



# Holyoke Public Schools

## English Language Development Curriculum Map Sheltered **d** English Language Arts Grades 4 & 5

**d** / ~~ELD-2~~

### Response to Literature

2008-2009

Literacy Coach

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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.

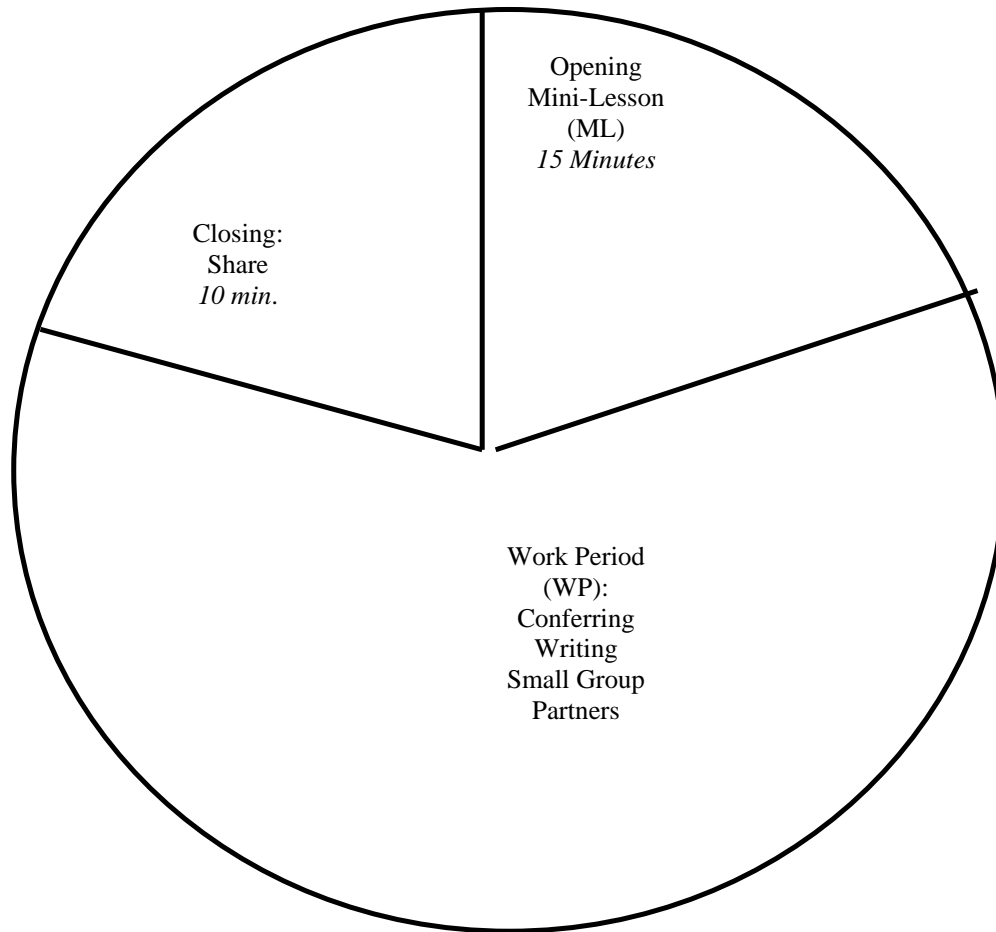
### Expectations:

**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.**

<b>Year-Long Curriculum Map Literacy Instruction Sheltered-ELD Language Arts Class 4-5</b>	
<b>September 20 Days</b>	<b>Rituals and Routines</b> Using the America's Choice curriculum materials for elementary school, establish the rituals and routines of the Readers and Writers Workshop
<b>October-November</b>	<b>Narrative Account</b> Using the established curriculum map and suggested materials, complete a grade-level appropriate genre study on narrative accounts
<b>December-January</b>	<b>Report</b>
<b>February</b>	<b>Testing and MEPA Preview</b>
<b>March-June</b>	<b>Response to Literature</b>

## Overview of the Readers and Writers Workshop: Sheltered ELA

Sheltered Map Components: Elementary School



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

### READERS WORKSHOP

#### Mini-Lesson: 15 minutes

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

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

#### WORK PERIOD: 30 minutes

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

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

#### Closing: 10 minutes

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

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

### WRITERS WORKSHOP

#### **MINI-LESSON: 15 Minutes**

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

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

#### **Work Time (WT): 30 Minutes**

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

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

#### **Closing: 10 Minutes**

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

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

**Skills Block: 30 minutes daily**

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

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

**Reading Skills Lessons:**

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

**Writing Skills Lessons:**

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

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

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

**Sheltered ELA Course  
Narrative Account**

**Response to Literature**

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 response to literature 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 response to literature, 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 response to literature.

