



Holyoke Public Schools

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

*Using the America's Choice Report Genre Study to teach the Literacy Workshop
in the Middle School*

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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:

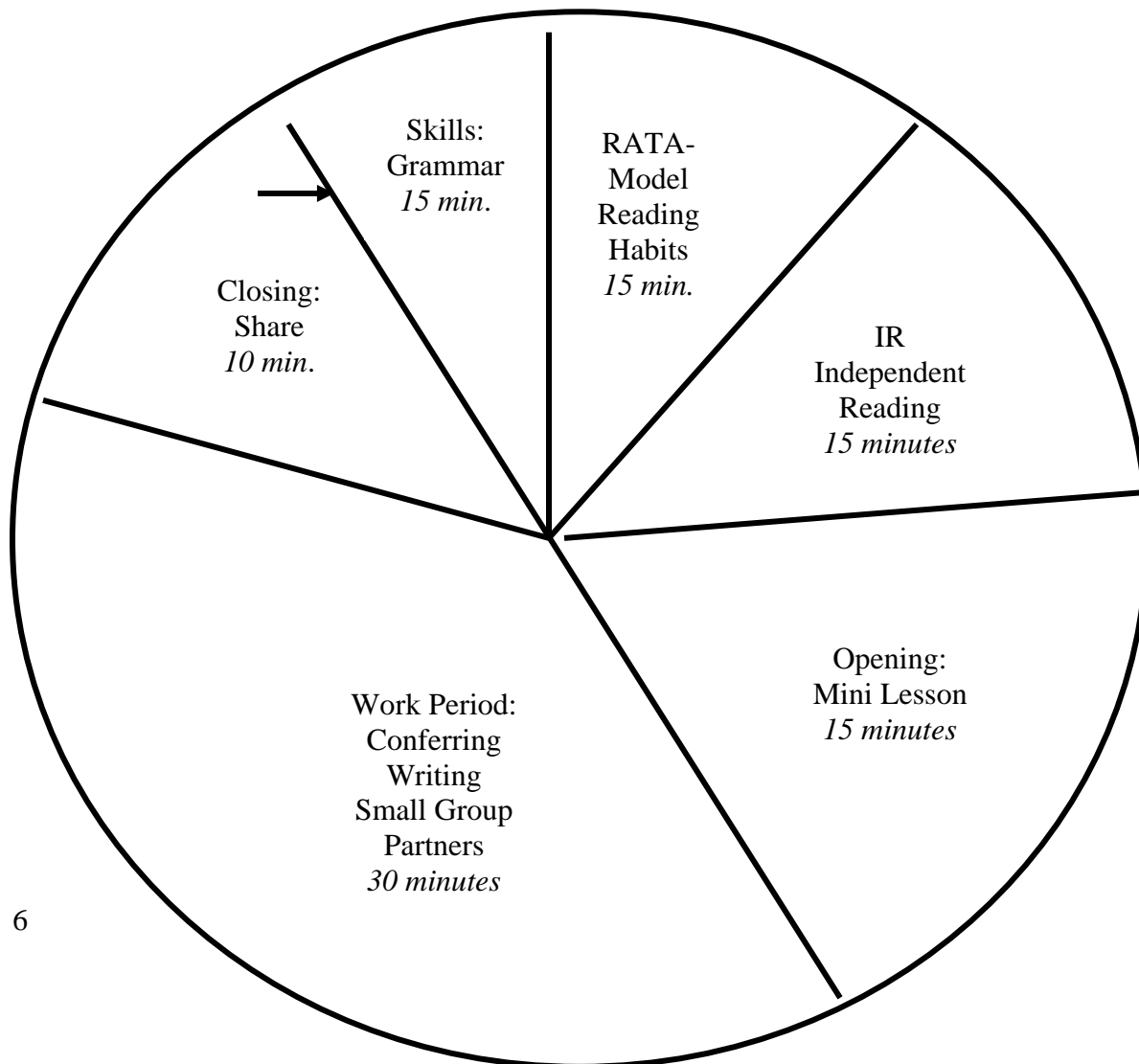
The district's expectation is for students to successfully meet the expectations outlined in the *Massachusetts English Language Arts Standards* and the *Massachusetts English Language Proficiency Benchmarks and Outcomes for English Language Learners*. In order to help facilitate this, teachers are required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

