

Holyoke Public Schools  
SY 2008-2009



Holyoke Public Schools  
English Language Arts Curriculum Map  
Grades 7

*Genre Study: Proposal*

*December 2008*

## Table of Contents

Overview Curriculum Maps	4
ELA: Evidence of Learning Artifacts	5
Probing Questions When Conferencing	6
Over Arching Unit Goals & Standards	7
Unit Work Products	8
Unit Introduction	9
Frontloading the Genre	10
Curriculum Map	11
Resources: Unit 2	14
Vocabulary Resources	23
Artifacts	29
Notes	30

## Overview of Curriculum Maps

### Goals:

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

### Expectations:

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

### Feedback to Students:

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

### ELA Map Components:

1. Read Aloud/Think Aloud (RATA)
2. Independent Reading (IR)
3. Guided Reading (GR)
4. Mini-Lesson (ML)
5. Work Period (WP)
6. Closure (C)

## ELA: Evidence of Learning Artifacts

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

## Probing Questions When Conferencing

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

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

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

- Explaining their strategy or thinking
- Asking clarifying questions to the teacher and other students
- Being active listeners
- Using language effectively to express themselves

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

### Reading:

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

### Writing:

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

## Over Arching Unit Goals and Standards

### *Unit Goals:*

- Produce a focused proposal on a topic of local interest
- Read a minimum of four text on a single issue
- Utilize reading strategies to comprehend text
- Orally present summary of an issue based on texts read

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

- 13.13 Identify and use knowledge of common textual features (paragraphs, topic sentences, concluding sentences, glossary, index)
- 13.17 Identify and analyze main ideas, supporting ideas, and supporting details
- 8.21 Recognize organizational structures (chronological order, logical order, cause and effect, classification schemes)
- 19.18 Write formal letters to correspondents such as authors, newspapers, businesses, or government officials
- 24.3 Apply steps for obtaining information from a variety of sources, organizing information, documenting sources, and presenting research in individual and group projects

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

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

### *New Performance Standards:*

- E.1b Students read and comprehends at least four books about a one issue or subject, or four books by a single writer, or four books in one genre, and produces evidence of the reading.
- E2e Students produce a persuasive essay that engages the reader, develops a controlling idea, creates an organizing structure, includes appropriate information and arguments that are relevant, anticipates and addresses readers concerns and counter arguments, supports arguments with evidence and cites sources of information, and provides a sense of closure.
- E3c the students prepares and delivers an individual presentation

## Unit Work Products

**READING WORK:** Annotated Bibliography & Notebook Entries Documenting Reading Strategies

- Lists and annotated bibliography of the four (or more) texts read in order to complete the written proposal
- Notebook entries (four) demonstrating students' application of note taking/information gathering

**WRITING WORK:**

- Formal Proposal (letter to elected official) w/Rubric & Written Self-Reflection
- Formal Outline of Proposal (see p. 89) - w/teacher created rubric
- Research Notes: *Proposal Information Sheet* (p. 34), *Research Notes* (see resource - curriculum map), *T-Chart* of advantages and disadvantages (see resource - curriculum map), and *What Matters Most Web* (see resource - curriculum map)

The student produces a persuasive proposal that:

- Engages the reader by establishing a context, creating a persona, and otherwise developing the reader's interest
- Develops a controlling idea that makes a clear and knowledgeable judgment
- Creates and organizes a structure that is appropriate to the needs, values, and interests of a specified audience, and arranges details reasons, examples, and anecdotes effectively and persuasively
- Includes appropriate information and arguments
- Excludes information and arguments that are irrelevant
- Anticipates and address reader concerns and counter arguments
- Supports arguments with detailed evidence, citing sources of information as appropriate
- Provides a sense of closure to the writing
- Applies an understanding of the rules of the English language by demonstrating control of grammar, paragraph structure, punctuation, sentence construction, spelling, and usage

**SPEAKING, LISTENING, & VIEWING:** Formal Oral Presentation w/Rubric & Written Self-Reflection

The student produces an oral presentation w/graphics that:

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

## UNIT: INTRODUCTION

This genre study provides students with the opportunity to apply reading and writing to “real life” situations. Analyzing problems and proposing solutions is a life skill and engaging students in this kind of writing helps the students learn strategies for resolving conflicts and becoming active participants in their community.