Genre Features	Language Features
<b>Report of Information <a href="#">Standards</a></b>	<b>Report of Information</b>
<p>Students will produce a response to literature that:</p> <ul style="list-style-type: none"> <li>• Engages the reader by establishing a context, creating a persona, and otherwise developing reader interest</li> <li>• Advances a judgment that is interpretive, analytic, evaluative or reflective</li> <li>• Makes connections which refer to the text, other works, authors, non-print media or personal knowledge</li> <li>• Demonstrates an understanding of the characteristics of genre-specific literary works</li> <li>• Provides a sense of closure to the writing</li> </ul>	<ul style="list-style-type: none"> <li>• Third Person</li> <li>• Present Tense</li> <li>• Transitional Language</li> <li>• Complex Sentences               <ul style="list-style-type: none"> <li>– Advanced vocabulary</li> <li>– Integrating quotes</li> <li>– Subordinate clauses</li> </ul> </li> <li>• Judgment words               <ul style="list-style-type: none"> <li>– “Without a doubt”</li> <li>– “The most crucial”</li> </ul> </li> <li>• Descriptive vocabulary</li> <li>• Signals of supporting evidence</li> </ul> <p><b>Teach these language features during daily skills lessons when the focus is on writing.</b></p>

## Materials and Resources

A variety of narrative texts at the students level use touchstone books that the students hae peviously read.

### **Independent Reading**

Scholastic New Connections to English Grade 4 or Grade 5

### **Guided Reading**

Rigby Instep Guided Reading Levels C-P

### **America's Choice**

**Grade 4 Response to Literature ELL compendium**

### **Reading Strategy Templates**

**Sheltered Response to Literature 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"> <li>• Restates or summarizes information;</li> <li>• Relates new information to prior knowledge and experience;</li> <li>• Extends ideas;</li> <li>• Use the structure of informational text to retrieve information;</li> <li>• Makes connections to related topics or information;</li> <li>• Compare one text to another text they have read or heard;</li> <li>• Read, comprehends and summarizes various sources of informational text about one issue or subject.</li> <li>• the author's craft.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify main idea(s) or important information in a literary or informational text (R.3.1)</li> <li>• Identify details that support main idea in a literary or an informational text (R.3.2)</li> <li>• Summarize information from a literary or an informational text that is read. (R.3.3)</li> <li>• 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)</li> <li>• Analyze and provide evidence from a text to support understanding of theme (Using graphic organizers) (R.3.11)</li> <li>• Apply knowledge of general characteristics of a literary genre as a strategy for reading (R.4.1)</li> <li>• Identify and explain how elements of language suggest mood and set tone in a piece of literature (R.4.9)</li> <li>• Uses knowledge of text features to determine the purpose of meaning of a text (R.5.2)</li> <li>• Use scoring guides or rubrics to self-assess a research project prior to presentation (R.6.6)</li> </ul>

Response to Literature  
4-5 Sheltered ELA

**Writing**

NCEE ELA Standards	ELPBO
<p>Students will produce a response to literature that:</p> <ul style="list-style-type: none"> <li>Engages the reader by establishing a context, creating a persona, and otherwise developing reader interest</li> <li>Advances a judgment that is interpretive, analytic, evaluative or reflective</li> <li>Makes connections which refer to the text, other works, authors, non-print media or personal knowledge</li> <li>Demonstrates an understanding of the characteristics of genre-specific literary works</li> <li>Provides a sense of closure to the writing</li> </ul>	<ul style="list-style-type: none"> <li>Write a brief response to a literary text or an explanation of an informational text, using evidence from the text as support. (W.2.3)</li> <li>Write a personal interpretation of literary text that includes a topic statement, supporting details from the literature, and a conclusion. (W.2.9)</li> <li>Plan ideas for writing in a way that makes sense for an identified purpose and audience (W.1.1)</li> <li>Write lists of words and phrases needed to accomplish an assigned writing task (W.1.2)</li> <li>Organize information to be expressed in writing in a way that makes sense for the purpose and audience (W.1.3)</li> <li>Identify the structures and length that support the audience, purpose, and topic of a writing task (W.1.4)</li> <li>List words and phrases to support structure and meaning within and among paragraphs of a writing task (W.1.5)</li> <li>Organize information about a topic into a paragraph with a topic sentence, supporting details, and a concluding sentence (W.1.6)</li> <li>Write a paragraph that provides information and includes a topic statement, supporting details, and a conclusion (W.2.7)</li> <li>Use knowledge of correct mechanics when editing (W.4.4)</li> <li>Use word processing to publish writing (W.5.1)</li> </ul>