September	<p>Rituals and Routines Establish the rituals and routines of the Literacy Workshop as outlined in the First 20 Days Manual</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-February	<p>Report Using the established curriculum map and suggested materials, complete a grade-level appropriate genre study on report of information</p>
February	<p>Testing</p>
March-June	<p>Response to Literature Using the established curriculum map and suggested materials, complete a grade-level appropriate genre study on report of information</p>

Overview of the Literacy Workshop: Sheltered ELA

Sheltered Map Components: Middle 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:

Read-Aloud-Think-Aloud (RATA) and Independent Reading (IR): *15 minutes*

Read-Aloud-Think-Aloud (RATA):

The teacher uses this time to SHOW students a reading strategy previously taught. This is a review and application time for students.

- You will use read aloud materials to model a reading 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. Choose a piece of a passage or a few pages of a read aloud and use this text to model. Do not just read aloud the whole book.
- 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 apply it to their own reading.
- **NOTE: This is NOT a time to teach a new strategy!** This is a time for students to see you applying a strategy you have already taught! Be careful not to confuse this time with the mini-lesson. The mini-lesson is the time to introduce new strategies.

Independent Reading (IR):

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.
- After about 10 minutes of reading, the students should turn and talk and share how they applied the strategy the teacher modeled in the RATA. This will allow ELLs to solidify and define what they have learned, creating a more stable memory of the strategy taught.

Mini-Lesson (ML): 15 minutes

The teacher will gather the students to model a new reading or writing strategy. At this point the teacher will build classroom charts, provide an opportunity for practice and “Turn and Talk” to solidify student learning.

- The teacher will begin the lesson by explaining to 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 Time (WT): 25 Minutes

This time will vary on a daily basis depending on what was taught, but in general, this is a chance for students to work alone or in groups on the strategy taught in the mini-lesson.

- Reading Focus Mini-Lesson: Students will read their independent books and practice the new strategy that you taught in the mini-lesson, talk about it with a table partner, and then write about their learning in their notebooks. During this time the teacher will circulate to support students, conference with individual students, and run guided reading groups.
- Writing Focus 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.

Closing: 10 Minutes

This is an important part of the workshop that should be mined for opportunities to talk. 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 an opportunity for feedback from their peers, or allow partner sharing so that all students can share and talk during the closing.

Skills Block: *35 minutes daily*

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

- 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 lesson 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 lesson that is about the universal writing skills all writers need. This means you will teach:
 - Spelling
 - Grammar
 - Style and Syntax
 - 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.

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

Report of Information

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
Report of Information Standards	Report of Information
<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; <ul style="list-style-type: none"> ○ Provides a sense of closure to the writing. 	<ul style="list-style-type: none"> • Textual cues-common signal words aligned with text structures (<i>for example, most important, for instance, in conclusion, therefore, similarity</i>) • Timeless verbs (<i>Cuttlefish, sea stars, and paper nautilus glide past.</i>) • Content-specific vocabulary (<i>amphibians, camouflage, predators</i>) • Similes (<i>To an enemy, the octopus looks like just another rock.</i>) • References/comparisons (<i>Today, 37 million Hispanics, or Latinos, live in the United States-up from 3.5 million in 2000.</i>) • Transitional words (<i>first, next, then, last, finally</i>) • Modifiers (adjectives, adverbs, clauses phrases) • Sentences: Simple (<i>Many different kinds of animals hibernate</i>) Complex (<i>For four to six months some animals hibernate, they do not eat or exercise, and many do not pass waste.</i>) • Lists (<i>We live on bacon, molasses, packed butter, bread, and coffee</i>) <p>Teach these language features during daily skills lessons when the focus is on writing.</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

