</p> <p>Or</p> <p>Share application of a reading habit</p> <p>Or</p> <p>Students continue presentations</p>	<p><input type="checkbox"/> NB entries applying reading habits</p> <p><input type="checkbox"/> Application of mini-lessons</p> <p><input type="checkbox"/> Presentation notes</p> <p><input type="checkbox"/> Conference notes (reading strategies and guided reading)</p> <p><input type="checkbox"/> Formal Presentation w/reflection</p>
<p>Section VI: Reflecting on Reading Expository Text (corresponds to Section VI: Writers Workshop: <i>Reflecting on Writing a Report</i>)</p> <p>Goal: Students reflect on the reading habits and strategies they employed to make meaning when reading expository texts</p>	<p>Reflect on reading habits and strategies used during the course of this genre study</p> <p>Guided reading groups</p> <p>Independent/Partner/Buddy Reading</p> <p>Reading conferences</p>	<p>Share application of mini-lesson</p> <p>Or</p> <p>Share application of a reading habit</p> <p>Or</p> <p>Students continue presentations</p>	

CURRICULUM MAP – GRADE 4
Reader’s Workshop
Report Unit

OPENING 10 MINUTES <i>(MINI-LESSON)</i>	WORK PERIOD (WP) 40 MINUTES <i>(APPLICATION OF MINI-LESSON)</i>	CLOSURE 10 MINUTES <i>(ACCOUNTABLE TALK)</i>
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In this unit the teacher will need to determine appropriate reading habits/strategy lessons for continued instruction through **formative assessments** and classroom **observation of class/student needs**. Students practice using these strategies throughout the unit while reading the texts they will reference for their reports (*minimum 4 texts on one topic*). The texts reflect the student’s **independent reading level** as indicated on the **fall MAP** assessment (**lexile level**).

Teachers should highlight the following habits and strategies for the report unit:

Habit	When	Strategy
Activating Schema	Before/During Reading	Book Tour (previewing text) KWL Chart
Determining Importance	During Reading	Two Column Notes KWL Chart Code the Text
Asking Questions	During Reading	Two Column Notes KWL Chart
Synthesizing	After Reading	Summarizing KWL Chart Chunk and Go

WRITER'S WORKSHOP MAP

CURRICULUM MAP – GRADE 4
Writer’s Workshop
Report Unit

OPENING 10 MINUTES <i>(MINI-LESSON)</i>	WORK PERIOD (WP) 40 MINUTES <i>(APPLICATION OF MINI-LESSON)</i>	CLOSURE 10 MINUTES <i>(ACCOUNTABLE TALK)</i>	STUDENT WORK CHECKLIST
<p>Section I: What is a Report? (corresponds to Section I: Readers Workshop: <i>What is nonfiction?</i>)</p> <p>Goal: Students understand the structure and format of expository text and an understanding of what is a report of information</p> <p>Chart(s):</p> <ul style="list-style-type: none"> • What is a Report? • What is the Purpose of a Report? • Strategies Good Writers Use to Write Reports • How a Person Becomes an Expert • We Are Experts On • Habits of Good Writers 	<p>Set up notebook for report unit</p> <p>Compare narrative and expository text – chart differences</p> <p>Generate seed ideas for report</p> <p>Application of mini-lesson</p>	<p>Share application of mini-lesson</p> <p>Or</p> <p>Share seed ideas</p>	<input type="checkbox"/> NB entries of seed ideas <input type="checkbox"/> Application of mini-lessons <input type="checkbox"/> Try-outs of seed ideas <input type="checkbox"/> Conference notes
<p>Section II: Gathering Information (corresponds to Section II: Readers Workshop: <i>Reading the Research</i>)</p> <p>Goal: Students apply note taking strategies to text they are reading for their individual reports</p> <p>Chart(s):</p> <ul style="list-style-type: none"> • Guide for Research • We Are Experts On (review) • Habits of Good Writers (review) • Tips for Interviewing 	<p>Gather information from text read for report</p> <p>Apply note-taking strategies to expository text when gathering information</p> <p>Application of mini-lesson</p> <p>Try-out of seed ideas for report</p> <p>Small group/individual needs based instruction: as evidenced by skill(s) needed in the context of student writing</p> <p>Writing conferences</p>	<p>Share application of mini-lesson</p> <p>Or</p> <p>Share try-outs</p>	