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"> <li>Grammar</li> <li>Paragraph structure</li> <li>Punctuation</li> <li>Sentence construction</li> <li>Spelling and Usage</li> </ul>	<ul style="list-style-type: none"> <li>Spell familiar words correctly when editing</li> <li>Identify correct sentence structure and usage when editing</li> <li>Use correct mechanics when editing</li> <li>Use knowledge of correct mechanics when editing</li> </ul>

**Writing Skills, Language Use and Conventions**

## Speaking and Listening

NCEE ELA Standards	ELPBO
<p>Listen to, comprehend and carry out directions with simple steps</p> <ul style="list-style-type: none"> <li>• Give directions that include sequenced steps</li> <li>• Asks questions</li> <li>• Responds appropriately to comments and questions</li> <li>• Uses language cues to indicate different levels of certainty</li> <li>• Displays appropriate turn taking behaviors</li> <li>• Clarifies, illustrates or expands on a response when asked to do so</li> <li>• Confirms understanding by paraphrasing</li> <li>• Actively solicits another person's comments or opinion</li> <li>• Volunteer contributions and responds when directly solicited</li> <li>• Gives reasons in support on opinions expressed</li> </ul>	<p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• Compare and contrast information orally (S.3.21)</li> <li>• Ask and respond to questions (who/, what?, where?, when?) based on text that is heard. (S3.1.5)</li> <li>• Describe how two things within a given academic content are alike or different (S.3.40)</li> <li>• State a position and support/justify it (S.3.42)</li> <li>• Make predictions or inferences based on a story or information that has been heard.(S.3.22)</li> <li>• Ask and answer concrete questions about familiar content. (S.2.5)</li> <li>• Summarize a story orally (S.3.41)</li> <li>• Give formal oral presentations that focus on specified academic content, using appropriate vocabulary and syntax, recognizable organization, clear pronunciation, eye contact, and appropriate volume and intonation (S.4.7)</li> </ul> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>• Demonstrate comprehension of oral directions that include visual cues (S.3.1)</li> <li>• Identify important information about academic content, using prior knowledge and/or visual cues as needed (S.3.9; link to ELA 8.5)</li> <li>• Demonstrate comprehension of oral questions that are based on academic content(S.3.30)</li> <li>• Demonstrate comprehension of agreed-upon rules for small-group decision making (S.3.45)</li> <li>• Identify details that support a main idea in a literary or informational text that is heard. (S.3.33; link to ELA 8.14)</li> <li>• Identify facts that answer the listeners' questions in a literary or informational text that is heard. (S.3.34; link to ELA 8.15)</li> <li>•</li> </ul>

**Student Outcomes for Sheltered ~~ELD-2~~ Response to Literature**

**ELL students will be able to:**

Listening Work	Speaking Work	Reading Work	Writing Work
<ul style="list-style-type: none"> <li>• Listen Partner make judgments about texts</li> <li>• Listen to other students make connections to texts</li> <li>• Listen to book talks</li> <li>• Ask questions related to book talk</li> </ul>	<ul style="list-style-type: none"> <li>• Daily turn and talk with student prompts</li> <li>• Use language stems that advance judgment</li> <li>• Orally summarize a book with a partner</li> <li>• Student/ teacher conference</li> <li>• <b>Produces an book talk :</b> <ul style="list-style-type: none"> <li>✓ Author of the book</li> <li>✓ Information about the author</li> <li>✓ Summary of the book</li> <li>✓ At least one connection to the book recommendation to other readers</li> <li>✓ Use eye contact, adequate volume, and clear presentation</li> <li>✓ Includes title of the book</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Select books at their level</li> <li>• Read a variety of narrative text</li> <li>• Recognize and discuss the elements of a narrative</li> <li>• Notebook entries demonstrating students' application of reading strategies</li> <li>• Summarize</li> <li>• Paraphrase</li> <li>• Text to text connections</li> <li>• Text to self connections</li> <li>• Text to world connections</li> <li>• Support individual interpretations and conclusions, using evidence from a literary text</li> </ul>	<p>Students will produce a response to literature that:</p> <ul style="list-style-type: none"> <li>• Engages the reader by establishing a context, creating a persona, and otherwise developing reader interest</li> <li>• Advances a judgment that is interpretive, analytic, evaluative or reflective</li> <li>• Makes connections which refer to the text, other works, authors, non-print media or personal knowledge</li> <li>• Demonstrates an understanding of the characteristics of genre-specific literary works</li> <li>• Provides a sense of closure to the writing</li> </ul>