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 5 Report

Grade 5 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 of Information

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 • Take notes from listening to oral information 	<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: <ul style="list-style-type: none"> ✓ 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 ✓ Utilize common graphic features (charts, maps, diagrams, illustrations) 	<ul style="list-style-type: none"> • Select books at their level • Read a variety of informational texts about a specific topic • Recognize and discuss the elements of nonfiction text and report (table of context, glossary, captions, tables...) • Notebook entries demonstrating students' application of note taking/information gathering • Determine important information • Identify main/controlling idea and supporting details • Identify cause and effect • Distinguish between fact and opinion • Use Reading Strategies: <ul style="list-style-type: none"> • visualize • Summarize • Paraphrase • Asking Questions • Making Connections • Use genre elements to enhance comprehension 	<ul style="list-style-type: none"> • Notebook entries demonstrate students' application of note taking/information gathering • Use graphic organizers • Produce a report that: <ul style="list-style-type: none"> ✓ 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 Report

- Running Record
- Baseline MEPA Prompt, added to portfolio
- Published report of Information graded with rubric added to portfolio
- Book Talk with rubric added to portfolio
- Retelling rubric added to portfolio
- Oral presentation
- On going formative assessment

Frontloading the Genre

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.

How to Frontload Genre

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 background knowledge of the topic to be able to write about it. Students are a long way from writing a text themselves. 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 modeling the process of writing a text.
#4 Independent Writing	Students will write their own text

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
- 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 Nonfiction

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 Nonfiction?"
- Elements of nonfiction

WEEK 1: Days 1-5

	READ ALOUD/ THINK ALOUD	INDEPENDENT READING	MINI-LESSON	WORK PERIOD	CLOSING				
1	<p>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>Frontload Lesson Day 1 What is a Report?</p> <p>Follow lesson as it is written in the Grade 5 ELL compendium Display the blank “What Is a Report?” chart, and ask students to “turn and talk” briefly to a partner about what they think a report is. Students should use the “A report is _____” sentence frame. As students talk with their partners, listen for their understanding.</p>	<p>What is a Report? Assign students to work in groups of two or three.</p> <p>Direct them to read through a book and think about what makes that book a report or report-like. Students may use sticky notes to mark places in the book that represent specific report features.</p> <p>Guide them to consider the structure and layout of informational writing. Encourage students to take notes on their observations in their Writer’s Notebooks, making their own “What is a Report?” chart.</p>	<p>Ask students to gather in the meeting place and share some of their discoveries using the “A report has _____” sentence frame. Word wall: report nonfiction</p>				
2	<p>Strategy: Readers read text to gather features of Report of Information</p> <p><i>Students share with a partner the strategy the teacher modeled</i></p>	<p>Students read their independent books and look for more <u>features of a report</u></p> <p><i>Students share what they read and features they noticed</i></p>	<p>Frontload Lesson Day 2 Captions Strategy: Exploring the features of Nonfiction</p> <p>Use the “This caption tells the reader _____” sentence frame to share what information a specific caption provided;</p> <table border="1" data-bbox="751 1136 1220 1333"> <tr> <td>Features of nonfiction caption</td> <td>Purpose</td> </tr> <tr> <td></td> <td>Helps the reader understand the information in the picture</td> </tr> </table> <ul style="list-style-type: none"> Add <i>caption</i> and its purpose to the “Nonfiction Feature/Purpose” chart 	Features of nonfiction caption	Purpose		Helps the reader understand the information in the picture	<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 captions they found. They should use the “This caption tells the reader _____” sentence frame. Add to word wall:</p> <ul style="list-style-type: none"> caption feature purpose
Features of nonfiction caption	Purpose								
	Helps the reader understand the information in the picture								

	READ ALOUD/ THINK ALOUD	INDEPENDENT READING	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>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										

	READ ALOUD/ THINK ALOUD	INDEPENDENT READING	MINI-LESSON	WORK PERIOD	CLOSING												
4	<p>Strategy: Identify and analyze purpose of nonfiction features Keep track of features in features of nonfiction/purpose chart.</p> <p><i>Students share with a partner the strategy the teacher modeled</i></p>	<p>Students read their books and analyze other features of nonfiction. Keep track in the nonfiction/purpose chart in their notebooks</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" data-bbox="751 597 1220 803"> <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" data-bbox="751 966 1220 1156"> <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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	READ ALOUD/ THINK ALOUD	INDEPENDENT READING	MINI-LESSON	WORK PERIOD	CLOSING
5	<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><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>Tell students to choose a question from the “Questions That Will Guide Our Research” chart to investigate using the shared topic resources.</p> <p>Students should record their connections and new learnings in their Writer’s Notebooks.</p>	<p>Invite two or three students to share the question they chose to investigate and their new learnings about that question.</p> <p>Add to 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
- **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: DAYS 1-5

	READ ALOUD/ THINK ALOUD	INDEPENDENT READING	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><u>Frontload Lesson Day 4</u> <u>Information Grid</u> 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. 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><u>Frontload Lesson Day 5</u> <u>Getting the Gist</u> 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>
3	<p>The teacher will identify important vocabulary and concepts to form a summary statement, using the language stem; “The gist of this paragraph is_____.”</p>	<p>Students will identify important vocabulary and concepts to form a summary statement, using the language stem; “The gist of this paragraph is_____.”</p>	<p><u>Frontload Lesson Day 6</u> <u>Double –Entry Journal “It Says/I Say”</u> 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 practice restating the text in their own words.</p>	<p>Students will turn to a partner and share two facts they learned today.</p>

	READ ALOUD/ THINK ALOUD	INDEPENDENT READING	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>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>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
- Report manual and ELL compendium
- Student notebook entries
 - *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: DAYS 1-5

	READ ALOUD/ THINK ALOUD	INDEPENDENT READING	MINI-LESSON	WORK PERIOD	CLOSING									
1	Strategy: Review reading informational text strategy.	Students read informational text and practice strategy teacher modeled.	<p><u>Language Feature Sample</u> <u>Lesson 1: Identify commas that list ideas or items in a series.</u> Follow lesson as described on Pages 108-109 Of ELL compendium Language Stem: "The Author, _____, used commas to _____."</p>	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.	<p>Students read informational text noting how authors use commas.</p> <p>Share with a partner how commas were used.</p>	<p><u>Frontload Lesson Day 7</u> <u>Question and Answer Text Structure</u> Follow the lesson as written in the ELL compendium</p> <table border="1" style="margin-left: auto; margin-right: 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	<p>Invite two or three students to share the question/answer texts they found.</p> <p>Word wall</p> <ul style="list-style-type: none"> • question/answer • organize • structure
Text Structure for Organizing Notes														
Text Structure	Our Noticings	Literature Examples												

Report
6-8 Sheltered ELA

	READ ALOUD/ THINK ALOUD	INDEPENDENT READING	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>	<u>Report Lesson 2: Creating an Attribute Chart: Strategies Good Writers Use to Write a Report</u> Follow lesson as it is written in the Grade 5 Report manual and ELL compendium.	Students continue to organize their information into Question/Answer Structure	Students share one of the features and strategies. Students use "A good report writer _____"
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>	<u>Report Lesson 3: What Is the Purpose of a Report?</u> Follow lesson as it is written in the Grade 5 Report manual and ELL compendium. Language Stem: "Writers write reports to _____."	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>	<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	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 with transparencies
- America's Choice English Language Arts Genre Study Report
 - Lesson #4, #5, #6
- ELL compendium for Report
- Getting Started Handout (C1 of ELL compendium)w/ transparency

Student notebook:

- Numerous entries from America's Choice Writers Workshop Lessons, Narrative
- Questions and Inferences
- 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

WEEK 4: DAYS 1-5

	READ ALOUD/ THINK ALOUD	INDEPENDENT READING	MINI-LESSON	WORK PERIOD	CLOSING
1	<p>Strategy: Explore informational text identifying and exploring text structure add to Text Structure Chart</p> <p><i>Students share with a partner the strategy the teacher modeled</i></p>	<p>Students read their IR books noting text structure</p> <p><i>Students share the how their text is organized.</i></p>	<p><u>Report Lesson 3: What is the Purpose of a Report?</u> Follow lesson as it is written in the Grade 5 Report manual and ELL compendium. Display the blank "Purposes for Report?" chart, and ask students to "turn and talk" briefly to a partner about what they think a report is. Students should use the "Writers write reports to _____" language stem. As students talk with their partners, listen for their understanding.</p>	<p><i>Students work in partners or triads to explore nonfiction texts to determine purpose.</i> Students should use the "Writers write reports to _____" language stem.</p>	<p>Students share findings with class using the "Writers write reports to _____" language stem.</p>
2	<p>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.</p> <p><i>Students share with a partner the strategy the teacher modeled</i></p>	<p>Students read their independent books and practice skimming and scanning.</p> <p><i>Students turn and talk with a partner about their observations while skimming and scanning.</i></p>	<p><u>Report Lesson 4: Tapping our Areas of Expertise.</u> Follow lesson as it is written in the Grade 5 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.</p>	<p>Ask students to write everything they know about their area of expertise in their sourcebook.</p>	<p><i>Students share out what they know about their area of expertise</i></p>