CURRICULUM MAP – GRADE 4
Writer’s Workshop
Report Unit

OPENING 10 MINUTES <i>(MINI-LESSON)</i>	WORK PERIOD (WP) 40 MINUTES <i>(APPLICATION OF MINI-LESSON)</i>	CLOSURE 10 MINUTES <i>(ACCOUNTABLE TALK)</i>	STUDENT WORK CHECKLIST
<p>Section III: Getting Started (corresponds to Section III: Readers Workshop: <i>Determining the Main Idea and Supporting Details</i>)</p> <p>Goal(s):</p> <ul style="list-style-type: none"> • Students determine a focus for their report based on their research and outline their report • Students clarify the criteria for a report that meets standard <p>Chart(s):</p> <ul style="list-style-type: none"> • Strategies for Good Writers Use for Reports • Writing Good Introductions • Guide for an Overview of a Report 	<p>Gather information from text read for report</p> <p>Application of mini-lesson</p> <p>Clarify criteria (rubric) for a report meeting standard</p> <p>Small group/individual needs based instruction: as evidenced by skill(s) needed in the context of student writing</p> <p>Peer conferences</p> <p>Writing conferences</p> <p>Overview of Report</p>	<p>Share application of mini-lesson</p> <p>Or</p> <p>Share outline of report</p>	<input type="checkbox"/> NB entries of try-outs <input type="checkbox"/> Application of mini-lessons <input type="checkbox"/> Draft of report <input type="checkbox"/> Conference notes
<p>Section IV: Drafting a Report (corresponds to Section IV: Readers Workshop: <i>Organizing Structures</i>)</p> <p>Goal: Students organize their reports around main ideas and provide supporting details</p> <p>Chart(s):</p> <ul style="list-style-type: none"> • How to Organize a Report – beginning, middle, conclusion • Structures for Report Writing • Using Headings and Subheadings • Using Graphic Features – boxes, captions, & diagrams • Writing Good Conclusions 	<p>Begin writing process for report - draft</p> <p>Application of mini-lesson</p> <p>Try-outs of various organizational structures for report</p> <p>Try-outs of graphic and visual elements for reports</p> <p>Small group/individual needs based instruction: as evidenced by skill(s) needed in the context of student writing</p> <p>Peer conferences</p> <p>Writing conferences</p>	<p>Share application of mini-lesson</p> <p>Or</p> <p>Share application of a reading habit</p> <p>Or</p> <p>Students begin book talks</p>	

CURRICULUM MAP – GRADE 4
Writer’s Workshop
Report Unit

<p style="text-align: center;">OPENING 10 MINUTES (MINI-LESSON)</p>	<p style="text-align: center;">WORK PERIOD (WP) 40 MINUTES (APPLICATION OF MINI-LESSON)</p>	<p style="text-align: center;">CLOSURE 10 MINUTES (ACCOUNTABLE TALK)</p>	<p style="text-align: center;">STUDENT WORK CHECKLIST</p>
<p>Section V: Using Author’s Craft and Reflecting on the Report (corresponds to Section V: Readers Workshop: <i>Vocabulary in Context</i>)</p> <p>Goal(s):</p> <ul style="list-style-type: none"> • Students revise drafts and incorporate genre features in their report • Students will complete a written report using a rubric and work samples that meet standard for guidance (p. 122-125 Report Manual) <p>Chart(s):</p> <ul style="list-style-type: none"> • Strategies Good Writers Use for Reports • Rubric for Report • <u>Have a rubric posted w/examples of student work that meet the specific elements of the standard</u> <p>(have charts generated throughout this unit available to students to use as a resource)</p> <p>Students reflect and critique their reports using rubrics and benchmark samples</p>	<p>Review and analysis of various reports</p> <p>Writing of final report – writing process</p> <ul style="list-style-type: none"> ○ Drafting ○ Revising (peer & teacher) ○ Conferencing (peer & teacher) ○ Editing (peer & teacher) ○ Publishing <p>Small group/individual needs based instruction: as evidenced by skill(s) needed in the context of student writing</p> <p>Application of mini-lesson</p> <p>Peer conferences</p> <p>Writing conferences</p> <p><u>Completion of final report w/rubric and reflection</u> (see p. 8 curriculum map – also, lesson 26 Report Manual)</p>	<p>Share application of mini-lesson</p> <p>Or</p> <p>Students share drafts and revisions of their report</p> <p>Or</p> <p>Share final report</p>	<p><input type="checkbox"/> Application of mini-lessons</p> <p><input type="checkbox"/> Revisions to report</p> <p><input type="checkbox"/> Conference notes</p> <p><input type="checkbox"/> Final Report w/rubric and reflection</p>

RESOURCES: UNIT 2

ROUTINES

The following **Routines** should be used when needed, during the Readers Workshop, as supports for writing the report. Each Routine should be first modeled and frequently practiced by the teacher. Students should be given regular opportunity to practice these Routines in an effort to have students determine which Routines/Strategies are most supportive to their work.