In this study, students will examine a range of problems facing their community, choose one issue, explore and research it in depth, consider a range of possible solutions, and finally, propose a solution, sequence carefully crafted arguments to convince the audience to support this solution.

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

**I have a point to make and here are  
the reasons why .....**

### Materials Used in the Genre Study

- *National and local newspapers (specifically “letters to the editor”)*

### Other Resource Materials

- *America’s Choice* - Genre Study: Persuasive Writing: Proposal (Grade 6)
- *America’s Choice* - Reading Monograph Series: Secondary
- *America’s Choice* - Writing Monograph Series
- Oral Presentation Rubric (teacher created)

# ***FRONTLOADING THE GENRE***

## ***Genre Study of Proposal***

### ***Approx 1 week***

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

- Prior to beginning this unit, teachers will need to introduce students to the genre of proposal. Teachers can do this through a variety of techniques such as shared reading and writing activities and by explicitly modeling the process of how-to complete each task before having students independently complete an assignment and by giving students time to work in pairs to practice a task prior to working independently.
- It is expected that teachers will complete a “shared” class proposal with students prior to beginning this unit and that teachers will utilize proposals in their read aloud/think alouds and in any modeled/shared writing. Students will then be able to utilize the artifacts used to create the “shared” class proposal as resources during the unit.
- The standards for the work product and example of student work that meets the standards need to be posted and utilized. The students need to know at all times the expectation for their work. An interactive bulletin board that highlights student work meeting standard during the course of the study is one method that can be used to assist students.
- Teachers are expected to complete the work products prior to and along with the students to use as a model during the unit’s lessons.
- **Teachers may need to review “how to write a letter” with their students prior to beginning this unit.**

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

**CURRICULUM MAP – GRADE 7**  
**Proposal**

<p><b>READ ALOUD /THINK ALOUD</b> 15 MINUTES</p> <p><b>INDEPENDENT READING</b> 15 MINUTES</p>	<p><b>OPENING</b> 10 MINUTES</p> <p><i>(MINI-LESSON)</i></p>	<p><b>WORK PERIOD (WP)</b> 40 MINUTES</p> <p><i>(APPLICATION OF MINI-LESSON)</i></p>	<p><b>CLOSURE</b> 10 MINUTES</p> <p><i>(ACCOUNTABLE TALK)</i></p>	<p><b>STUDENT WORK CHECKLIST</b></p>
<p><b>RA/TA</b> Select a variety of nonfiction texts and model a specific strategy from the 7 Habits of Proficient Readers</p> <p>(During this unit we will highlight 4 reading habits: activating schema, determining importance, questioning, &amp; synthesizing)</p> <p><b>IR</b> Students practice using the strategies and document their thinking in their notebooks.</p> <p><b>Guided Reading</b> (during IR) Teachers are to begin guided reading groups</p> <p>Note: Teacher may need to review the format of how to write a letter</p>	<p><b>Section I: Focusing on an Issue</b></p> <p><b>Goal:</b> Students understand the purpose of a proposal and begin to explore seed ideas.</p> <p><b>Chart:</b> Things that are causing problems</p>	<p>Set up notebook for proposal unit</p> <p>Generate seed ideas in notebooks about possible issues to explore</p>	<p>Share proposal seed ideas</p> <p>Or</p> <p>Share application of a reading habit</p>	<p><input type="checkbox"/> NB entries applying reading habits</p> <p><input type="checkbox"/> NB entry of seed ideas</p> <p><input type="checkbox"/> Quick writes (try-outs)</p> <p><input type="checkbox"/> Application of mini-lessons</p> <p><input type="checkbox"/> Conference notes (proposal and guided reading)</p> <p><b>See p. 10 curriculum map re: letter writing</b></p>
	<p><b>Section II: Defining a Problem</b></p> <p><b>Goal:</b> Students understand the features and purpose of a proposal</p> <p><b>Chart:</b> Features of an effective proposal</p>	<p>Student application of identifying problems and solutions in proposals</p> <p>Quick writes (try-outs) of students' reflections on various proposals</p> <p>Conference on proposals read and questions/response evoked from the readings</p> <p><b>Proposal topic chosen</b> and research questions generated</p>	<p>Share quick writes (try-outs)</p> <p>Or</p> <p>Share application of mini-lesson</p> <p>Or</p> <p>Share proposal issue</p> <p>Or</p> <p>Share application of reading habit</p>	