**Teacher Assessments for Response to Literature**

- Baseline MEPA Prompt, added to portfolio
- Published Response to Literature graded with rubric added to portfolio
- Book Talk with rubric added to portfolio
- Summary rubric added to portfolio

### Frontloading the Genre: Overview of Writing Days 1-5

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

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

Stage	Goal
<b>#1 Build the Field</b>	Students build enough back ground knowledge of the topic to be able to write about it. Activities will be speaking, listening, note-taking and reading.
<b>#2 Modeling the Text Type</b>	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.
<b># 3 Joint construction</b>	Teacher and student write a joint text together so that students can see how the text is written. Focus on illustrating the process of writing a text.
<b>#4 Independent Writing</b>	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 response to literature 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. Therefore, most of this week will include:

- Immerse student in shared topic
- Reading aloud a variety of narrative accounts to prepare students for week 2
- Make connections to text
- Develop oral and written judgments
- Begin a topic word wall and a genre word wall
- Incorporating notebook entries during the independent work time that record student learning

#### Materials and Products for Week 1:

- Narrative texts for read aloud; use overhead transparencies
- Narrative texts for students to browse
- Reviews of films performances and performers at appropriate levels; Scholastic magazine, Time for Kids, Teen People
- Chart paper/magic markers, sentence strips
- Grade 4 Response to Literature ELL compendium

#### Student notebook:

- *Responses to narrative text*

#### Language Stem:

- "I think \_\_\_ because \_\_\_."
- *This character reminds me of \_\_\_.*
- *The setting reminds me of \_\_\_.*
- *The plot reminds me when \_\_\_.*

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

- Chart: Words we can use for judgment ○
- Elements of narrative
- Judgment and Supports handout, page C1

Formatted: Bullets and Numbering

Response to Literature  
4-5 Sheltered ELA

WEEK 1

READERS WORKSHOP			WRITERS WORKSHOP																
MINI-LESSON	WORK PERIOD	CLOSING	MINI LESSON	WORK PERIOD	CLOSING														
<p><b>1</b> <b>Strategy:</b> Making connections to narrative text. Use a narrative text and explore the elements of narrative . Model making a connection to a character, the setting or the plot of the story.</p>	<p><b>Strategy:</b> Student will practice making connections to text using the language stems. This character reminds me of _____. The setting reminds me of _____. The plot reminds me when _____.</p>	<p>Ask students to gather in the meeting place and share some of their connections</p>	<p><b>Frontload Lesson Day 1</b> <b>The Judgment Process</b> Follow lesson as it is written in the Grade 4 Response to Literature ELL compendium <b>Word Wall:</b> Judgment Opinion Heart Fact</p>																
<p><b>2</b> <b>Strategy:</b> Making connections to narrative text. Use a narrative text and explore the elements of narrative . Model making a connection to a character, the setting or the plot of the story.</p>	<p><b>Strategy:</b> Student will practice making connections to text using the language stems. This character reminds me of _____. The setting reminds me of _____. The plot reminds me when _____.</p>	<p>Ask students to gather in the meeting place and share some of their connections</p>	<p><b>Frontload Lesson Day 2 Developing a Judgment</b> Follow lesson as it is written in the Grade 4 Response to Literature ELL compendium</p> <table border="1"> <thead> <tr> <th colspan="2">Words we can use for judgments</th> </tr> <tr> <th>Good</th> <th>bad</th> </tr> </thead> <tbody> <tr> <td>The best</td> <td>The worst</td> </tr> <tr> <td>One of the most awesome</td> <td>One of the most disgusting</td> </tr> <tr> <td>Really talented</td> <td>Totally untalented</td> </tr> <tr> <td>So interesting</td> <td>Uninteresting</td> </tr> <tr> <td>Amazing</td> <td>Horrible</td> </tr> </tbody> </table> <p>Students will come up with a judgment, either good or bad, about this person. Make sure that they use the language stem to say the judgment. <i>"I think ____ because ____."</i></p>			Words we can use for judgments		Good	bad	The best	The worst	One of the most awesome	One of the most disgusting	Really talented	Totally untalented	So interesting	Uninteresting	Amazing	Horrible
Words we can use for judgments																			
Good	bad																		
The best	The worst																		
One of the most awesome	One of the most disgusting																		
Really talented	Totally untalented																		
So interesting	Uninteresting																		
Amazing	Horrible																		