READING STRATEGY/ROUTINE	PURPOSE	HOW TO USE IT	WHEN TO USE IT
Textbook Tour	Textbook Tours allow students time to preview and become acquainted with how their text works.	Ask students to make connections to the idea of a “tour.” Take the students on a tour of a text, identifying text features (<i>bold print, index, and appendix</i>) as you would notable places on a map.	Before Reading
Quick Write	Quick Writes help students recall familiar knowledge and generate new knowledge as they explore subjects and themes.	Tell students with a QW, they have a short fixed writing time limit, they write to get down their ideas, they write freely as ideas occur to them; they do not worry about perfection.	Before, During or After Reading
Coding the Text	Coding the text is a system for noticing, categorizing and marking information for future reference.	Read a passage and when applicable use the following codes: “O” author’s opinion “F” fact “4” something that confirms what was already thought about a topic “X” contradicts what was already thought about a topic “*” the point seems important	During Reading

READING STRATEGY/ROUTINE	PURPOSE	HOW TO USE IT	WHEN TO USE IT
Say Something	Say Something helps students focus on what they are reading.	Chart for students possible readers thoughts: making a connection, asking a question, making a prediction, clarifying confusions. Model reading a paragraph and stopping at the end of a sentence or a few sentences to “say something” using sentence stems from the chart of possible thoughts. In groups, this works by having one student facilitate and say “say something!” to cue responses by the other group members.	During Reading
Popcorn Reading	Popcorn Reading allows students to hear out loud highlighted words, phrases, or ideas.	At the end of reading a text (<i>by/with a group of students</i>) ask the students to again scan the text and underline or highlight a word/line/phrase they think is important. Allow roughly five minutes. Ask students in no particular or predetermined order to read aloud their word/line/phrase.	After Reading
Double-Entry Journal	A Double-Entry Journal is a tool to allow students to document connecting thought to text.	Students’ set-up a notebook entry with two columns, one for text and the other for question/response. Have students quote exact statements/phrases from the text they have read in the first column. In the second, have students note a question or response to the quote.	During and After Reading

READING STRATEGY/ROUTINE	PURPOSE	HOW TO USE IT	WHEN TO USE IT
Written Conversation	Written Conversation assures all students engage in reading and writing about content.	Provide two students with a common text and a guiding, open-ended question (<i>How do you feel about this piece? Why is the author writing this piece? What are the most important ideas of this piece?</i>). Each student will read the piece SILENTLY. When both students finish reading for 2-3 minutes they will silently, simultaneously write notes (answering the guiding question or noting comments). They will swap papers and attempt to respond to some of the comments noted by their partner. Papers are again swapped.	After Reading

SUPPORTIVE MINI-LESSONS FOR SUMMARIZING

ML: (Thinking Aloud the process of Making Inferences)

1. Give as a handout and use on an overhead a summary (one paragraph) from a familiar touchstone text.
2. Read-aloud the summary.
3. At the end of reading each sentence, say aloud and write down an inference.
4. Rewrite at the bottom of the document, in sentence form, all of the inferences made.
5. Read-aloud the sentences.
6. Think-aloud edits that would make the sentences combine into a coherent paragraph.
7. Write down the think-aloud edits (*"I think it would be better if I added/changed...because..."*)

ML: (Thinking Aloud the process of Determining Importance)

1. Give as a handout and use on an overhead a summary (one paragraph) from a familiar touchstone text.
2. Read aloud the summary.
3. Write the question: *"How did the author know and determine what information was important enough to combine in a summary?"*
4. Reread the whole text and ask students to take on the role of investigator. In this role, their task is to find in the whole text references to what the author chose to include in the summary. (Hold the summary next to/above the whole text, while rereading from the start of the text.)
5. Stop and highlight a sentence within the text that is reflected/mirrored in the summary.
6. Continue reading. Stop and highlight another sentence that is reflected/mirrored in the summary.
7. Return to the summary and think aloud what the author's thought may have been in choosing to include the important information.
8. Write down the thoughts (*"I think the author chose to include this point because..."*).