**CURRICULUM MAP – GRADE 7**  
**Proposal**

<p><b>READ ALOUD /THINK ALOUD</b>  <b>15 MINUTES</b></p> <p><b>INDEPENDENT READING</b>  <b>15 MINUTES</b></p>	<p><b>OPENING</b>  <b>10 MINUTES</b></p> <p><i>(MINI-LESSON)</i></p>	<p><b>WORK PERIOD (WP)</b>  <b>40 MINUTES</b></p> <p><i>(APPLICATION OF MINI-LESSON)</i></p>	<p><b>CLOSURE</b>  <b>10 MINUTES</b></p> <p><i>(ACCOUNTABLE TALK)</i></p>	<p><b>STUDENT WORK CHECKLIST</b></p>
<p><b>RA/TA</b>            Select a variety of nonfiction texts and model a specific strategy from the 7 Habits of Proficient Readers</p> <p>(During this unit we will highlight 4 reading habits: activating schema, determining importance, questioning, &amp; synthesizing)</p> <p><b>IR</b>            Students practice using the strategies and document their thinking in their notebooks.</p> <p><b>Guided Reading</b> (during IR)            Teachers are to continue guided reading groups</p>	<p><b>Section III: Developing the Solution</b></p> <p><b>Goal:</b> Students will research the pros and cons of their proposal</p> <p><b>Chart:</b> Criteria for Effective Solutions (review)</p> <p>*Students may need explicit instruction in how to conduct and evaluate research</p>	<p><b>Research Notes</b> (see p.8 curriculum map)</p> <ul style="list-style-type: none"> <li>○ <i>Proposal Information Sheet</i></li> <li>○ <i>Research Notes</i></li> <li>○ <i>T-Chart</i></li> </ul> <p><b><u>Outline of Proposal</u></b></p> <p>Seed solutions for proposal</p> <p>Quick Writes (try-outs)</p> <p>Reading conferences</p>	<p>Share quick writes (try-outs)</p> <p>Or</p> <p>Share application of mini-lesson</p> <p>Or</p> <p>Share proposal solutions</p> <p>Or</p> <p>Share application of reading habit</p> <p>Or</p> <p>Share outline of Proposal</p>	<p><input type="checkbox"/> NB entries applying reading habits</p> <p><input type="checkbox"/> NB entry of seed solutions for proposal</p> <p><input type="checkbox"/> Quick writes (try-outs)</p> <p><input type="checkbox"/> Application of mini-lessons</p> <p><input type="checkbox"/> Conference notes</p> <p><input type="checkbox"/> <b>Research Notes</b></p> <p><input type="checkbox"/> <b>Formal Outline of Proposal</b></p>