Report
6-8 Sheltered ELA

	READ ALOUD/ THINK ALOUD	INDEPENDENT READING	MINI-LESSON	WORK PERIOD	CLOSING
3	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 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>
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>	<u>Report Lesson 6, Day 1: Selecting a Topic</u> 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	
5	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>	<u>Report Lesson 6, Day 2: Selecting a Topic</u> Follow lesson as it is written in the Report manual and ELL compendium.	Students complete step 2 on the Getting Started handout	Read-around of all students reading one question about their topic to the class.

WORKSHOP MAP

Week 5: Gathering Information 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, #8, #10, #11
- Handout 4 About-Point Note-Taking Form C7 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 _____"
- Classroom charts to be made with students
 - Highlighting guidelines chart
 - It Says/I Say
 - Strategies for Note-Taking

WEEK 5: DAYS 1-5

	READ ALOUD/ THINK ALOUD	INDEPENDENT READING	MINI-LESSON	WORK PERIOD	CLOSING				
1	<p>Strategy: Readers ask questions before during and after reading. <i>Students share with a partner the strategy the teacher modeled</i></p>	<p>Students read their texts and practice <u>asking questions</u></p> <p><i>Share with a partner a question they asked.</i></p>	<p>Report Lesson 7, Day 1: Jotting and Listing Follow lesson as it is written in the Report manual and ELL compendium. Use the Language stem: "This information is important because _____."</p>	<p>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 _____."</p>	<p><i>Follow closing in compendium</i></p> <p>Word wall</p> <ul style="list-style-type: none"> • details • facts • important • jotting • key information • main idea • passage • phrases • restate 				
2	<p>Strategy: Readers Use text and language features (key words, titles, subheadings, signal words, graphics and illustrations, etc.) to identify important information <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 Students share with a partner using the Language stem: "This information is important because _____."</p>	<p>Report Lesson 7, Day 2: Jotting and Listing</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 5px;">It Says (The Text Says)</td> <td style="padding: 5px;">I Say (My Words Say)</td> </tr> <tr> <td style="height: 20px;"></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)								

	READ ALOUD/ THINK ALOUD	INDEPENDENT READING	MINI-LESSON	WORK PERIOD	CLOSING
3	Readers use the "It Says/I Say" strategy to take notes on any information they find that is relevant to their topics and their focus	Students read their texts and practice 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	<p><u>Report Lesson 8: Summarizing Information in Your Own Words</u></p> <p>Follow lesson as it is written in the Report manual and ELL compendium. Use the Language stem: <i>This section is about _____ and the point is _____.</i></p>	Have students work in groups of two or three to read a third paragraph and develop "about" and "point" statements. Another option is to encourage students who are researching similar topics to pair together to read a passage on their topic and to develop "about" and "point" statements. Students should write their practice statements in their Writer's Notebook.	<p>Using the remaining passages or the shared texts that partners chose to research, ask students to popcorn share (read at random) the "About-Points" they constructed</p> <p>Word Wall</p> <ul style="list-style-type: none"> • about • note taking • point • scanning • summarize
4	Strategy: Readers Identify the content matter of a text passage and the point of the information using the "About-Point" strategy	Students Identify the content matter of a text passage and the point of the information using the "About-Point" strategy	<p><u>Lesson 10: Reviewing other Note-Taking Strategies</u></p> <p>Follow lesson as it is written in the Report manual and ELL compendium Give examples of webbing and drawing</p>	Students should continue to research and collect information on their topics. Remind them that they have brainstormed questions about their topic and that it is those questions that should guide their research.	Students will popcorn share one note-taking strategy they used as writers today and the reason they chose this strategy using the "I chose the _____ note-taking strategy because _____" sentence frame.
5	Strategy model any note-taking strategy you feel the students need to practice	Students should continue to research and collect information on their topics. Remind them that they have brainstormed questions about their topic and that it is those questions that should guide their research.			<i>Students share out research</i>