ML: (Identifying Important Words and Creating Synonyms)

1. Give as a handout and use on an overhead a summary (one paragraph) from a familiar touchstone text. Read aloud the summary.
2. On the overhead text, underline the three most important sentences.
3. Write next to the underlined sentences why they are important. (*"This is important because it is the first sentence in the paragraph."*
"This is important because it includes the topic by name.")
4. Rewrite (directly quote) on the bottom of the document the three sentences.
5. Identify/underline the nouns and verbs in the sentences.
6. Replace with synonyms some of the nouns and verbs in the sentences. Do this by writing the synonyms above the nouns/verbs.
7. Rewrite the three sentences using several of the noun/verb replacements.
8. Reread the three sentences aloud and think aloud if additional edits need to be made to have the sentences combine comprehensively.

Nonfiction Unit Features

FEATURE	EXPLANATION
TEXT FEATURES	Bold print, italicized print, table of contents, chapter titles, appendix, index, footnotes, photographs, visuals, graphs, boxed notes, topic sentences, lead sentences, summarizing paragraph,
READING HABITS TO ACCESS AND RESPOND TO MATERIAL	Questioning (concepts, words), activating schema, Inferring, Determining Importance, Synthesizing
WRITER'S STANCE	Opinion/purpose for writing
TEXT STRUCTURE	<u>Cause and Effect</u> : provides reasons or gives explanations for how or why something happens. <u>Problem and Solution</u> : problems are identified and solutions are discussed. <u>Question and Answer</u> : a question is posed, followed by a specific answer. <u>Compare and Contrast</u> : discusses two ideas and examines how they are alike and/or different. <u>Description</u> : main ideas are supported by descriptive details. <u>Sequence</u> : information is given in a specific order.
GENRE LANGUAGE	Claim, support, opinion, fact, research, question, sequence, compare and contrast, cause and effect, problem and solution, text features
TIER 2 AND TIER 3 VOCABULARY	Tier 2 words are more advanced terms for words students already have in their knowledge bank (ex: word students know=but; tier 2 word = however; word students know = main idea; tier 2 word = thesis). Tier 3 words are domain specific words (ex: amphibious, phosphorescence).

Vocabulary Resources

Clues to teach words in context

(Kylene Beers, When Kids Can't Read, What Teachers Can Do)

1. **Definition or Explanation Clues:** are the most direct clues an author offers readers. With this type of clue, the author actually defines the word for the reader, generally in the same sentence.
2. **Restatement or Synonym Clues:** are clues that explain unfamiliar words in the text by restating them in simpler terms or by using synonyms. Restatement clues may not appear in the same sentence as the unfamiliar word.
3. **Contrast or Antonym Clues:** offer an opposite meaning for a word. These clues often require that students catch and understand the signal word. Like restatement and synonym clues, the contrast or antonym may appear in the same sentence or a subsequent sentence.
4. **Gist Clues:** are the most subtle type of clue an author can offer readers. With these clues, the meaning of a particular word must be inferred from the general context – or the gist – of the passage. Sometimes readers must read an entire passage before they understand the meaning of the word.
5. **Cognate Clues:** are etymologically related words between two languages; i.e. English (paper) Spanish papel.

Vocabulary Instruction Supports

Tier 1 Words

Site words

Tier 2 Words

Parts of speech for which students already have a word accessible.

Introducing a Tier 2 word is giving students
a *more advanced term* for a word they already know.