Response to Literature  
4-5 Sheltered ELA

	MINI-LESSON	WORK PERIOD	CLOSING	MINI LESSON	WORK PERIOD	CLOSING
3	<p><b>Strategy:</b> Read aloud a review of a movie, performance or a performer. Notice the language used in the review. Add judgment words to the wordwall</p>	<p><b>Strategy:</b> Students will read a reviews of a movie, performance or a performer. Notice the language used in the review.</p>	<p>Add judgment words to the wordwall</p>	<p><b><u>Frontload Lesson Day 3 Supporting Judgments</u></b> Follow lesson as it is written in the Grade 4 Response to Literature ELL compendium</p>	<p><b><u>Frontload Lesson Day 3 Supporting Judgments</u></b> Follow lesson as it is written in the Grade 4 Response to Literature ELL compendium Students work in their triads to fill out the handout. If they have more supports than there are boxes for, they can add more boxes to list their ideas.</p>	<p><b><u>Frontload Lesson Day 3 Supporting Judgments</u></b> Follow lesson as it is written in the Grade 4 Response to Literature ELL compendium</p>

Response to Literature  
4-5 Sheltered ELA

**WEEK 1**

READERS WORKSHOP			WRITERS WORKSHOP		
MINI-LESSON	WORK PERIOD	CLOSING	MINI LESSON	WORK PERIOD	CLOSING
<p><b>4</b> <b>Strategy:</b> Read aloud a review of a movie, performance or a performer. Notice the language used in the review. Add judgment words to the wordwall</p>	<p><b>Strategy:</b> Students will read a reviews of a movie, performance or a performer. Notice the language used in the review.</p>	<p>Add judgment words to the wordwall</p>	<p><b><u>Frontload Lesson Day 4 Preparing Presentations</u></b> _Follow lesson as it is written in the Grade 4 Response to Literature ELL compendium</p>	<p><b><u>Frontload Lesson Day 4 Preparing Presentations</u></b> Follow lesson as it is written in the Grade 4 Response to Literature ELL compendium</p>	<p><b><u>Frontload Lesson Day 4 Preparing Presentations</u></b> Follow lesson as it is written in the Grade 4 Response to Literature ELL compendium</p>
<p><b>5</b> <b>Strategy:</b> Read aloud a review of a movie, performance or a performer. Notice the language used in the review. Add judgment words to the wordwall</p>	<p><b>Strategy:</b> Students will read a reviews of a movie, performance or a performer. Notice the language used in the review.</p>	<p>Add judgment words to the wordwall</p>	<p><b><u>Frontload Lesson Day 5 Oral Presentations</u></b> Follow lesson as it is written in the Grade 4 Response to Literature ELL compendium their Writer's Notebooks.</p>		

## WORKSHOP MAP

### Week 2: Introduction to Responding to Literature

The goal of this second week of instruction in the genre study is to introduce students to responding to literature and summarizing narrative literature. Therefore, most of this week will include:

- Reading aloud 3-4 narrative texts
- Constant modeling with the use of verbal and nonverbal clues
- Building a shared vocabulary to talk about book reviews
- 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:

- Copies of book reviews
- Narrative texts at the student's reading level
- Chart paper/magic markers
- Sentence strips
- **Student notebook:**
  - Summary graphic organizers
- **Classroom chart, transparency or pictures.** Charts are to be made with the student
  - A Good Response to Literature
  - Story Summaries
  - Setting
  - Character