**CURRICULUM MAP – GRADE 7**  
**Proposal**

<p><b>READ ALOUD /THINK ALOUD</b> 15 MINUTES</p> <p><b>INDEPENDENT READING</b> 15 MINUTES</p>	<p><b>OPENING</b> 10 MINUTES</p> <p><i>(MINI-LESSON)</i></p>	<p><b>WORK PERIOD (WP)</b> 40 MINUTES</p> <p><i>(APPLICATION OF MINI-LESSON)</i></p>	<p><b>CLOSURE</b> 10 MINUTES</p> <p><i>(ACCOUNTABLE TALK)</i></p>	<p><b>STUDENT WORK CHECKLIST</b></p>
<p><b>RA/TA</b> Select a variety of nonfiction texts and model a specific strategy from the 7 Habits of Proficient Readers</p> <p>(During this unit we will highlight 4 reading habits: activating schema, determining importance, questioning, &amp; synthesizing)</p> <p><b>IR</b> Students practice using the strategies and document their thinking in their notebooks.</p> <p><b>Guided Reading</b> (during IR) Teachers are to continue guided reading groups</p>	<p><b>Sections IV: Writing the Proposal</b></p> <p><b>Goal:</b> Students will complete a written proposal using a rubric and work samples that meet standard for guidance (p. 66-67 Proposal Manual)</p> <p><b>Charts:</b> Have a rubric posted w/examples of student work that meet the specific elements of the standard</p> <p>(have charts generated throughout this unit available to students to use as a resource)</p>	<p>Review and analysis of various proposals</p> <p>Writing of final proposal – writing process</p> <ul style="list-style-type: none"> <li>o Drafting</li> <li>o Revising (peer &amp; teacher)</li> <li>o Conferencing (peer &amp; teacher)</li> <li>o Editing (peer &amp; teacher)</li> <li>o Publishing</li> </ul> <p>Small group/individual needs based instruction: as evidenced by skill(s) needed in the context of student writing</p> <p><b>Completion of final proposal w/rubric and reflection</b> (see p. 8 curriculum map – also, lesson 20 Proposal Manual)</p>	<p>Share application of mini-lesson</p> <p>Or</p> <p>Share proposal draft and/or revision of draft</p> <p>Or</p> <p>Share application of reading habit</p> <p>Or</p> <p>Begin formal oral presentations of proposals w/visuals and reflection</p>	<p><input type="checkbox"/> Proposal draft w/revisions</p> <p><input type="checkbox"/> Conference notes</p> <p><input type="checkbox"/> <b>Final Proposal w/rubric and reflection (letter elected official)</b></p> <p><input type="checkbox"/> <b>Oral Presentation of Proposal w/visual, rubric(teacher/class generated), and reflection</b></p>
<p><b>*During the RA/TA, IR, and Guided Reading</b> time teachers may need to model for students how to complete a formal oral presentation and how to create an effective visual to accompany the student’s proposal</p>	<p><b>Oral Presentation of Proposal w/Visual</b> (see p. 8 curriculum map)</p> <p><b>Goal:</b> Students present their proposal to their peers</p> <p><b>Chart:</b> (teacher created) Elements of an effective oral presentation</p>	<p>Create visuals to support proposal (resource: lesson 15 of Secondary Narrative Study)</p> <p>Practice presenting proposal letter to a partner or small group for feedback using teacher created criteria</p> <p>Practice Q &amp; A sessions w/partner/or small group</p>	<p>Continue formal oral presentations of proposals w/visuals and reflection</p>	

# **RESOURCES: UNIT 2**

## ROUTINES

The following **Routines** should be used when needed, during the Readers Workshop, as supports for writing the report. Each Routine should be first modeled and frequently practiced by the teacher. Students should be given regular opportunities 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
<b>Quick Write</b>	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
<b>Coding the Text</b>	Coding the text is a system for noticing, categorizing and marking information for future reference.	Read a passage and when applicable use the following codes: “O” author’s opinion “F” fact “4” something that confirms what was already thought about a topic “X” contradicts what was already thought about a topic “*” the point seems important	During Reading
<b>Sketching Your Way Through the Text</b>	Sketching and thinking help make students thinking visible 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

READING STRATEGY/ROUTINE	PURPOSE	HOW TO USE IT	WHEN TO USE IT
<b>Say Something</b>	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
<b>Popcorn Reading</b>	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
<b>Double-Entry Journal</b>	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