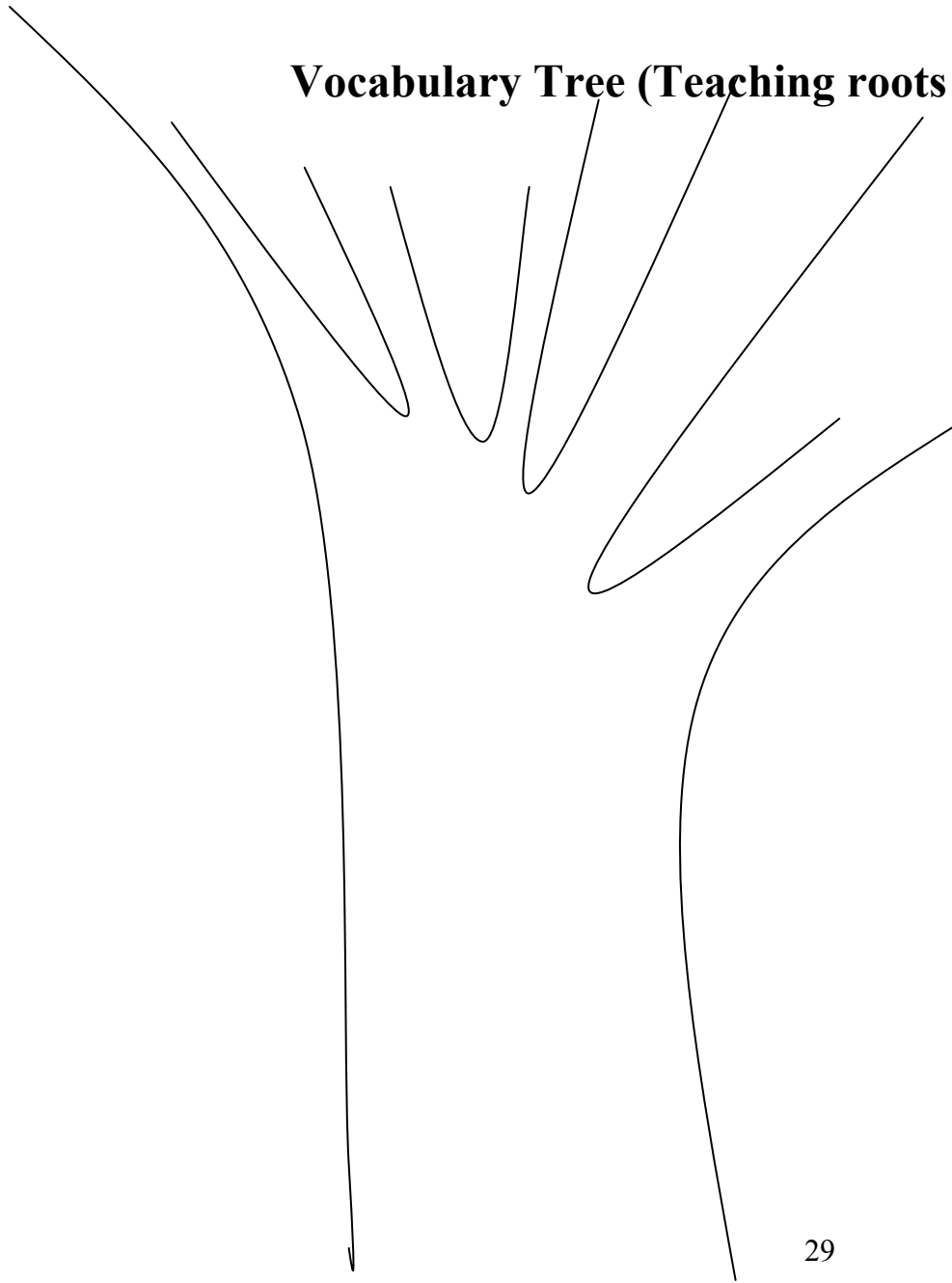
Instructional focus

Tier 3 Words

Domain specific/content area words. These words offer little opportunity
to be taught based on knowledge students already possess.

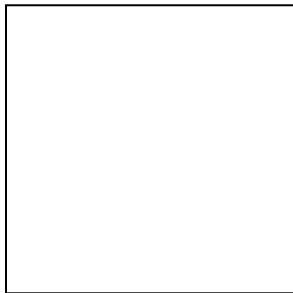
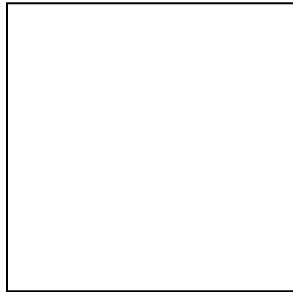
most challenging for students to learn – dominant in nonfiction text

Vocabulary Tree (Teaching roots suffixes and affixes)