Response to Literature  
4-5 Sheltered ELA

WEEK 2

READERS WORKSHOP			WRITERS WORKSHOP			
	MINI-LESSON	WORK PERIOD	CLOSING	MINI LESSON	WORK PERIOD	CLOSING
1	<b>Strategy:</b> Read aloud a narrative, review the elements of a story map.	Have students work in pairs to complete a story map on a narrative. Use the language stem a narrative has_____.	Students share their maps	Tell students that during this unit of study they will be responding to literature. Show students examples of response to literature from several sources. Examine the book review to examine the big ideas and important details found in the review	Students work on groups of 3-4 and discuss the big idea and details found in the book review.	Create a good response to literature chart. Use the language stem a good response to literature has_____. <b>Word Wall</b> Setting Character Plot Beginning Middle Problem solution
2	Read a book review and add to the good response to literature chart.	Students work in groups to browse book review and add to the chart. A good book review has_____.	Record findings on chart.	Show students a book blurb in a narrative book jacket or on the back of the book. As you read aloud notice the big ideas and details	Allow students to work with a partner looking a book blurbs and look for attributes of A good response to literature.	Have students share their book blurbs. <b>Word Wall</b> Book Review Book Blurb Critic

**WEEK 2**

READERS WORKSHOP			WRITERS WORKSHOP			
	MINI-LESSON	WORK PERIOD	CLOSING	MINI LESSON	WORK PERIOD	CLOSING
<b>3</b>	Using a book blurb explain to student that a book blurb contains a summary of a story.	Have students read book blurbs and say in their own words what they think the book will be about.	Students share out their blurbs.	Using a summary frame read a narrative text and complete the summary frame.	Using a summary frame read a narrative text and complete the summary frame.	Students share their summaries <b>Word Wall</b> summary
	MINI-LESSON	WORK PERIOD	CLOSING	MINI LESSON	WORK PERIOD	CLOSING
<b>4 &amp; 5</b>	Using a summary frame read a narrative text and complete the summary frame.	Using a summary frame read a narrative text and complete the summary frame.	Students share their summaries	Using a summary frame read a narrative text and complete the summary frame.	Using a summary frame read a narrative text and complete the summary frame.	Students share their summaries

## WORKSHOP MAP

**Week 3: During this week students will learn to respond to literature by making connections such as text to self, text to text, and text to world.**

- Reading aloud 3-4 narrative texts
- Constant modeling with the use of verbal and nonverbal clues
- Building a shared vocabulary to talk about response to literature
- 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 narrative texts for read aloud
- Narrative texts at the student's reading level
- Summary frames
- Chart paper/magic markers
- Sentence strips
- Sticky notes
- Highlighters

### Language Stem:

- *"I think \_\_\_ because \_\_\_."*
- *This character reminds me of \_\_\_\_.*
- *The setting reminds me of \_\_\_\_.*
- *The plot reminds me when \_\_\_\_.*
- This book reminds me of \_\_\_\_\_, because\_\_\_\_\_.

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**WEEK 3**

READERS WORKSHOP			WRITERS WORKSHOP			
	MINI-LESSON	WORK PERIOD	CLOSING	MINI LESSON	WORK PERIOD	CLOSING
1	Using a summary frame read a narrative text and complete the summary frame.	Using a summary frame read a narrative text and complete the summary frame.	Students share their summaries	Tell students that when we read we are trying to make sense of what the author is saying. One way to do this is to think about the things in your own life that the book reminds you of. This is making text to self connection. Read aloud a book that the students can make a connection with.	Students will think pair share personal connections with the story. And write on sentence strips using sentence frames	Students share connections. <b>Word Wall</b> connection
2	Model making personal connections to parts of the narrative such as the setting, dialogue a detail in the story	Students make connections to setting, dialogue, a detail in the story.	Students share their connections	Tell students that another way to make sense of what you are reading is to think about other books you have read that are similar to the ones you are reading now. When you think about and/or write about two books that are similar, you are making a text to text connection. Using a text ask students if it reminds them of another text. Discuss and record similarities. Refer to the text to support their connections. Model writing a text to text connection using a language frame. This book reminds me of _____, because _____.	Students will think pair share their text to text connections using the language frame This book reminds me of _____ because _____.	Invite two or three students to share the text to text connections they made.