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

## SUPPORTIVE MINI-LESSONS FOR SUMMARIZING

### **ML: (Thinking Aloud the process of Making Inferences)**

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

### **ML: (Thinking Aloud the process of Determining Importance)**

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

### **ML: (Identifying Important Words and Creating Synonyms)**

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

## Nonfiction Unit Features

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

### **T-Chart**

ADVANTAGES	DISADVANTAGES

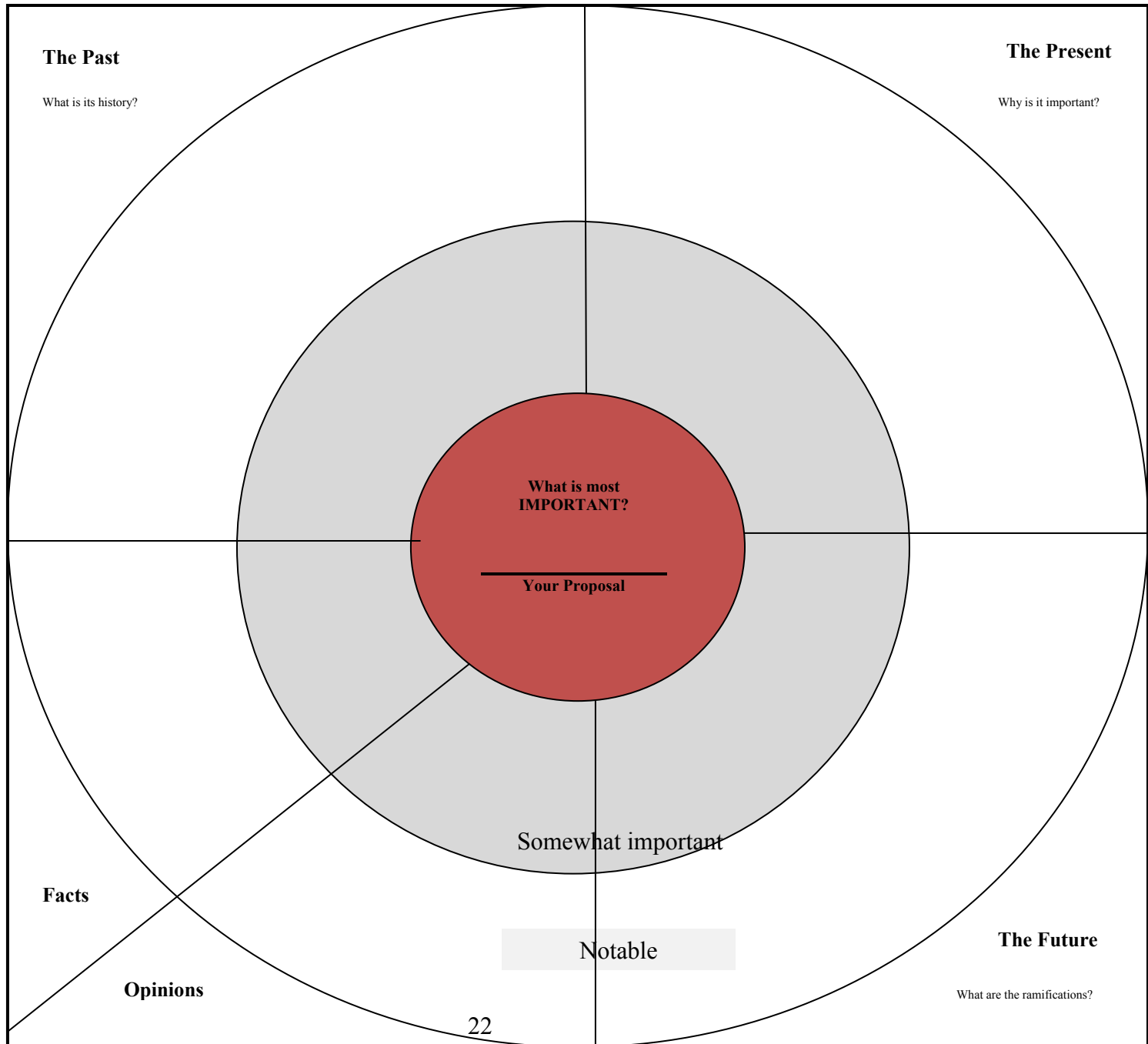
## Research Notes Template

Name: Date:	<b>Research Question 1</b>	<b>Research Question 2</b>	<b>Research Question 3</b>
Research  Source 1			
Research  Source 2			
Research  Source 3			

# What Matters Most

## Vocabulary of Importance

- Urgent
- Necessary
- Significant
- Essential
- Substantial
- Key
- Crucial
- Major
- Vital
- Imperative