WORKSHOP MAP

Week 6: Getting Started

- **Reading:** For the next two weeks during the RATA/IR time, you will need to decide what your students have struggled with and review it. 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, #13, #14, #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: DAYS 1-5

	READ ALOUD/ THINK ALOUD	INDEPENDENT READING	MINI-LESSON	WORK PERIOD	CLOSING
1	<p>Strategy: Readers of informational text determine important ideas as they read. <i>Students share with a partner the strategy the teacher modeled</i></p>	<p>Students read their texts and practice determining important ideas from the text. <i>Students share with a partner the strategy taught</i></p>	<p><u>Lesson 12:Day 1: Making Sense of Gathered Information-Note Sort</u></p> <p>Follow lesson as it is written in the Report manual and ELL compendium Give examples of webbing and drawing</p>	<p>Use three sentence frames to analyze and sort their note entries into categories "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 _____" Use the sentence frame: "I chose to group these notes together because they are all about _____"</p>	<p><i>Follow as written in Report manual</i> <i>Word Wall</i></p> <ul style="list-style-type: none"> • categories • categorize • classify/classifying • label/labeling • pattern(s) • sort
2	<p>Strategy: Readers of informational text determine important ideas as they read. <i>Students share with a partner the strategy the teacher modeled</i></p>	<p>Students read their texts and practice determining important ideas from the text. <i>Students share with a partner the strategy taught</i></p>	<p><u>Lesson 12:Day 2: Making Sense of Gathered Categorization</u></p> <p>Follow lesson as it is written in the Report manual and ELL compendium</p>	<p>Independently or with partners, students should reread and classify their notes into categories based on common themes, patterns, or ideas. Students should label their categories. Use the sentence frame: "I chose to group these notes together because they are all about _____"</p>	<p>With a partner, students share one category of notes and the label they chose for that group/category. Choose one or two students to share their classifying and labeling work with the whole class. Students should use the "I choose to group these notes together because they are all about _____" sentence frame.</p>

	READ ALOUD/ THINK ALOUD	INDEPENDENT READING	MINI-LESSON	WORK PERIOD	CLOSING									
3	<p>Strategy: Readers of informational text distinguish between interesting details and important facts as they read.</p> <p><i>Students share with a partner the strategy the teacher modeled</i></p>	<p><i>Students read their texts and practice distinguishing between interesting details and important facts as they read. Students share important facts with a partner.</i></p>	<p><u>Lesson 13: Developing a Controlling Idea</u></p> <p>Follow lesson as it is written in the Report manual and ELL compendium</p>	<p>Students will practice stating their controlling idea in the form of a question using one of the following question cues: how, where, what, who, or why</p>	<p>Ask students to meet briefly in small groups of four or five and simply read their controlling ideas to each other and then discuss how this process worked for them.</p> <p>Word wall</p> <p>controlling idea</p>									
4 & 5	<p>Strategy: Readers of informational text distinguish between interesting details and important facts as they read.</p> <p><i>Students share with a partner the strategy the teacher modeled</i></p>	<p><i>Students read their texts and practice distinguishing between interesting details and important facts as they read. Students share important facts with a partner.</i></p>	<p><u>Lesson 14: Writing Leads</u></p> <p>Follow lesson as it is written in the Report manual and ELL compendium</p> <p><i>Writing Leads</i></p> <table border="1"> <thead> <tr> <th><i>Type</i></th> <th><i>Purpose</i></th> <th><i>Example</i></th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	<i>Type</i>	<i>Purpose</i>	<i>Example</i>							<p>Students will work with a partner to:</p> <p>Share a question lead and an interesting fact lead they have crafted</p> <p>Identify the type of lead they have chosen and use the "I chose a _____ lead to engage the reader" sentence frame</p>	<p>Have a read-around of leads.</p> <p>Students will begin the share by identifying the type of lead they have chosen using the "I chose a _____ lead to engage the reader" sentence frame.</p>
<i>Type</i>	<i>Purpose</i>	<i>Example</i>												