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READERS WORKSHOP			WRITERS WORKSHOP			
	MINI-LESSON	WORK PERIOD	CLOSING	MINI LESSON	WORK PERIOD	CLOSING
3	Model making a text to text connection.	Students choose two independent reading books and make text to text connections.	<i>Students share their connections</i>	Tell students that when we read, we sometimes think about something we read in the newspaper or heard I the news or radio. The book reminds us of important issues in our community and our world. This is called a text to world connection. Model making a text to world connection with one of the books.	Students will think pair share their text to world connections to the story.	Have students share their text to world connections.
4	Model making a text to world connection.	Students make a text to world connection with their independent reading book	<i>Students share their connection.</i>	Share book talk rubric with students, explain that they have practiced summarizing and making connections to the text. Look at the other criteria that is needed to complete the book talk. Choose one element to model with the students either selecting a passage or making a recommendation,	Students practice element of book talk.	Share element.
5	Model making a connection.	Students make a connection with their independent reading book	<i>Students share their connection.</i>	Share book talk rubric with students, explain that they have practiced summarizing and making connections to the text. Look at the other criteria that is needed to complete the book talk. Choose one element to model with the students either selecting a passage or making a recommendation.	Students practice element of book talk.	Share element.

## WORKSHOP MAP

### Week 4: Preparing for and presenting a book talk response to literature

The goal of this fourth week of instruction in the genre study is to continue working on reading strategies for narrative texts and preparing for the book talk.

#### Materials and Products for Week 4:

- 3-4 narrative texts for read aloud
- Narrative texts at the student's reading level
- Chart paper/magic markers
- Sentence strips
- Sticky notes
- Highlighters

#### Reading Strategy templates:

- A2-d: How did \_\_\_\_\_ change from the beginning to the end of the story?
- B1-c: Compare these (two) characters: \_\_\_\_\_ and \_\_\_\_\_.
- D3-a: How does the author/character show that \_\_\_\_\_ is important to him (or her)?

- Book Talk Rubric
- Book Talk Summary Form

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Week 4

READERS WORKSHOP			WRITERS WORKSHOP			
	MINI-LESSON	WORK PERIOD	CLOSING	MINI LESSON	WORK PERIOD	CLOSING
1	Strategy: Identify a character that changes in a text. Model how the author shows what this character thinks	Students read their IR books identifying a character that changes.	<i>Students share the how the character changed.</i>	Model using the book talk form. Tell students this will be an outline f or their book talk.	Students use the book talk form to plan their book talk	<i>Students share the book they chose .</i>
2	Strategy: Readers pay close attention to details about the main character as the read. What makes this person special or different from another character.	Students will identify the main character in the story and tell what makes him/her different from the other character. Give an example that shows what was important to the main character.	<i>Students share the comparison of two characters from their IR books.</i>	Model using the book talk form. Tell students this will be an outline f or their book talk.	Students use the book talk form to plan their book talk	<i>Students share the book they chose .</i>

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READERS WORKSHOP			WRITERS WORKSHOP			
	MINI-LESSON	WORK PERIOD	CLOSING	MINI LESSON	WORK PERIOD	CLOSING
3	Strategy: How does the author/character show that _____ is important to him or her?	Students read their texts and practice the strategy using the template	<i>Students share their noticings.</i>	Model choosing a passage that highlights the author's style.	Students choose a passage to read aloud during their book talk	One or two students share their passages.
4	Strategy: How did _____ solve his or her problem? Give a detail from the story to support your answer.	Students read their texts and practice the strategy using the template	<i>Students share their strategy.</i>	Model a book recommendation.	Students practice writing recommendations for their book talk	<i>Students share book recommendations.</i>
5	Practice the book talk having students use the rubric .			Present book talks.		

## WORKSHOP MAP

### Week 5: Understanding Response to Literature Narrative

The goal of this fifth week of instruction in the genre study is for students to expand on the information in their book talk and write a response to literature. Students will practice using writing frames to respond to narrative texts. Students will choose one of their response and expand on it in order to write a response to literature that meets standard. Students will build a literary response rubric.

#### Materials and Products for Week 5:

- Narrative Texts
- highlighters
- America's Choice English Language Arts Genre Study Response to Literature & ELL Compendium for Report
  - Lesson 6
  - Lessons 12 and 13
  - Lessons 14 and 15

#### Reading Strategy Templates:

- B1-a: What caused \_\_\_\_\_ to happen in the story?
- A3-b: Summarize the main things that happened in this [book].
- A2-a: Using information in the story, write a brief description of how \_\_\_\_\_ felt when \_\_\_\_\_.
- A1-b: What is the theme of this story?