# **Vocabulary Resources**

## Clues to teach words in context

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

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

## Vocabulary Instruction Supports

### **Tier 1 Words**

Site words

### **Tier 2 Words**

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

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

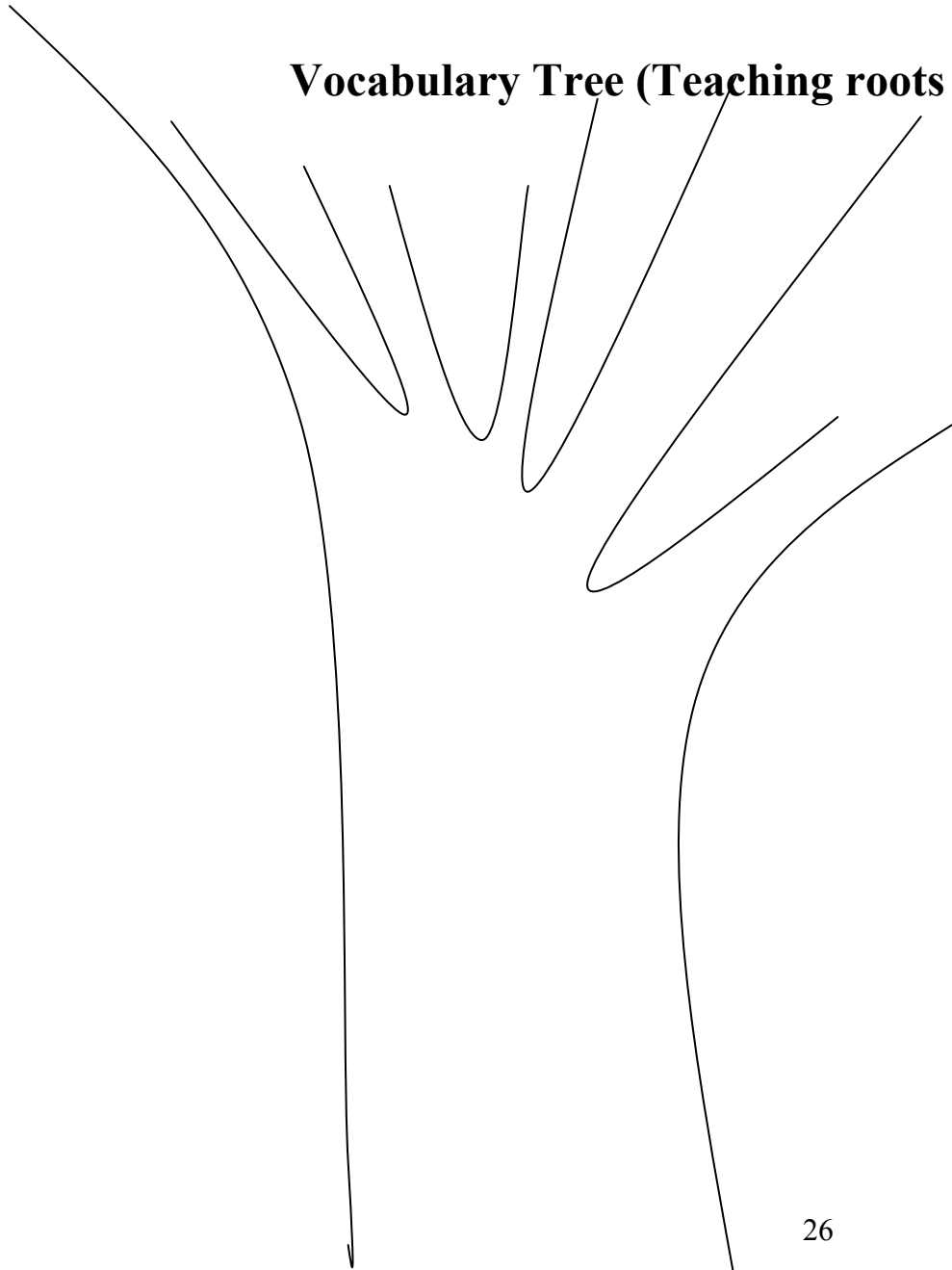
*\*Instructional focus\**

### **Tier 3 Words**

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

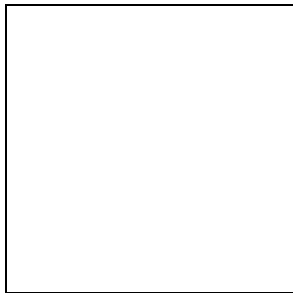
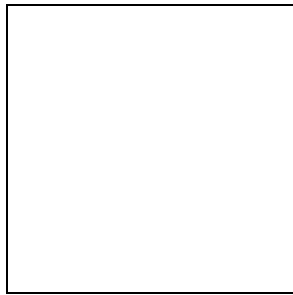
*\*most challenging for students to learn – dominant in nonfiction text\**