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 #17, #18, #19, #20
- Handout 6 Report Writing Frame C11 ELL Compendium for Report

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: DAYS 1-5

	READ ALOUD/ THINK ALOUD	INDEPENDENT READING	MINI-LESSON	WORK PERIOD	CLOSING
1	<p>Strategy: Review a strategy previously taught that students struggled with</p> <p><i>Students share with a partner the strategy the teacher modeled</i></p>	<p>Students read their texts and practice the strategy</p> <p><i>Share with a partner the strategy taught</i></p> <p>Teachers:</p>	<p><u>Lesson 17: Day 1</u> <u>Reviewing How to Organize a Report—Report-Writing Frame</u> Follow lesson as it is written in the Report manual and ELL compendium</p>	<p>Students will use a “Report-Writing Frame” with supporting language and text features to organize and plan their report</p>	<p>In partners, students will share their first main point and the sequential supporting facts and details that support it.</p>
2	<p>Teachers: Use your conference notes, running records, assessments and other student data to decide what to teach. This is an essential time for readers as they consolidate and solidify the reading skills.</p>	<p>You might want to incorporate brief writings of entries into the Readers Notebook. Remember though, the purpose of this time is to read and then orally discuss what they have learned.</p>	<p><u>Lesson 17: Day 2</u> <u>Reviewing How to Organize a Report—Ordering Main Points</u> Follow lesson as it is written in the Report manual and ELL compendium</p>	<p>Students will use a “Report-Writing Frame” with supporting language and text features to organize and plan their report</p>	<p>Invite one or two students to share their plan from the “Report-Writing Frame.”</p>

Report
6-8 Sheltered ELA

	READ ALOUD/ THINK ALOUD	INDEPENDENT READING	MINI-LESSON	WORK PERIOD	CLOSING
3	Strategy: Readers of informational text practice retelling the text.	Students read their texts and practice the retelling the text. Use retell rubric	<u>Lesson 18: Reviewing Visual Elements that Help Organize Information</u> Follow lesson as it is written in the Report manual and ELL compendium	Students review the beginning of their drafts, outlines, webs, or writing frame and to think about one visual element they could use to help organize the beginning of their report. Ask students to “turn and talk” to a partner about the visual element they chose and why they chose it using the “I chose to use the visual element of _____ because _____” sentence frame.	Invite two or three students to share the visual elements they selected, where they will use them, and why they chose them using the “I chose to use the visual element of _____ because _____” sentence frame.
4			<u>Lesson 19: Using Topic Sentences</u> Follow lesson as it is written in the Report manual and ELL compendium	Students will use topic sentences to help organize information, ideas, and thoughts Use the “This paragraph is about _____. The topic sentence should be _____” sentence frame	Ask students) to read their original paragraphs and then their revised paragraphs. Encourage them to use the “This paragraph is about _____. The topic sentence should be _____” sentence frame
5			<u>Lesson 20: Endings</u> Follow lesson as it is written in the Report manual and ELL compendium	Ask students to think about and try write an ending for their reports. Remind them to reread their introduction to guide the crafting of their ending.	Ask students to read their endings aloud.

Week 8: Drafting and finishing the report

The goal of this week is for students to finish drafting their reports. They will consider adding visual element, authors craft and other informational text features to enhance their report. Therefore most of this week will include:

- Using a shared text to model reading skills
- Analyzing Text features; titles, subheadings, captions, illustrations and adding them to their report
- Embedding vocabulary in their reports and creating a glossary
- Creating a bibliography that makes note of the sources used by the student

Materials and Products for Week 8:

- 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,
- Handout 7 Five Senses C13 ELL Compendium for Report

Student notebook:

Charts

- Language Stems:
 - "Sounds like_____, Looks like_____, Tastes like_____, Feels like ____, Smells like_____,"
 - " I used the strategy _____ to elaborate the ideas about my topic."

WEEK 8: DAYS 1-5

	READ ALOUD/ THINK ALOUD	INDEPENDENT READING	MINI-LESSON	WORK PERIOD	CLOSING
1	<p>Strategy: Readers of informational text determine important ideas as they read. <i>Students share with a partner the strategy the teacher modeled</i></p>	<p>Students read their texts and practice determining important ideas from the text. <i>Students share with a partner the strategy taught</i></p>	<p><u>Lesson 21: Using Descriptive Writing</u> Follow lesson as it is written in the Report manual and ELL compendium <i>Read aloud think aloud</i> Description is a strategy that writers use to help readers picture and understand information. When writers describe an idea or concept, they think about how they can use specific words to paint a picture in the reader's mind.</p>	<p>Students will use their five senses to add sensory details to their writing. Use the following sentence frames:</p> <ul style="list-style-type: none"> - "Sounds like _____" - "Looks like _____" - "Tastes like _____" - "Feels like _____" - "Smells like _____" 	<p>Ask students who successfully wrote a descriptive passage to enhance the ideas or information in their reports to share. Have them read their original passage and then read the revised version to illustrate the power of this strategy. <i>Word Wall</i> description</p>
2	<p>Strategy: Readers of informational text notice how writers develop ideas by using their senses. <i>Students share with a partner the strategy the teacher modeled</i></p>	<p>Students read their texts and practice looking for sensory details. <i>Students share with a partner the strategy taught</i></p>	<p><u>Lesson 22: Elaborating Ideas with Details, Thoughts, and Other Information</u> Follow lesson as it is written in the Report manual and ELL compendium</p>	<p>Students will state facts to elaborate on an idea or thought in their report by using the sentence frame, " I used the strategy _____ to elaborate the ideas about my topic."</p>	<p>With a partner, students read the original passage and then the revised version to illustrate the power of this strategy</p>

Report
6-8 Sheltered ELA

	READ ALOUD/ THINK ALOUD	INDEPENDENT READING	MINI-LESSON	WORK PERIOD	CLOSING
3	Strategy: Readers of informational text notice how writers develop ideas by using their senses. <i>Students share with a partner the strategy the teacher modeled</i>	Students read their texts and practice looking for sensory details. <i>Students share with a partner the strategy taught</i>	<u>Lesson 23:</u> <u>Embedding Vocabulary Definitions in the Text</u> Follow lesson as it is written in the Report manual and ELL compendium RATA glossary Show glossaries from informational text	Students identify vocabulary specific to their topic and provide a definitions of it in their writing Students create a glossary for their report	Close with a read-around of students reading examples of specialized vocabulary defined in context. Word Wall Define Definition Investigate
4	Strategy: Readers of informational text notice words in bold print and use the glossary to expand their vocabulary	Students read their texts informational text notice words in bold print and use the glossary to expand their vocabulary and	The teacher will introduce the purpose of a Bibliography using an informational text.	Students will create a bibliography for their report.	Students share out their bibliography.
5	Students should complete a working draft of their reports. Work with individual students and small groups.				

Week 9: 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.

WEEK 9: DAYS 1-5

	READ ALOUD/ THINK ALOUD	INDEPENDENT READING	MINI-LESSON	WORK PERIOD	CLOSING
1	Students read their report and compare to the rubric. The student makes a plan for revision. The teacher conferences with the students. Make a plan for publication and presentation. Students partner read reports.		<p><u>Lesson 24 Creating and Using a Rubric about the Writing Habits of Good Writers</u></p> <p>Follow lesson as it is written in the Report manual and ELL compendium</p>	Students use the attribute chart to write a class rubric about the writing habits of good writers. Students continue to revise drafts. Students will reflect on the writing habits and themselves as a writer.	Ask students to use the language of the rubric to talk and evaluate themselves as writers. This report is a score point_____ because_____." " I think the writer(rubric element such as engages the reader)_____ because_____ <u>evidence from text.</u> " "The controlling idea is _____"
2			<p><u>Lesson 25: Developing and Using a Rubric for a Report— A Two-Day Lesson</u></p>	Use language stems to support students as they talk about the rubric and evaluate their own work. "This report is a score point_____ because_____." " I think the writer(rubric element such as engages the reader)_____ because_____ <u>evidence from text.</u> " "The controlling idea is _____"	
3			<ul style="list-style-type: none"> • Students revise their pieces • Set a deadline for completing work 		
4					

APPENDIX:

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

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

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.