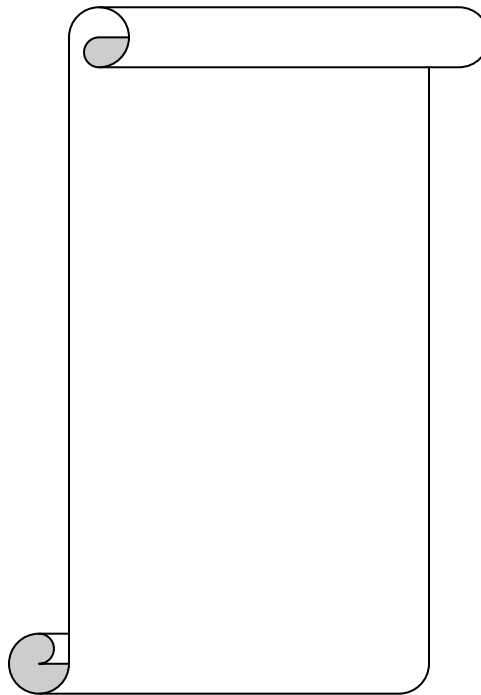
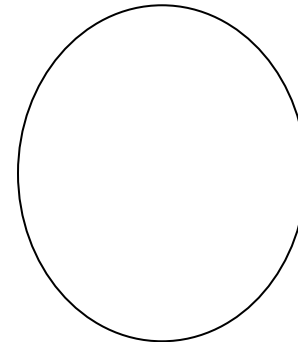
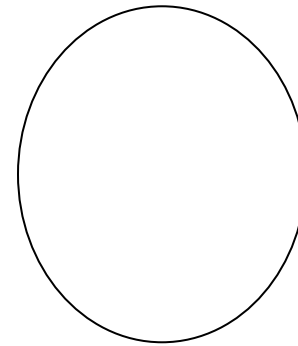


Word Scrolls

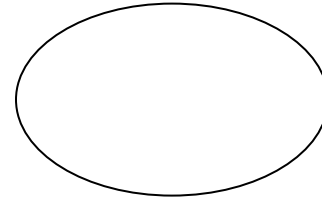
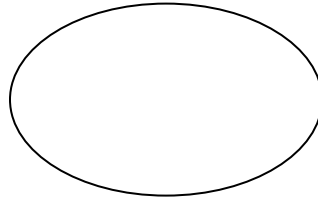
What it is...



What it isn't...



Examples:



Practice:

Logographic Cues (representative symbols):

Vocabulary in Context

Context clues are words and phrases in a sentence which help you reason out the meaning of an unfamiliar word. Oftentimes you can figure out the meanings of new or unfamiliar vocabulary by paying attention to the surrounding language. The table below gives the types of clues, signals and examples of each clue.

Type of Context Clue	Definition	Signals	Examples
Antonym or Contrast Clue	Phrases or words that indicate opposite	but, in contrast, however, instead of, unlike, yet	Unlike his <i>quiet and low key</i> family, Brad is <i>garrulous</i> .
Definition or Example Clue	Phrases or words that define or explain	is defined as, means, the term, [a term in boldface or italics] set off with commas	<i>Sedentary</i> individuals, people who are not very active, often have diminished health.
General Knowledge	The meaning is derived from the experience and background knowledge of the reader; "common sense" and logic.	the information may be something basically familiar to you	Lourdes is always sucking up to the boss, even in front of others. That <i>sycophant</i> just doesn't care what others think of her behavior.
Restatement or Synonym Clue	Another word or phrase with the same or a similar meaning is used.	in other word, that is, also known as, sometimes called, or	The <i>dromedary</i> , commonly called a camel, stores fat in its hump.

In addition to context clues are word parts: prefixes, roots and suffixes. Some textbooks refer to this as word analysis. These come into the English language from several other languages, and many of the oldest are Greek or Latin in origin. There are many books which you can use to study word analysis. You may also find several online sites that are excellent resources.

ARTIFACTS

STUDENT ARTIFACTS

Student Portfolio:

- Annotated Bibliography & Notebook Entries Documenting Reading Strategies
- Formal Report of Information w/Rubric & Written Self-Reflection
- Formal Oral Report/Presentation w/Rubric & Written Self-Reflection

Notebooks:

- Application of mini-lesson presented
- Notes/Charts for reference
- Conference notes
- Summaries of books read & annotated bibliography

Writing Folder:

- Draft and revisions of formal report
- Draft and revision or oral report/presentation notes

TEACHER ARTIFACTS

Teacher Assessment Portfolio:

- Status of the class
- Conference notes
- Small group instruction notes
- Informal/formal assessment data

Charts:

- As indicated in the *America's Choice* "Author Study: Allen Say"
- As indicated in the *America's Choice* "Writers Workshop Lessons: The First Thirty Lessons"
- 25 Book Campaign - students progress
- Book of the Month Campaign w/student response

Word Walls:

- Vocabulary & Visual pertaining to the genre being studied (for example):
 - Expository
 - Captions
 - Topic/Sub Topic
 - Index/Table of contents

Bulletin Board:

- Showing Reports (or aspects of) that meet the standards w/teacher & student commentary
- Visual Presentations of reports (if applicable) that meet the standards w/teacher & student commentary

NOTES: