



Holyoke Public Schools

English Language Development Curriculum Map Sheltered English Language Arts Grade 4 Report of Information

2008-2009

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Overview of Curriculum Maps

Goals:

1. To ensure that English Language Learners are exposed to and engaged in a rigorous English Language Arts curriculum in every school and at every grade level.
2. To provide consistent instruction and assessment district wide
3. To prepare students for the MCAS and MEPA assessments.
4. To provide teachers with curriculum guidelines and appropriate ELL instructional strategies for the English Language Development (ELD) courses.

Expectations:

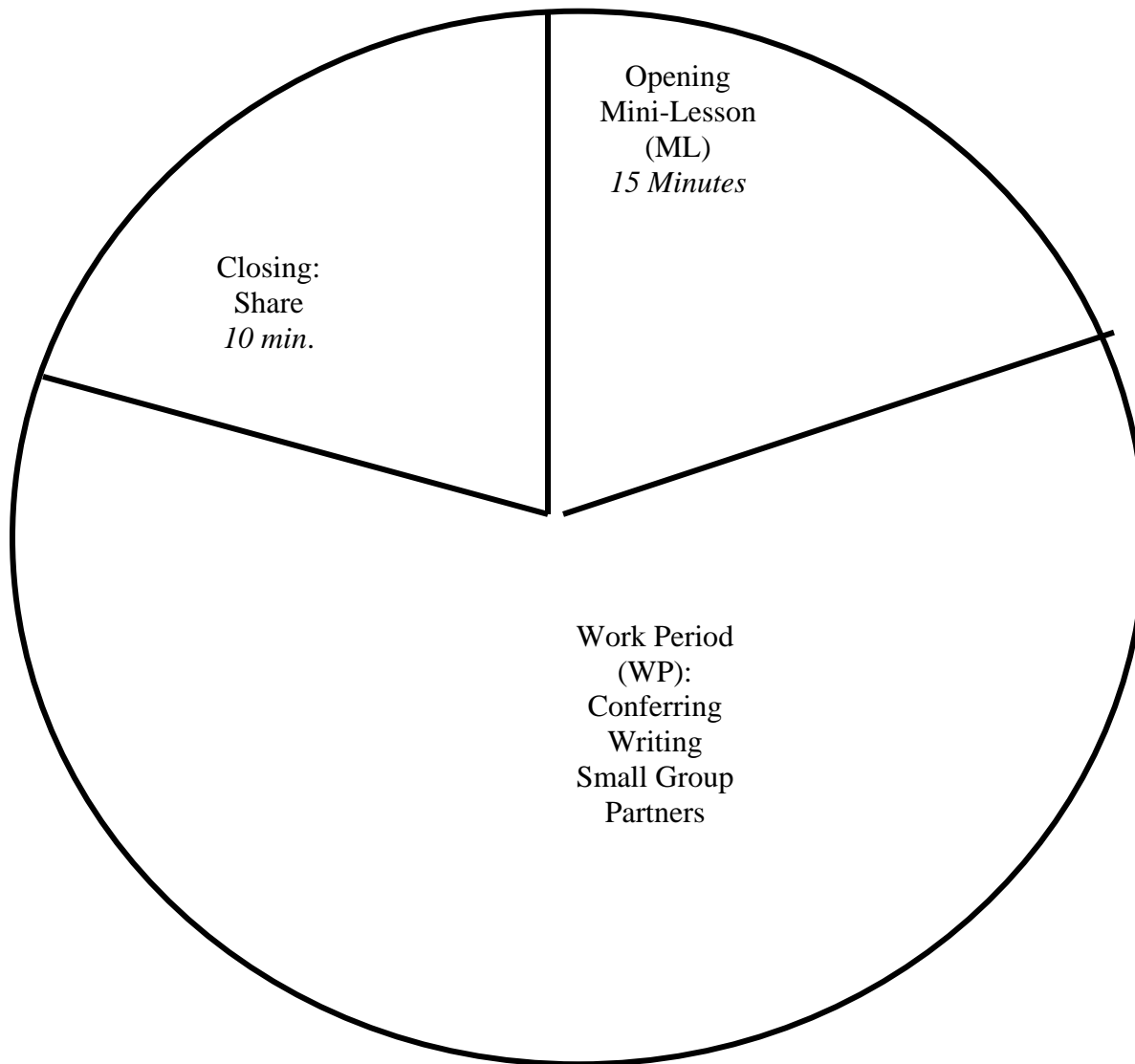
The district's expectation is for students to successfully meet the expectations outlined in the *Massachusetts English Language Arts Standards* and the *Massachusetts English Language Proficiency Benchmarks and Outcomes for English Language Learners*. In order to help facilitate this, teachers are required 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.

**Year-Long Curriculum Map
Literacy Instruction
Sheltered Language Arts Class 4-5**

September 20 Days	<p>Rituals and Routines Using the America's Choice curriculum materials for elementary school, establish the rituals and routines of the Readers and Writers Workshop</p>
October-November	<p>Narrative Account Using the established curriculum map and suggested materials, complete a grade-level appropriate genre study on narrative accounts</p>
December-January	<p>Report</p>
February	<p>Testing and MEPA Preview</p>
March-June	<p>Response to Literature Chris Van Allsburg Fantasy (Grade 4) Historical Fiction (Grade 5)</p>

Overview of the Readers and Writers Workshop: Sheltered ELA

Sheltered Map Components: Elementary School



The workshop model for the Sheltered ELA class is designed to integrate reading and writing around a genre within a predictable structure that will allow early intermediate and intermediate students to advance linguistically and academically. The structure is set up to allow students maximum independent work time, time for talk, as well as scaffolded times for learning new strategies. The following is a breakdown of each part of the workshop:

READERS WORKSHOP

Mini-Lesson: 15 minutes

The teacher uses this time to introduce a new reading skill or strategy, model how to apply this skill to reading, invite students to participate, and close with clear directions for the work period.

- You will use read aloud materials to model a reading skill or strategy that students will be working on.
- **NOTE: Pay close attention to the materials you choose!** Make sure that you use either a picture book or a piece of text on an overhead. It is essential that your students see what you are reading while you read it. Make sure that you do not try to just read aloud the whole book. Choose a piece of a passage or a few pages of a read aloud and use this text to model.
- After you model the strategy using the read aloud text, you will ask students to turn and talk about what they saw you do. This is an essential step for your ELLs because it allows them to solidify the skill you taught them before they have to apply it to their own reading.
- The teacher will begin the lesson by telling students what they will be learning today. The teacher will then use a reading text or modeled writing to teach a new strategy.
- The teacher will develop classroom charts in many of these lessons. Develop these charts with the students! Prepare for the lesson by writing the title of the chart and developing the chart “bones”. For example, if you are making a t-chart, draw the “t” and label each side, but add in the information with the students while you are teaching.
- Students will use language stems to turn and talk during the mini-lesson. After you have taught the strategy, share with students the language stem and ask them to turn and talk using the language stem.

WORK PERIOD: 30 minutes

Students read their own independent reading books or participate in partner reading and practice using the strategy the teacher just modeled.

- This is a chance for students to immediately apply the strategy the teacher modeled. Students read books at their reading level and practice the strategy, write about it in their Reader’s Notebooks, work in groups with peers or the teacher.
- There will be turn and talk built into this time to solidify and define what they have learned, therefore creating a more stable memory of the strategy taught.
- The teacher should run guided reading groups and conferences during this time.

Closing: 10 minutes

This is an important part of the workshop that should be mined for opportunities to talk for ELLs. Students share what they have learned and solidify their experience that day as readers.

- Provide time for the class to come together as a group and reflect on their learning that day. Allow a few students to share and provide opportunity for feedback from their peers. Or allow partner sharing so that all students can share and talk during the closing.

WRITERS WORKSHOP

MINI-LESSON: 15 Minutes

The teacher will gather the students to learn a new writing strategy. At this point the teacher will build classroom charts, provide an opportunity for practice and turn and talk to solidify their learning.

- The teacher will begin the lesson by telling students what they will be learning today. The teacher will then use a touchstone text or their own modeled writing to teach a new strategy.
- **NOTE:** You must develop your own piece along with students as they learn new writing skills and strategies. Make sure that you build this piece with students integrating all the things they are learning about the genre.
- The teacher will develop classroom charts in many of these lessons. Develop these charts with the students! Prepare for the lesson by writing the title of the chart and developing the chart “bones”. For example, if you are making a t-chart, draw the “t” and label each side, but add in the information with the students while you are teaching.
- Students will use language stems to turn and talk during the mini-lesson. After you have taught the strategy, share with students the language stem and ask them to turn and talk using the language stem.

Work Time (WT): 30 Minutes

The Work Period is a chance for students to work on their own drafts, practice new writing skills, or move forward in the writing process. or in groups on the strategy taught in the mini-lesson.

- Students will work on their writing and drafts independently. Students will try to apply the writing strategy taught, work with partners to revise their writing, or be involved in a step of the writing process.
- The teacher will circulate and support students, conference with individual students, or run guided writing groups.
- Make sure that you have a well-established independent writing process. This is set up during the first unit of study.

Closing: 10 Minutes

This is an important part of the workshop that should be mined for opportunities to talk for ELLs. Students share what they have learned and solidify their experience that day as readers and writers.

- Provide time for the class to come together as a group and reflect on their learning that day. Allow a few students to share and provide opportunity for feedback from their peers. Or allow partner sharing so that all students can share and talk during the closing.

Skills Block: 30 minutes daily

This daily skills time is a goldmine of opportunity for teachers and students. This is a time of direct instruction on the reading or writing skills students are struggling with.

- During this time, you will deliver a lesson that is a more classic “stand and deliver” lesson. You will teach a skill, practice with students, give them a chance for independent practice, and close the lesson.
- **NOTE:** Since this is a short time, your lesson focus must be “laser-like”. Choose a skill that you can teach in the allotted time and know that this short time can be incredibly effective for ELLs. They will not be overwhelmed by language rules or information and will be able to own and control what you teach them on a daily basis if you plan accordingly.

Reading Skills Lessons:

- You will choose a reading focus for the skill lessons that is about the universal reading skills all readers need. This means you will teach:
 - Phonetic Principles
 - Reading Fluency and Accuracy
 - Vocabulary
- For example, you might choose to teach the difference between the sounds “SH” and “CH” using a sorting game. You would NOT choose to teach “making connections” or other comprehension strategies during this time

Writing Skills Lessons:

- You will choose a writing focus for the skill lessons that is about the universal writing skills all writers need. This means you will teach:
 - Spelling -Style and Syntax
 - Grammar -Word Choice
- For example, you might choose to teach how to deal with making nouns plural in the English Language. You would NOT choose to teach “character development in narrative writing” or other genre features during this time.

NOTE: You will need to balance reading and writing skills teaching over the course of a week. Suggestions for balance are in the Appendix

PLEASE SEE THE APPENDIX FOR MORE IDEAS ON WHAT SKILLS YOU COULD TEACH DURING THIS DAILY SKILL TIME

Sheltered ELA Course Narrative Account

Introduction:

Early Intermediate and Intermediate English Language Learners have access to more language and are able to process and produce higher levels of English. The genre of narrative account is an excellent way to imbed language instruction, provide access to the grade level curriculum and allow students to produce their own narrative accounts.

Below is a list of common genre features and language features. Genre features define how a writer develops a story, puts it together, and what kind of characteristics it contains. Language features define exactly what kinds of words, vocabulary and sentences a writer uses when they are developing a narrative account.

Genre Features	Language Features
Narrative Account	Narrative Account
<ul style="list-style-type: none"> • Produce a narrative account that: <ul style="list-style-type: none"> ○ Engages the reader by establishing a context, creating a point of view, and otherwise developing reader interest; ○ Establishes a situation, plot, point of view, setting, and conflict (and for autobiography, the significance of events and plot with clear resolution); ○ Creates an organizing structure ○ Includes sensory details and concrete language to develop plot and character; ○ Uses dialogue; ○ Excludes extraneous details and inconsistencies; ○ Develops complex characters; ○ Uses a range of appropriate strategies, such as dialogue, tension of suspense, naming, and specific narrative action e.g., movement, gestures, expressions; ○ Provides a sense of closure to the writing 	<ul style="list-style-type: none"> • Past Tense, tells what happened • Past progressive • Subjunctive • Descriptive language: <ul style="list-style-type: none"> ✓ Action verbs ✓ Adverbs ✓ Adjectives • Literary language • Specific nouns • Dialogue • 1st or 3rd person • Chronological order (flashbacks sometimes used) • Sensory details <p>Teach these language features during your daily skills lessons when the focus is on writing skills</p>

Materials and Resources

Variety of Informational Texts that are good examples of reports

Variety of Informational Texts at and slightly above the student's reading level

Mentor Texts

- 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

Grolier Online Multimedia Encyclopedia

<http://www.go.grolier.com>

Please see your school Library Media Specialist for user name and password

EBSCO host

<http://search.epnet.com>

Please see your school Library Media Specialist for user name and password

www.timeforkids.com

Guided Reading Books

- Rigby Instep Readers Levels I-T

Classroom Library

- Scholastic Fact and Fiction Collection

America's Choice

Grade 3 Report

Grade 3 Report Compendium

Sheltered Report of Information Curriculum Map

Overarching Unit Goals and Standards

Reading

NCEE ELA Standards	ELPBO
<p>The student reads and comprehends various informational texts about one issue or subject, and produces a written and oral report that:</p> <ul style="list-style-type: none"> • Restates or summarizes information; • Relates new information to prior knowledge and experience; • Extends ideas; • Use the structure of informational text to retrieve information; • Makes connections to related topics or information; • Compare one text to another text they have read or heard; • Read, comprehends and summarizes various sources of informational text about one issue or subject. • the author's craft. 	<ul style="list-style-type: none"> • Identify main idea(s) or important information in a literary or informational text (R.3.1) • Identify details that support main idea in a literary or an informational text (R.3.2) • Summarize information from a literary or an informational text that is read. (R.3.3) • Support individual interpretations and conclusions, using evidence from a literary or an informational text (author purpose, organization of structure: chronology, cause-effect, problem-solution) (R.3.4) • Analyze and provide evidence from a text to support understanding of theme (Using graphic organizers) (R.3.11) • Apply knowledge of general characteristics of a literary genre as a strategy for reading (R.4.1) • Distinguish forms and purposes of informational and expository materials (R.5.1) • Uses knowledge of text features to determine the purpose of meaning of a text (R.5.2) • Use knowledge of common graphics features to determine the purpose and meaning of a text (R.5.3) • Use knowledge of common organization structure to determine meaning of the text (R.5.4) • Use knowledge of organization structure in nonfiction text to determine its meaning (R.5.11)

Writing

NCEE ELA Standards	ELPBO
<ul style="list-style-type: none"> • Engages the reader by establishing a context, creating a persona and otherwise developing reader interest; • Develop a controlling idea; • Creates an organizing structure; • Includes appropriate facts and details; • Excludes extraneous and inappropriate information; • Uses a range of strategies such as facts and details, examples and/or comparisons, descriptions or analysis of the subject; • Includes appropriate facts and details; • Provides a sense of closure to the writing. 	<ul style="list-style-type: none"> • Plan ideas for writing in a way that makes sense for an identified purpose and audience (W.1.1) • Write lists of words and phrases needed to accomplish an assigned writing task (W.1.2) • Organize information to be expressed in writing in a way that makes sense for the purpose and audience (W.1.3) • Identify the structures and length that support the audience, purpose, and topic of a writing task (W.1.4) • List words and phrases to support structure and meaning within and among paragraphs of a writing task (W.1.5) • Organize information about a topic into a paragraph with a topic sentence, supporting details, and a concluding sentence(W.1.6) • Write a paragraph that provides information and includes a topic statement, supporting details, and a conclusion (W.2.7) • Use knowledge of correct mechanics when editing (W.4.4) • Use word processing to publish writing (W.5.1) <p>Standards for levels: Intermediate and Transitioning</p>

Writing Skills, Language Use and Conventions

National Center on Education & the Economy (NCEE) ELA Standards	*English Language Proficiency Benchmarks & Outcomes (ELPBO)
<p>Student demonstrates control of:</p> <ul style="list-style-type: none"> • Grammar • Paragraph structure • Punctuation • Sentence construction • Spelling and Usage 	<ul style="list-style-type: none"> • Spell familiar words correctly when editing • Identify correct sentence structure and usage when editing • Use correct mechanics when editing • Use knowledge of correct mechanics when editing

Speaking and Listening

NCEE ELA Standards	ELPBO
<ul style="list-style-type: none"> • Listen to, comprehend and carry out directions with simple steps • Give directions that include sequenced steps • Asks questions • Responds appropriately to comments and questions • Uses language cues to indicate different levels of certainty • Displays appropriate turn taking behaviors • Clarifies, illustrates or expands on a response when asked to do so • Confirms understanding by paraphrasing • Actively solicits another person's comments or opinion • Volunteer contributions and responds when directly solicited • Gives reasons in support on opinions expressed 	<p>Speaking</p> <ul style="list-style-type: none"> • Retell steps of a process in logical sequence (S.3.19) • Compare and contrast information orally (S.3.21) • Ask and respond to questions (who/, what?, where?, when?) based on text that is heard. (ELA 8.15) • Participate orally in class activities, using appropriate words, phrases, and expressions (S.3.46) • Make predictions or inferences based on a story or information that has been heard.(S.3.22) • Ask and answer concrete questions about familiar content. (S.2.5) • Describe people, places, and things, using some detail. (S.2.6) • Express confusion (S.2.8) • Ask and respond to questions based on a text that is heard (S.3.15) • Plan, rehearse, and orally present information in a brief report, using visual clues. <p>Listening</p> <ul style="list-style-type: none"> • Demonstrate comprehension of oral directions that include visual cues (S.3.1) • Demonstrate comprehension of one-step directions (FL2.4) • Demonstrate comprehension when simple information is given (S.3.3) • Identify important information about academic content, using prior knowledge and/or visual cues as needed (S.3.9; link to ELA 8.5) • Demonstrate comprehension of oral questions that are based on academic content(S.3.30) • Demonstrate comprehension of agreed-upon rules for small-group decision making (S.3.45) • Takes notes (using graphic organizers) while listening for specific information (S.3.50)

Unit Work Products

Student Outcomes for Sheltered: Report

ELL students will be able to:

Listening Work	Speaking Work	Reading Work	Writing Work
<ul style="list-style-type: none"> • Listen to partner and retell information • Listen for facts and details related to topic during a read aloud • Listen to partner in the oral presentation of the report • Identify transitional and topic specific words • Ask and answer questions related to presentation and or topic <p>Take notes from listening to oral information</p>	<ul style="list-style-type: none"> • Daily turn and talk with student prompts • Book talk around a shared text or topic • Use transitional and topic specialized words • Student/ teacher conference • Produces an oral report/presentation that: ✓ Maintains a focus on the topic ✓ Use eye contact, adequate volume, and clear presentation ✓ Use recognizable organization (sequencing, summarizing) ✓ Summarizes main ideas and supporting details <p>Utilize common graphic features (charts, maps, diagrams, illustrations)</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Notebook entries demonstrate students' application of note taking/information gathering • Use graphic organizers • Produce a report that: ✓ Has an introduction that explain the purpose or topic, reveals the controlling idea and interest the reader ✓ Report accurate information in a structure with an introduction, middle and conclusion ✓ Support ideas with details, concrete examples and specialized vocabulary ✓ Uses illustrations, photos, diagrams, subheading, and other graphics to support writing ✓ Conclusions provide a sense of closure • Has a Table of Contents, glossary and bibliography

Teacher Assessments for Sheltered Report

- | | |
|--|---|
| <ul style="list-style-type: none"> • Running Record • Baseline MEPA Prompt, added to portfolio • Published report of Information graded with rubric added to portfolio • Oral presentation | <ul style="list-style-type: none"> • Book Talk with rubric added to portfolio • Retelling rubric added to portfolio |
|--|---|

Frontloading the Genre: Overview of Writing Days 1-5

Before they start writing on their own, ELLs need scaffolded experiences that look at the genre and the construction of a piece of writing. While this may seem a bit 'teacher centered,' it is only a bridge or temporary scaffold for the students. After these frontloading lessons, students will have many more opportunities to construct their own writing.

In Scaffolding Language Scaffolding Learning, Pauline Gibbons presents a process of scaffolding the beginning of a genre study.

Stage	Goal
#1 Build the Field	Students build enough back ground knowledge of the topic to be able to write about it. Activities will be speaking, listening, note-taking and reading.
#2 Modeling the Text Type	Students become familiar with the purpose, overall structure and linguistic features of the type of text they will write. Focus on form, function and genre.
# 3 Joint construction	Teacher and student write a joint text together so that students can see how the text is written. Focus on illustrating the process of writing a text.
#4 Independent Writing	Students will write their own text

When planning, please keep in mind that:

- You must use both the compendium and the genre study lessons.
- The compendium does not replace the genre study lessons; it augments them.
- Every compendium lesson lists a performance objective aligned with the goal of the genre study lesson.
- Every compendium lesson lists a language objective to focus the language that is used in the lesson.
- The essential practices addressed in each lesson are highlighted at the beginning of the lesson.
- The Preparation and Materials sections list only those requirements not presented in the genre study itself.
- Please plan ahead. This is the only way to build modifications into the lessons to ensure the success of ELLs.

WORKSHOP MAP

Week 1: Immersing students in the genre topic and modeling the text type

The goal of this first week of instruction in report is to get students immersed into the sounds of the genre and build a background around the shared topic that was chosen to frontload the genre study. The teacher should immerse the students in nonfiction and report like texts on a shared topic. Therefore, most of this week will include:

- Immerse student in shared topic
- Reading aloud informational texts
- Browse informational texts
- Constant modeling with the use of verbal and nonverbal clues
- Begin a topic word wall and a genre word wall
- Wall papering the room with facts about the topic
- Incorporating notebook entries during the independent work time that record student learning

Materials and Products for Week 1:

- Informational texts for read aloud; use overhead transparencies
- Informational texts for students to browse
- Chart paper/magic markers, sentence strips, sticky notes
- Report manual and ELL compendium
- Handout 1 Caption Form (C1 of ELL compendium)

Student notebook:

- Difference between Narrative and Nonfiction
- Elements of Nonfiction
- What is a Report?

Language Stem:

- *"This text is an example of ___ because ___."*
- "A report is _____"
- "This caption tells the reader _____"
- *"One thing that I notice about nonfiction is ___"*
- *"___ help the reader understand the text by ___"*

Classroom chart, transparency or pictures. Charts are to be made with the student

- Chart: "What is a Report?"
- KWL

WEEK 1

READERS WORKSHOP			WRITERS WORKSHOP		
MINI-LESSON	WORK PERIOD	CLOSING	MINI LESSON	WORK PERIOD	CLOSING
<p>1 Strategy: Identify the difference between Narrative and Nonfiction Using one fiction and one nonfiction text, the teacher will introduce students to the next genre study: Nonfiction. Teacher will model thinking aloud “What is the purpose of these texts”, “What is the format of the texts?”, or “How are the texts different?”</p>	<p>Strategy: Identify the differences between Narrative and Nonfiction. Students work in pairs using informational texts to identify differences between narratives and nonfiction texts. <i>Students share with partner their texts. Use the language stem: “This text is an example of ___ because ___.”</i></p>	<p>Ask students to gather in the meeting place and share some of their discoveries.</p>	<p>Frontloading the Genre: Lesson 1</p> <p>Word wall: report nonfiction</p>		
<p>2 Strategy: Readers read text to gather features of Report of Information <i>Students share with a partner the strategy the teacher modeled</i></p>	<p>Students read their independent books and look for more features of a report <i>Students share what they read and features they noticed</i></p>	<p>Ask students to gather in the meeting place and share some of their discoveries using the “A report has_____” sentence frame.</p>	<p>Frontloading the Genre: Lesson 2</p> <p>Word wall:</p> <ul style="list-style-type: none"> • caption • feature • purpose 		

	MINI-LESSON	WORK PERIOD	CLOSING	MINI LESSON	WORK PERIOD	CLOSING						
3	<p>Strategy: Identify and analyze purpose of nonfiction features. Keep track of features in features of nonfiction/purpose chart.</p>	<p>Students read their books and analyze other features of nonfiction. Keep track of features in features of nonfiction/purpose chart in their notebooks</p>	<p>Invite one or two students to share one of the captions they found. They should use the "This caption tells the reader - _____" sentence frame. Add to word wall:</p>	<p>Strategy: Exploring the features of nonfiction</p> <p>Continue with <i>Features of Nonfiction Chart</i> using other genre features, such as headings, diagrams, illustrations, labels and bold print.</p> <p>Use the "This <i>genre feature</i> tells the reader _____" sentence frame to share what information a specific caption provides</p> <table border="1"> <thead> <tr> <th>Features of nonfiction</th> <th>Purpose</th> </tr> </thead> <tbody> <tr> <td>caption</td> <td>Helps the reader understand the information in the picture</td> </tr> <tr> <td>Diagrams</td> <td>Show the reader all the parts</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • Add <i>the new genre features</i> and their purpose to the "Nonfiction Feature/Purpose" chart. 	Features of nonfiction	Purpose	caption	Helps the reader understand the information in the picture	Diagrams	Show the reader all the parts	<p>With a partner, students should explore nonfiction texts and look for captions. They will use the "Caption Form" to record their work. Remind students that the purpose of captions is to help the reader understand information in the picture.</p>	<p>Ask students to "turn and talk" with a partner about one of the captions they found.</p> <p>Invite one or two students to share one of the genre features they found. They should use the "This caption tells the reader - _____" sentence frame.</p> <p>Add to word wall:</p> <ul style="list-style-type: none"> • caption • feature • purpose • headings • diagrams • illustrations • labels • bold print
Features of nonfiction	Purpose											
caption	Helps the reader understand the information in the picture											
Diagrams	Show the reader all the parts											

WEEK 1

READERS WORKSHOP			WRITERS WORKSHOP														
MINI-LESSON	WORK PERIOD	CLOSING	MINI LESSON	WORK PERIOD	CLOSING												
<p>4</p> <p>Strategy: Identify and analyze new information from a text using “What I know /What I learned” chart</p> <p><i>Students share with a partner the strategy the teacher modeled</i></p>	<p>Students will continue to work with a partner taking turns reading and discussing the text. Students will continue to add to the What I know/What I learned chart</p>	<p>Strategy: Identify and analyze new information from a text using “What I know /What I learned” chart</p> <p><i>Students share with a partner the strategy the teacher modeled</i></p>	<p>Activating and building background Knowledge</p> <ul style="list-style-type: none"> Select a text on the shared topic make copies for the students. Use the think-aloud, model writing down what you know about the topic <table border="1"> <tr> <td colspan="2">Title: <i>Penguin Adaptations</i></td> </tr> <tr> <td>What I Know</td> <td>What I learned</td> </tr> <tr> <td>Penguins are birds Cannot fly Good swimmers</td> <td></td> </tr> </table> <ul style="list-style-type: none"> Model thinking aloud what you are learning as you read. Write your learning on the “What I learned” side of the chart <table border="1"> <tr> <td colspan="2">Title: <i>Penguin Adaptations</i></td> </tr> <tr> <td>What I Know</td> <td>What I learned</td> </tr> <tr> <td>Penguins are birds Cannot fly Good swimmers</td> <td>Penguins’ wings are like paddles Swim very fast 30-40 km per hour</td> </tr> </table> <ul style="list-style-type: none"> Distribute text and “What I know /What I learned” chart Read aloud asking students to turn and talk about new learnings Chart information 	Title: <i>Penguin Adaptations</i>		What I Know	What I learned	Penguins are birds Cannot fly Good swimmers		Title: <i>Penguin Adaptations</i>		What I Know	What I learned	Penguins are birds Cannot fly Good swimmers	Penguins’ wings are like paddles Swim very fast 30-40 km per hour	<p>Students will continue to work with a partner taking turns reading and discussing the text. Students will continue to add to the What I know/What I learned chart</p>	<p>Invite students share new learnings to be added onto the class What I know/What I learned chart</p>
Title: <i>Penguin Adaptations</i>																	
What I Know	What I learned																
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Title: <i>Penguin Adaptations</i>																	
What I Know	What I learned																
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READERS WORKSHOP			WRITERS WORKSHOP
MINI-LESSON	WORK PERIOD	CLOSING	WORK PERIOD
<p>5 Strategy: Identify and analyze new information from a text using “What I know /What I learned” chart</p> <p><i>Students share with a partner the strategy the teacher modeled</i></p>	<p>Students will continue to work with a partner taking turns reading and discussing the text. Students will continue to add to the What I know/What I learned chart</p>	<p>Invite students share new learnings to be added onto the class What I know/What I learned chart</p>	<p><u>Frontload Lesson Day 3</u> <u>Developing Research Questions</u> Follow the lesson as written in the ELL compendium</p> <p>Select questions to research and state why those questions are important using the “I think the question _____ is important research because _____” sentence frame</p> <p>Word Wall:</p> <ul style="list-style-type: none"> • How • What • Where • Why • When • Question • topic

WORKSHOP MAP

Week 2: Making Sense of Gathered Information

The goal of this second week of instruction in the genre study is for students to practice recognizing important information from texts. Students practice sifting important information for the topic from a text. This week the students are also introduced to research and note-taking strategies all students. Therefore, most of this week will include:

- Reading aloud 3-4 informational texts
- Constant modeling with the use of verbal and nonverbal clues
- Building a shared vocabulary to talk about report accounts
- Providing frequent interaction, discussion and reflection time for students
- Incorporating notebook entries during the independent work time that record student learning

Materials and Products for Week 2:

- 3-4 informational texts for read aloud transparencies of magazine articles
- Informational texts at the student's reading level
- Chart paper/magic markers
- Sentence strips
- Sticky notes
- Highlighters
- **Student notebook:**
 - Information grid
 - What I know/What I learned chart
 - GIST Statements
 - Double Entry journal
- **Classroom chart, transparency or pictures.** Charts are to be made with the student
 - Information grid
 - What I know/What I learned chart
 - GIST Statements

WEEK 2

READERS WORKSHOP			WRITERS WORKSHOP			
	MINI-LESSON	WORK PERIOD	CLOSING	MINI LESSON	WORK PERIOD	CLOSING
1	<p>Strategy: Identify and analyze new information from a text using "What I know /What I learned" chart</p> <p><i>Students share with a partner the strategy the teacher modeled</i></p>	<p>Students will continue to work with a partner taking turns reading and discussing the text. Students will continue to add to the What I know/What I learned chart</p>	<p>Invite students share new learnings to be added onto the class What I know/What I learned chart</p>	<p><u>Frontload Lesson Day 4</u></p> <p><u>Information Grid</u></p> <p>Explain that one way researchers keep track of all of the information they learn is to use an information grid. Follow the lesson as written in the ELL compendium</p>	<p>Students will continue to investigate the class research questions using the shared topic resources. They will record their connections and new learnings in their Writer's Notebooks.</p>	<p>Invite students who added information to the grid with sticky notes to share their thinking and research process.</p> <p>Add to word wall:</p> <ul style="list-style-type: none"> • Information • Gather • Grid • Facts
2	<p>Teacher will model investigating the class research questions using the shared topic resources and recording information on the grid.</p>	<p>Students will continue to investigate the class research questions using the shared topic resources. They will record their connections and new learnings in their Writer's Notebooks.</p>	<p>Invite students who added information to the grid with sticky notes</p>	<p><u>Frontload Lesson Day 5</u></p> <p><u>Getting the Gist</u></p> <p>Students will identify important vocabulary and concepts to form a summary statement. They will use the language stem; "The gist of this paragraph is_____."</p> <p>Follow the lesson as written in the ELL compendium</p>	<p>Students will practice the GIST strategy in pairs.</p>	<p>Students will share their GIST summaries.</p>

WEEK 2

READERS WORKSHOP			WRITERS WORKSHOP			
	MINI-LESSON	WORK PERIOD	CLOSING	MINI LESSON	WORK PERIOD	CLOSING
3	The teacher will identify important vocabulary and concepts to form a summary statement, using the language stem; "The gist of this paragraph is_____."	Students will identify important vocabulary and concepts to form a summary statement, using the language stem; "The gist of this paragraph is_____."	Students will share their GIST summaries.	Frontload Lesson Day 6 Double –Entry Journal "It Says/I Say" Follow the lesson as written in the ELL compendium	Students will continue to investigate the class research questions using the shared topic resources. They will practice restating the text in their own words.	Students will turn to a partner and share two facts they learned today.

READERS WORKSHOP			WRITERS WORKSHOP			
	MINI-LESSON	WORK PERIOD	CLOSING	MINI LESSON	WORK PERIOD	CLOSING
4	<p>Teacher will continue to model research techniques.</p> <ul style="list-style-type: none"> • GIST • Double Entry Journal 	<p>Students will practice strategy modeled in their independent reading.</p>	<p><i>Students will share strategy they chose to work on</i></p>	<p>Revisit Lessons 4,5,6 in order to strengthen research strategies</p> <ul style="list-style-type: none"> • Information Grid • Getting the Gist • Double –Entry Journal “It Says/I Say” 	<p>Students will continue to investigate the class research questions using the shared topic resources. They will practice restating the text in their own words.</p>	<p>Students will turn to a partner and share two facts they learned today.</p>
5	<p>Teacher will continue to model research techniques.</p> <ul style="list-style-type: none"> • GIST • Double Entry Journal 	<p>Students will practice strategy modeled in their independent reading.</p>	<p><i>Students will share strategy they chose to work on</i></p>	<p>Revisit Lessons 4,5,6 in order to strengthen research strategies</p> <ul style="list-style-type: none"> • Information Grid • Getting the Gist • Double –Entry Journal “It Says/I Say” 	<p>Students will continue to investigate the class research questions using the shared topic resources. They will practice restating the text in their own words.</p>	<p>Students will turn to a partner and share two facts they learned today.</p>

WORKSHOP MAP

Week 3: Determining an Organizing Structure Students become familiar with the purpose, overall structure of report. Focus on form, function and genre. The goal of this third week of instruction in the genre study is to identify and analyze nonfiction text structures. . Therefore, most of this week will include:

- Reading aloud 3-4 informational texts
- Constant modeling with the use of verbal and nonverbal clues
- Building a shared vocabulary to talk about report accounts
- Providing frequent interaction, discussion and reflection time for students
- Incorporating notebook entries during the independent work time that record student learning

Materials and Products

- 3-4 informational texts for read aloud transparencies of magazine articles
- Informational texts at the student's reading level
- Chart paper/magic markers
- Sentence strips
- Sticky notes
- Highlighters
 - *Practice writing information in question and answer format*

Language Stems

- *"The organizing structure of this text is _____"*

Classroom charts to be made with students

- Text Structure for Organizing Notes
- Strategies Good Writers Use to Write a Report
- Purposes for a Report

WEEK 3

READERS WORKSHOP			WRITERS WORKSHOP												
	MINI-LESSON	WORK PERIOD	CLOSING	MINI LESSON	WORK PERIOD	CLOSING									
1	Strategy: Review reading informational text strategy.	Students read informational text and practice strategy teacher modeled.	Students Share strategy	Language Feature Sample Lesson 1: Identify commas that list ideas or items in a series. Follow lesson as described in the ELL compendium Language Stem: "The Author, _____, used commas to _____."	Students work with a partner to explore how authors use commas to separate ideas.	<i>Students share their findings</i>									
2	Review a text that contains items or ideas that are separated by commas.	Students read informational text noting how authors use commas.	Share with a partner how commas were used.	Frontload Lesson Day 7 Question and Answer Text Structure Follow the lesson as written in the ELL compendium <table border="1" style="margin: 10px auto;"> <thead> <tr> <th colspan="3">Text Structure for Organizing Notes</th> </tr> <tr> <th>Text Structure</th> <th>Our Noticings</th> <th>Literature Examples</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Text Structure for Organizing Notes			Text Structure	Our Noticings	Literature Examples				Students will use headings, punctuation cues (such as question marks), and signal words (such as what, where, how, and why) to identify nonfiction texts that are organized with a question/answer structure	Invite two or three students to share the question/answer texts they found. Word wall <ul style="list-style-type: none"> • Question • answer • organize • structure
Text Structure for Organizing Notes															
Text Structure	Our Noticings	Literature Examples													

READERS WORKSHOP			WRITERS WORKSHOP			
	MINI-LESSON	WORK PERIOD	CLOSING	MINI LESSON	WORK PERIOD	CLOSING
3	Strategy: Explore informational text identifying and exploring text structure add to Text Structure Chart Problem/solution	Students read their IR books noting text structure	<i>Students share the how their text is organized.</i>	<p><u>Report Lesson 2: What Is the Purpose of a Report? (2 Days)</u> Follow lesson as it is written in the Grade 3 Report manual and ELL compendium.</p> <p>Language Stem: "Writers write reports to_____."</p>	Students continue to organize their information into Question/Answer Structure	Have students share their questions and answers
4	Strategy: Explore informational text identifying and exploring text structure add to Text Structure Chart <i>Students share with a partner the strategy the teacher modeled</i>	Students read their IR books noting text structure <i>Students share the how their text is organized.</i>	<i>Students share the how their text is organized</i>	<p><u>Report Lesson 2: What Is the Purpose of a Report?</u> Follow lesson as it is written in the Grade 3 Report manual and ELL compendium.</p> <p>Language Stem: "Writers write reports to_____."</p>	Students continue to organize their information into Question/Answer Structure	Have students share their questions and answers
5	Strategy: Explore informational text identifying and exploring text structure add to Text Structure Chart <i>Students share with a partner the strategy the teacher modeled</i>	Students read their IR books noting text structure	<i>Students share the how their text is organized.</i>	<p><u>Language Feature Sample Lesson 2</u> Students will use commas to combine sentences and/ or to list a series of facts or ideas. Follow the lesson as written in the ELL compendium</p>	Students will re-read their drafts to determine where they can combine sentences or facts and ideas into a series separated by commas.	Ask students to share one new sentence with a partner.

WORKSHOP MAP

Week 4: What is the Purpose of Report

The goal of this fourth week of instruction in the genre study is to continue working on reading strategies for informational texts and activating schema to generate topics for report. Therefore, most of this week will include:

- Using a shared text to model reading skills
- Providing discussion and reflection time for students
- Incorporating notebook entries into the work time

Materials and Products for Week 4:

- 3-4 informational texts for read aloud transparencies of magazine articles
- Informational texts at the student's reading level
- Chart paper/magic markers
- Sentence strips
- Sticky notes
- Highlighters
 - Lesson #3, #4, #5, #6
- ELL compendium for Report
- Getting Started Handout (C1 of ELL compendium)w/ transparency
- Language Stems:
 - "Writers write reports to _____"
 - "I am an expert on_____"
 - "When you shared your writing, I learned_____."
 - When you shared your writing, I wondered_____."
- Classroom charts to be made with students
 - We are experts on
 - Purposes for a report
 - Thinking about questions
 - It Says/I Say

Week 4

READERS WORKSHOP			WRITERS WORKSHOP			
	MINI-LESSON	WORK PERIOD	CLOSING	MINI LESSON	WORK PERIOD	CLOSING
1	Strategy: Explore informational text identifying and exploring text structure add to Text Structure Chart Problem/solution	Students read their IR books noting text structure	<i>Students share the how their text is organized.</i>	<u>Report Lesson 3: Tapping our Areas of Expertise.</u> Follow lesson as it is written in the Grade 3 Report manual and ELL compendium. Teacher models thinking about an area of expertise using the language stem “I am an expert on_____” Chart each student’s area of expertise using the “We are experts on...”chart.	Ask students to write everything they know about their area of expertise in their sourcebook.	<i>Students share out what they know about their area of expertise</i>
2	Strategy: Readers skim and scan a text before reading noting text length and structure as well as important headings and subheadings. Teacher will model skimming and scanning. <i>Students share with a partner the strategy the teacher modeled</i>	Students read their independent books and practice skimming and scanning.	<i>Students turn and talk with a partner about their observations while skimming and scanning.</i>	<u>Report Lesson 5: How Writers Become Experts</u> Follow lesson as it is written in the Grade 3 Report manual and ELL compendium. Chart: Habits of good writers	Students will continue to explore topics as seeds for writing referring to the We Are Experts On chart.	<i>Follow as written in the report manual. Students can use the language stems: “When you shared your writing, I learned_____.” When you shared your writing, I wondered_____.”</i>

READERS WORKSHOP			WRITERS WORKSHOP			
	MINI-LESSON	WORK PERIOD	CLOSING	MINI LESSON	WORK PERIOD	CLOSING
3	Strategy: Readers <u>activate schema before reading</u> <i>Students share with a partner the strategy the teacher modeled</i>	Students read their texts and activate schema.	<i>Students share their connections to the topic</i>	Report Lesson 5.: Selecting a Topic Follow lesson as it is written in the Report manual and ELL compendium. Use the language stem: " I am interested in learning more about _____."	Students go through their sourcebooks and select a topic Students complete the Getting Started handout	Students share their topic
4	Strategy: Readers <u>activate schema before reading</u> <i>Students share with a partner the strategy the teacher modeled</i>	Students read their texts and activate schema.	<i>Students share their connections to the topic</i>	Report Lesson 6, Day 1 Researching Text Follow lesson as it is written in the Report manual and ELL compendium. Use the Language stem: "This information is important because _____."	Follow lesson as it is written in the Report manual and ELL compendium. Students share with a partner using the Language stem: "This information is important because _____."	<i>Follow closing in compendium</i> Word wall <ul style="list-style-type: none"> • details • facts • important • jotting • key information • main idea • passage • phrases • restate

READERS WORKSHOP			WRITERS WORKSHOP							
	MINI-LESSON	WORK PERIOD	CLOSING	MINI LESSON	WORK PERIOD	CLOSING				
5	<p>Strategy: Readers Use text and language features (key words, titles, subheadings, signal words, graphics and illustrations, etc.) to identify important information</p> <p><i>Students share with a partner the strategy the teacher modeled</i></p>	<p>Students read their texts and practice using text and language features (key words, titles, subheadings, signal words, graphics and illustrations, etc.) to identify important information</p>	<p>Students share with a partner using the Language stem: "This information is important because _____."</p>	<p><u>Report Lesson 6, Day 2 Researching Text</u></p> <table border="1"> <tr> <td>It Says (The Text Says)</td> <td>I Say (My Words Say)</td> </tr> <tr> <td> </td> <td> </td> </tr> </table>	It Says (The Text Says)	I Say (My Words Say)			<p>Have students go through their resource books or articles and use the "It Says/I Say" strategy in their Writer's Notebooks to take notes on any information they find that is relevant to their topics and their focus, then record their new thinking about the important ideas and information.</p>	<p>With a partner, students should share one or more "It Says/I Say" entries from their Writers Notebooks. Partners should listen and ask questions.</p>
It Says (The Text Says)	I Say (My Words Say)									

WORKSHOP MAP

Week 5: Gathering Information and Getting Started Students are collecting information on their topic.

The goal of this fifth week of instruction in the genre study is for students to collect information on their topic. Therefore, most of this week will include:

- Using a shared text to model reading skills
- Providing discussion and reflection time for students
- Note-taking

Materials and Products for Week 5:

- 3-4 Informational Texts with transparencies
- Copies of informational texts
- highlighters
- America's Choice English Language Arts Genre Study Report & ELL Compendium for Report
 - Lesson #7, #9, #11
- Handout 3 Gathering Information from a Photograph or Illustration ELL Compendium for Report

Student notebook:

- Note-taking Entries
- Summaries
- Language Stems:
 - "This information is important because _____."
 - "This section is about _____ and the point is _____."
 - "I chose the _____ note-taking strategy because _____"
 - Students will use the "From this photograph (or illustration) I learned _____" language stem
- Classroom charts to be made with students
 - Highlighting guidelines chart
 - Strategies for Note-Taking

Week 5

READERS WORKSHOP			WRITERS WORKSHOP			
	MINI-LESSON	WORK PERIOD	CLOSING	MINI LESSON	WORK PERIOD	CLOSING
1	Strategy: Use the “It Says/I Say” strategy in their Writer’s Notebooks to take notes on any information they find that is relevant to their topics and their focus, then record their new thinking about the important ideas and information	Have students go through their resource books or articles and use the “It Says/I Say” strategy in their Writer’s Notebooks to take notes on any information they find that is relevant to their topics and their focus, then record their new thinking about the important ideas and information.	With a partner, students should share one or more “It Says/I Say” entries from their Writers Notebooks. Partners should listen and ask questions.	<u>Report Lesson 7: Gathering Information from a Photograph or Illustration.</u> Follow lesson as it is written in the Grade 3 Report manual and ELL compendium. Students will explore a photograph or illustration to gain information. Students will use the “From this photograph (or illustration) I learned _____” language stem.	Follow as written in the genre study. Provide students with the Gathering Information from a Photograph or Illustration handout.	Follow as written in the genre study. Encourage students to use the “From this photograph (or illustration) I learned _____” language stem.
2	Strategy: Readers explore a photograph or illustration to gather information	Students Complete form “Gathering information from a Photograph or Illustration.”	Encourage students to use the “From this photograph (or illustration) I learned _____” language stem.	<u>Report Lesson 9 Day 1 “Make Sense of Gathered Information”</u> (Follow lesson as it is written in the Grade 3 Report manual and ELL compendium) Goal: students re-read notes to explore patterns areas of interest and explore thinking. – “This entry about _____ does not fit my topic because _____.” – “This entry about _____ is interesting to me.” – “This entry about _____ does not make sense to me.”	Students re-read their notes and sort into three categories.	General discussion on notes. Students share their observations.

READERS WORKSHOP			WRITERS WORKSHOP			
MINI-LESSON	WORK PERIOD	CLOSING	MINI LESSON	WORK PERIOD	CLOSING	
3	Strategy: Readers explore a photograph or illustration to gather information	Students Complete form "Gathering information from a Photograph or Illustration."	Encourage students to use the "From this photograph (or illustration) I learned _____" language stem.	<p><u>Report Lesson 9 Day 2 "Make Sense of Gathered Information"</u></p> <p>Goal: students re-read notes to explore patterns areas of interest and explore thinking. – "This entry about _____ does not fit my topic because _____." – "This entry about _____ is interesting to me." – "This entry about _____ does not make sense to me."</p>	Students re-read their notes and sort into three categories.	General discussion on notes. Students share their observations.

READERS WORKSHOP			WRITERS WORKSHOP			
	MINI-LESSON	WORK PERIOD	CLOSING	MINI LESSON	WORK PERIOD	CLOSING
4	<p>Strategy: Readers re-read notes to explore patterns areas of interest and explore thinking. – “This entry about _____ does not fit my topic because _____.”</p> <p>– “This entry about _____ is interesting to me.”</p> <p>– “This entry about _____ does not make sense to me.”</p>	<p>Students re-read their notes and sort into three categories.</p>	<p><i>Students share using the language stems:</i></p> <p>“This entry about _____ does not fit my topic because _____.”</p> <p>– “This entry about _____ is interesting to me.”</p> <p>– “This entry about _____ does not make sense to me.”</p>	<p>Report Lesson 11 “Selecting a Focus” Day 1 Generating Questions (Follow lesson as it is written in the Grade 3 Report manual and ELL compendium) Goal: students brainstorm a list of questions they have about their topic.</p>	<p>Students complete the form “What I Know/Questions I Have.”</p>	<p>Read-around: share one question about their topic.</p>
5	<p>Strategy: Determining Importance Reading Strategy: Chunk and Go Goal: Students read short passages of a text and summarize key points.</p> <p>Class as a whole reads aloud a passage and uses sticky notes to record important information at the end of each paragraph.</p>	<p>Students go through classroom texts individually and put in sticky notes, highlight, or put in notes on main idea, phrases or words they feel are significant.</p>	<p>Students share some of their important points on class selected theme and record on chart.</p>	<p>Report Lesson 11 “Selecting a Focus” Day 2 Narrowing the Topic Goal: Students will narrow the focus of their topic using questions generated during Lesson 11, Day 1. Students will state their topic in the form of a question using one of these question stems: how, where, what, who, or why.</p>	<p>Tell students that it is their turn to try this method. Have them follow the procedure you just modeled to decide on a focus and to make a plan for writing their reports.</p>	<p>Follow as written in the genre study.</p>

Week 6: Getting Started

- **Reading:** Look over the standards at the beginning of this map and the teaching points for the reading mini-lessons for weeks 1-5. Using your running records, informal assessments and knowledge of what your students have struggled with, choose a strategy to review and discuss during this opening part of the literacy workshop. Students will continue to read to gather information.
- **Writing:** Students will begin to make sense of their gathered information, and develop a controlling idea for their report. Students will analyze good reports to define a good introduction.
- **Materials and Products for Week 6:**
 - 3-4 Informational Texts with transparencies
 - Copies of informational texts
 - highlighters
 - America's Choice English Language Arts Genre Study Report & ELL Compendium for Report
 - Lesson #12, #16, #17
 - Handout 5 Note Sort Organizer C9 ELL Compendium for Report
- Student notebook:
 - Note-taking reflections
 - Summaries
- Language Stems:
 - "This entry about _____ clearly fits my topic because _____"
 - "This entry about _____ is interesting to me _____"
 - "This entry about _____ is not related to my topic because _____"
 - "I chose to group these notes together because they are all about _____"
 - "I chose a _____ lead to engage the reader" sentence frame
- Classroom charts to be made with students
 - Research Guide
 - Writing Leads

Week 6

READERS WORKSHOP			WRITERS WORKSHOP			
	MINI-LESSON	WORK PERIOD	CLOSING	MINI LESSON	WORK PERIOD	CLOSING
1	<p>Strategy: Determining Importance</p> <p>Reading Strategy: Chunk and Go</p> <p>Goal: Students read short passages of a text and summarize key points.</p> <p>Class as a whole reads aloud a passage and uses sticky notes to record important information at the end of each paragraph.</p>	<p>Students go through classroom texts individually and put in sticky notes, highlight, or put in notes on main idea, phrases or words they feel are significant.</p>	<p>Students share some of their important points on class selected theme and record on chart.</p>	<p><u>Report Lesson 12: Writing Introductions</u></p> <p>(Follow lesson as it is written in the Grade 3 Report manual and ELL compendium)</p> <p>Goal: Students write an introduction that gets readers engaged and introduces the topic.</p> <p>Charts: Writing Good Introductions(from Strategies Good Writers Use to Write a Report</p>	<p>Students will try at least one of the strategies for writing introductions</p> <p>Students will share their attempts with a partner.</p>	<p>Students will share their introductions in a read –around.</p>

2	<p>Strategy: Determining Importance Reading Strategy: Chunk and Go Goal: Students read short passages of a text and summarize key points. Class as a whole reads aloud a passage and uses sticky notes to record important information at the end of each paragraph.</p>	<p>Students go through classroom texts individually and put in sticky notes, highlight, or put in notes on main idea, phrases or words they feel are significant.</p>	<p>Students share some of their important points on class selected theme and record on chart.</p>	<p><u>Lesson 16: Organizing Around Big Ideas</u> (Follow lesson as it is written in the Grade 3 Report manual and ELL compendium)</p> <p>Goal: Students organize information around a big idea.</p> <p>Chart: Strategies Good Writers Use to Write a Report</p>	<p>Students will read and organize their notes with big ideas and supporting information details</p> <p>NB: Students will document their big ideas and related information.</p> <p>Students will work in response groups to share and respond to each other's plans and thoughts.</p>	<p>A few students will share their grouped information and the process they used.</p>
3	<p>Strategy: Determining Importance Reading Strategy: Chunk and Go Goal: Students read short passages of a text and summarize key points. Class as a whole reads aloud a passage and uses sticky notes to record important information at the end of each paragraph.</p>	<p>Students go through classroom texts individually and put in sticky notes, highlight, or put in notes on main idea, phrases or words they feel are significant.</p>	<p>Students share some of their important points on class selected theme and record on chart.</p>	<p><u>Lesson 17: Exploring Introduction, Middle, and Conclusion</u> (Follow lesson as it is written in the Grade 3 Report manual and ELL compendium)</p> <p>Goal: Students organize information before writing.</p> <p>Charts: Organizing Report Information Strategies Good Writers Use to Write a Report</p>	<p>Students organize their information using an Organizing Report Information Grid (Introduction, Middle, Conclusion)</p>	<p>Students will discuss their problems and ways to solve them.</p>

READERS WORKSHOP			WRITERS WORKSHOP			
	MINI-LESSON	WORK PERIOD	CLOSING	MINI LESSON	WORK PERIOD	CLOSING
4	<p>Strategy: Determining Importance Reading Strategy: Chunk and Go Goal: Students read short passages of a text and summarize key points. Class as a whole reads aloud a passage and uses sticky notes to record important information at the end of each paragraph.</p>	<p>Students go through classroom texts individually and put in sticky notes, highlight, or put in notes on main idea, phrases or words they feel are significant.</p>	<p>Students share some of their important points on class selected theme and record on chart.</p>	<p><u>Lesson 18: Selecting a Structure</u> (Follow lesson as it is written in the Grade 3 Report manual and ELL compendium)</p> <p>Goal: Students decide on a structure for their report.</p> <p>Charts: Structures for Report Writing Strategies Good Writers Use to Write a Report</p>	<p>Students will examine their outlines and notes to decide on a structure to use for their report.</p> <p>NB: Students will note the structure they chose to use, how they plan to use it, and the names of mentor books they might reference.</p>	<p>Students share their plans for writing with a partner.</p> <p>Class discussion about plans, problems, and possible mentor books.</p>

5	<p>Strategy: Determining Importance Reading Strategy: Chunk and Go Goal: Students read short passages of a text and summarize key points.</p> <p>Class as a whole reads aloud a passage and uses sticky notes to record important information at the end of each paragraph.</p>	<p>Students go through classroom texts individually and put in sticky notes, highlight, or put in notes on main idea, phrases or words they feel are significant.</p>	<p>Students share some of their important points on class selected theme and record on chart.</p>	<p><u>Lesson 19: Using Subheadings to Organize</u> (Follow lesson as it is written in the Grade 3 Report manual and ELL compendium)</p> <p>Goal: Students decide whether or not to use subheadings to help structure information.</p> <p>Charts: Guide for Using Subheadings Strategies Good Writers Use to Write a Report</p>	<p>Students will read through their overview and plans. They will write working subheadings to organize the information.</p>	<p>Students will share their subheadings and talk about the process of developing them.</p>
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WORKSHOP MAP

Week 7: Drafting a report

The goal of this seventh week of instruction is two-fold, review reading and go deeper with writing. Therefore, most of this week will include:

- **Reading:** Students will revisit informational text through the eyes of a writer
- **Writing:** Students will organize their information into a report and begin drafting

- **Materials and Products for Week 7:**

- 3-4 Informational Texts with transparencies
- Copies of informational texts
- highlighters
- America's Choice English Language Arts Genre Study Report & ELL Compendium for Report
 - Lesson #21, #22, #23, #24

Student notebook:

Charts

- Endings
- Language Stems:
 - "I chose to use the visual element of _____ because _____" sentence frame.
 - "This paragraph is about _____. The topic sentence should be _____" sentence frame

Week 7

READERS WORKSHOP			WRITERS WORKSHOP			
	MINI-LESSON	WORK PERIOD	CLOSING	MINI LESSON	WORK PERIOD	CLOSING
1	<p>Strategy: Determining Importance Reading Strategy: Chunk and Go Goal: Students read short passages of a text and summarize key points. Class as a whole reads aloud a passage and uses sticky notes to record important information at the end of each paragraph.</p>	<p>Students go through classroom texts individually and put in sticky notes, highlight, or put in notes on main idea, phrases or words they feel are significant.</p>	<p>Students share some of their important points on class selected theme and record on chart.</p>	<p><u>Lesson 20: Using Boxes, Photographs, Illustrations, and /or Diagrams to Highlight Specific Information</u> (Follow lesson as it is written in the Grade 3 Report manual and ELL compendium)</p> <p>Goal: Students decide how to present information through diagrams, boxes, photographs, or illustrations</p> <p>Charts: Boxing Specific Information Writing a Caption for a Photograph or Illustration Using Photographs and Illustrations to Show a Sequence of Change Using Diagrams and Strategies Good Writers Use to Write a Report</p>	<p>Students will go through their drafts to consider which graphic component would help the reader understand the information in their reports.</p> <p>Students will incorporate appropriate graphic feature in their reports.</p>	<p>For these lessons students will share the strategies they successfully used for their reports. They may also discuss which graphic components they decided would not work for their report and why.</p>

2	<p>Reading Habit: Summarizing</p> <p>Reading Strategy: Identifying Main Idea/Synthesizing information</p> <p>Goal: Students identify main ideas in nonfiction texts.</p>	<p>Students read a passage of nonfiction and create a list of 4 or 5 main ideas based on the information in the article (pairs/triads).</p>	<p>Students share with partners their main ideas.</p>	<p><u>Lesson 21: Conclusion</u> (Follow lesson as it is written in the Grade 3 Report manual and ELL compendium)</p> <p>Goal: Students write a conclusion that brings a sense of closure to the report.</p> <p>Charts: Writing Good Conclusions Strategies Good Writers Use to Write a Report</p>	<p>Students plan how they can end their reports and write trial endings.</p> <p>NB: Students write one or two trial endings.</p>	<p>A few students will share their trial endings and the class will discuss the choices.</p>
3	<p>Reading Habit: Summarizing</p> <p>Reading Strategy: Identifying Main Idea/Synthesizing information</p> <p>Goal: Students identify main ideas in nonfiction texts.</p>	<p>Students read a passage of nonfiction and create a list of 4 or 5 main ideas based on the information in the article (pairs/triads).</p>	<p>Students share with partners their main ideas.</p>	<p><u>Lesson 22: Cutting Out What Readers Already Know</u> (Follow lesson as it is written in the Grade 3 Report manual and ELL compendium)</p> <p>Goal: Students remove information readers already know to keep them interested.'</p> <p>Chart: Strategies Good Writers Use to Write a Report</p>	<p>Students revise their drafts by cutting out information that readers would already know.</p> <p>Share these revisions with a response partner.</p>	<p>Students share their drafts before and after their revisions.</p>

READERS WORKSHOP			WRITERS WORKSHOP			
	MINI-LESSON	WORK PERIOD	CLOSING	MINI LESSON	WORK PERIOD	CLOSING
4	<p>Reading Habit: Summarizing</p> <p>Reading Strategy: Sequencing Main Ideas</p> <p>Goal: Students determine appropriate sequence of main ideas in NF text.</p>	<p>NB - Students work as partners to determine the appropriate sequence for the main ideas in a text.</p>	<p>Students share their sequences.</p>	<p><u>Lesson 23: Using Details and Concrete Examples</u> (Follow lesson as it is written in the Grade 3 Report manual and ELL compendium) Goal: Students provide specific details and examples to support big ideas.</p> <p>Chart: Strategies Good Writers Use to Write a Report</p>	<p>Students revise their drafts for details and examples.</p> <p>Share these revisions with response partners.</p>	<p>Students will share a revised piece of their draft.</p>
5	<p>Reading Habit: Summarizing</p> <p>Reading Strategy: Sequencing Main Ideas</p> <p>Goal: Students determine appropriate sequence of main ideas in NF text.</p>	<p>NB - Students work as partners to determine the appropriate sequence for the main ideas in a text.</p>	<p>Students share their sequences.</p>	<p><u>Lesson 24: Using Comparison</u> (Follow lesson as it is written in the Grade 3 Report manual and ELL compendium) Goal: Students use comparisons to help readers get a clearer picture of a fact or idea.</p> <p>Chart : Strategies Good Writers Use to Write a Report</p>	<p>Students revise their writing by adding comparisons.</p> <p>Students share their revisions with a response partner.</p>	<p>Students will share a section of their draft that includes the revision.</p>

Week 8: Publishing and Celebration

The goal of this final week of instruction is wrap up and reflection. Therefore, most of this week will include:

- **Reading:** Students will prepare for an oral presentation of their report
- **Writing:** During this week, students will finish their final piece, enjoy the publishing party.
- **Lesson #25, # 26**

READERS WORKSHOP				WRITERS WORKSHOP		
	MINI-LESSON	WORK PERIOD	CLOSING	MINI LESSON	WORK PERIOD	CLOSING
1	<p>Strategy: Determining Importance</p> <p>Reading Strategy: Chunk and Go</p> <p>Goal: Students read short passages of a text and summarize key points. Class as a whole reads aloud a passage and uses sticky notes to record important information at the end of each paragraph.</p>	<p>Students go through classroom texts individually and put in sticky notes, highlight, or put in notes on main idea, phrases or words they feel are significant.</p>	<p>Students share some of their important points on class selected theme and record on chart.</p>	<p><u>Lesson 25: Developing a Rubric for a Report</u> (Follow lesson as it is written in the Grade 3 Report manual and ELL compendium)</p> <p>Goal: Students develop a rubric for a report.</p> <p>Chart: Strategies Good Writers Use to Write a Report</p>	<p>Students will look at the overview rubric to decide on appropriate elements for the report rubric.</p>	<p>Discussion about the process of developing a rubric.</p>
2	<p>Strategy: Readers explore a photograph or illustration to gather information</p>	<p>Students Complete form "Gathering information from a Photograph or Illustration."</p>	<p>Encourage students to use the "From this photograph (or illustration) I learned _____" language stem.</p>	<p><u>Lesson 26: Completing the Rubric for a Report</u> (Follow lesson as it is written in the Grade 3 Report manual and ELL compendium)</p> <p>Goal: Students will complete the rubric and use it as a guide for revision and for making decisions about revision.</p> <p>Charts: Rubric for a Report Strategies Good Writers Use to Write a Report</p>	<p>Students will continue making a rubric using the next elements on the overview rubric.</p>	<p>Students discuss the process of developing the rubric and review each element of the rubric.</p>
3	<ul style="list-style-type: none"> • Students revise their pieces • Set a deadline for completing work 					
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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	During Reading

READING STRATEGY/ROUTINE	PURPOSE	HOW TO USE IT	WHEN TO USE IT
Sketching Your Way Through the Text	Sketching and thinking help make student thinking visible to is and help the students organize and express their thoughts.	Model how sketches can illustrate the key concepts of the text – remind students that drawings can also convey more abstract ideas like attitudes, concern, conflict, etc. Ask students to sketch their way through the text. Ask students to complete a notebook entry to explain their sketches.	During and After Reading
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
<p>Written Conversation</p>	<p>Written Conversation assures all students engage in reading and writing about content.</p>	<p>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.</p>	<p>After Reading</p>

Skills Lessons Ideas

For your daily skills block, you will have to decide what to teach in a variety of ways. You will decide whether to focus on Reading or Writing Skills. And then you will decide what skills to teach. What follows are some ideas about what to teach during this daily skills block and some resources of what to teach.

Resources for Planning Skills Lessons:

Reading Skill Lessons:

- Making Words by Cunningham, et. al.
- Words Their Way, Bear et. al.
- America's Choice Reading Monographs
- Reading Habits standards, NCEE/America's Choice Publications

Writing Skill Lessons:

- America's Choice Writing Monographs
- Language Use and Convention standards, NCEE/America's Choice Publications

Balance of Reading and Writing Skills over the week:

- Possibility 1: Begin the genre spending more time teaching reading skills. Move more into writing skills as the genre progresses and you spend more time focusing on the writing process
- Possibility 2: Spend 3 days on reading skills and 2 days on writing skills per week

Reading Skills for Early Intermediate and Intermediate ELLs from the Massachusetts English Language Proficiency Outcomes (ELPBO)

READING

Standard	Element to Plan Skills Lessons: Reading
<p>R.1: Vocabulary and Syntax in Print: <i>Students will acquire English vocabulary and apply knowledge of correct syntax to comprehend written text</i></p>	<ul style="list-style-type: none"> ▪ Read frequently used sight words ▪ Read frequently used sight phrases ▪ Read frequently used idioms as phrases ▪ Use knowledge of prefixes and suffixes to determine words and phrases ▪ Use bilingual or intermediate dictionaries to determine word meaning ▪ Identify signal words in context clues that indicate word meaning ▪ Identify signal words in contrast or cause/effect clues to determine the meanings of unfamiliar words ▪ Identify words and phrases that add ideas in a paragraph ▪ Identify words and phrases that indicate contrast of ideas in a paragraph ▪ Identify words and phrases that indicate conclusion in a paragraph

Standard	Element to Plan Skills Lessons: Reading
<p>R.2: Beginning to Read in English</p>	<ul style="list-style-type: none"> ▪ Identify cognates in printed reading ▪ Read printed words with personal meaning ▪ Identify familiar English morphemes (-ed in waited) ▪ Apply knowledge of letter patterns to identify syllables ▪ Identify phonetically regular one-syllable and multi-syllable words ▪ Read words with several syllables ▪ Use letter-sound knowledge to decode written English ▪ Identify and apply unique spelling patterns for English words

NOTE: R.3 (Comprehension) and R.4 (Literary Elements and Techniques) have many important elements for ELLs, but these elements are covered during the genre instruction in the mini-lesson and RATA.

WRITING

Standard	Element to Plan Skills Lessons: Writing
<p>R.1: Vocabulary and Syntax in Print: <i>Students will acquire English vocabulary and apply knowledge of correct syntax to comprehend written text</i></p>	<ul style="list-style-type: none"> ▪ Spell previously learned sight words and phrases ▪ Identify use of apostrophes to indicate possessive form ▪ Identify orthographic conventions that signal meaning in various kinds of sentences ▪ Identify the eight basic parts of speech in the context of a sentence ▪ Identify verb phrases and verb tenses in sentences ▪ Identify varied sentence structures as they affect meaning ▪ Recognize types of pronouns ▪ Identify words and phrases that introduce ideas in a paragraph
Standard	Element to Plan Skills Lessons: Writing
<p>W.4: Editing</p>	<ul style="list-style-type: none"> ▪ Use rules for apostrophes ▪ Use rules for quotation marks ▪ Use rules for commas in compound sentences ▪ Use rules for paragraph indentation ▪ Use rules for separating introductory words and phrases using a comma ▪ Apply rules of English for forming irregular plural nouns ▪ Identify correct pronoun references when editing ▪ Identify and correct sentence fragments and run-on sentences when editing

NOTE: W.1 (Prewriting), W.2 (Writing), W.3 (Revising) have many important elements for ELLs, but most of these elements are covered during the genre instruction in the mini-lesson.

Non-Fiction Retelling Rubric

To use when retelling expository text

4	<ul style="list-style-type: none">• Accurately retells important concepts from the text in own words.• Organizes the information appropriate text structures throughout the retelling (e.g. sequential order, classification, cause/effect, compare/contrast, etc.)• Utilizes key vocabulary appropriately• Synthesizes key concepts from the text, using textual evidence and prior knowledge to draw inferences and generate original conclusions
3	<ul style="list-style-type: none">• Explains the main ideas and supporting details from the text in own words.• Organizes information using appropriate text structure (e.g. sequential order, classification, cause/effect, compare/contrast, etc.)• Utilizes key vocabulary appropriately• Attempts to draw inferences/generalizations and supports them with textual evidence and prior knowledge.
2	<ul style="list-style-type: none">• Demonstrates a partial understanding of the text, randomly restating facts/concepts, or relying heavily on the author's words. May copy some material from the text.• Organization is less defined; text structure is weak.• May utilize some key vocabulary.• May include inaccuracies or omissions.
1	<ul style="list-style-type: none">• Relates a limited amount of information, conveying little or no understanding of the text. May copy extensively from the text.• May utilize some key vocabulary.• May include inaccuracies or omissions.