## Vocabulary Tree (Teaching roots suffixes and affixes)

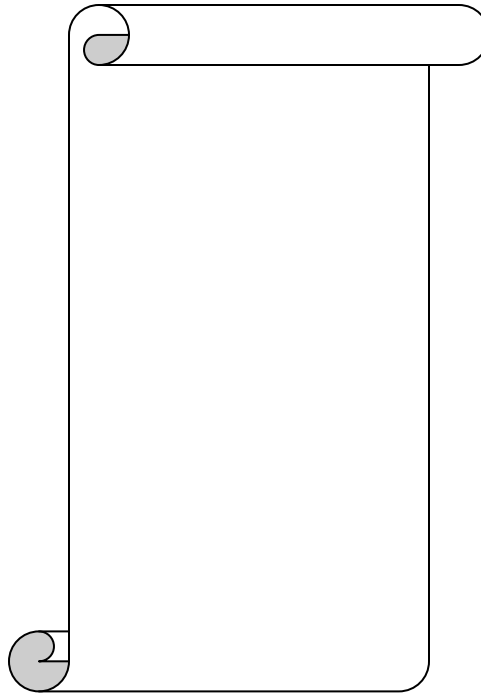
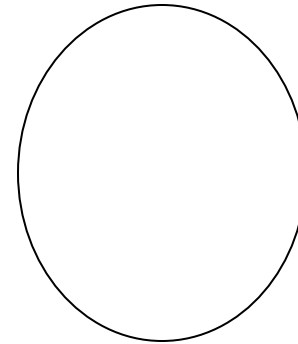
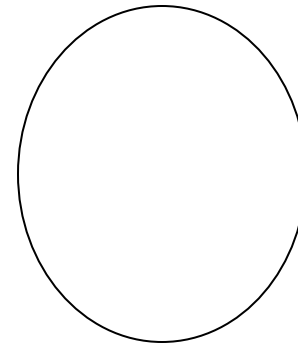


# Word Scrolls

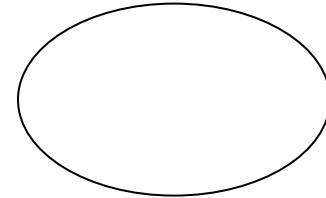
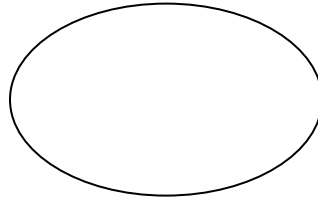
What it is...



What it isn't...



## Examples:



### Practice:

---

---

---

---

---

### Logographic Cues (representative symbols):

# ARTIFACTS

## STUDENT ARTIFACTS:

### Student Portfolio:

- Annotated Bibliography & Notebook Entries Documenting Reading Strategies
- Research Notes
- Formal Proposal w/Rubric & Written Self-Reflection
- Formal Oral Presentation w/Rubric & Written Self-Reflection

### Notebooks:

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

### Writing Folder:

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

## TEACHER ARTIFACTS:

### Teacher Assessment Portfolio:

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

### Charts:

- As indicated in the *America's Choice* "Genre Study: Proposal Grade 6"
- 25 Book Campaign - students progress
- Book of the Month Campaign w/student response

### Word Walls:

- Vocabulary & Visual pertaining to the genre being studied (for example):
  - Expository
  - Captions
  - Topic/Sub Topic
  - Solutions
  - Problems
  - Advantages (Pros)
  - Disadvantages (Cons)

### Bulletin Board:

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

**NOTES:**