#### Student notebook:

- Language Stems:
- Classroom charts to be made with students
  - How to Write a Good Review

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Week 5

READERS WORKSHOP			WRITERS WORKSHOP			
	MINI-LESSON	WORK PERIOD	CLOSING	MINI LESSON	WORK PERIOD	CLOSING
1	Strategy: Think about the problem in the story, What caused the problem to happen? OR: Think about what happened in the end. What helped to solve the problem?	Students will use the writing frame to recognize the problem and the situation that led to the problem, or the solution and the events that led to the solution.	Students will share, the problem and the situation that led to the problem, or the solution and the events that led to the solution.	<b>Lesson 6, Day 1; Revisiting a Review to Craft a Lead.</b> Revisit a Good Response to Literature chart that was created during week 2 of the genres study. Follow lesson 6 as written in the Grade 4 response to Literature and ELL compendium. Create a How to Write a Good Review Chart.	Students will practice crafting a lead	Students will share their lead.
2	Strategy: Readers summarize the main thing that happened in this book.	Students practice summarizing a book	Students share their summaries	<b>Lesson 6, Day 2; Finishing a Book Review.</b> (Follow lesson as it is written in the Grade4 Response to Literature manual and ELL compendium) Goal: Students will finish their drafts of book Review.	Students continue to work on their book review drafts.	Ask two students to share their drafts

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READERS WORKSHOP			WRITERS WORKSHOP			
	MINI-LESSON	WORK PERIOD	CLOSING	MINI LESSON	WORK PERIOD	CLOSING
<b>3 &amp; 4</b>	Strategy: using information in the story, write a brief description of how _____felt when_____.	Students will look for things the character says or thinks or does.	Students will name the characters feeling. Tell one way the character showed this feeling .	<b>Lessons 12 and 13 Building and Using Literary Response Rubric</b>  Goal: Students will create and use a Literary Response rubric.	Follow as written in the Grade 4 Response to Literature Manual and ELL Compendium.	Follow as written in the Grade 4 Response to Literature Manual and ELL Compendium.
<b>5</b>	Strategy: As you read think about the message the author is sending you. What does the author want you to know about life or about how people should act or treat each other? Look for details in the story that show the message the author is sending you.	Students will tell the theme or message of the story. Students will tell one detail that shows the theme.	Students will share the theme of the story using the writing frame.	<b>Lessons 14 and 15: Publishing a Review</b>  Students will use the tools of editing and revisions to improve their written English.	Follow as written in the Grade 4 Response to Literature Manual and ELL Compendium.	Follow as written in the Grade 4 Response to Literature Manual and ELL Compendium.

**Skills Lessons Ideas**

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

**Resources for Planning Skills Lessons:**

**Reading Skill Lessons:**

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

**Writing Skill Lessons:**

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

**Balance of Reading and Writing Skills over the week:**

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

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

**READING**

<b>Standard</b>	<b>Element to Plan Skills Lessons: Reading</b>
<p><b>R.1: Vocabulary and Syntax in Print:</b> <i>Students will acquire English vocabulary and apply knowledge of correct syntax to comprehend written text</i></p>	<ul style="list-style-type: none"> <li>▪ Read frequently used sight words</li> <li>▪ Read frequently used sight phrases</li> <li>▪ Read frequently used idioms as phrases</li> <li>▪ Use knowledge of prefixes and suffixes to determine words and phrases</li> <li>▪ Use bilingual or intermediate dictionaries to determine word meaning</li> <li>▪ Identify signal words in context clues that indicate word meaning</li> <li>▪ Identify signal words in contrast or cause/effect clues to determine the meanings of unfamiliar words</li> <li>▪ Identify words and phrases that add ideas in a paragraph</li> <li>▪ Identify words and phrases that indicate contrast of ideas in a paragraph</li> <li>▪ Identify words and phrases that indicate conclusion in a paragraph</li> </ul>
<p><b>R.2: Beginning to Read in English</b></p>	<ul style="list-style-type: none"> <li>▪ Identify cognates in printed reading</li> <li>▪ Read printed words with personal meaning</li> <li>▪ Identify familiar English morphemes (-ed in waited)</li> <li>▪ Apply knowledge of letter patterns to identify syllables</li> <li>▪ Identify phonetically regular one-syllable and multi-syllable words</li> <li>▪ Read words with several syllables</li> <li>▪ Use letter-sound knowledge to decode written English</li> <li>▪ Identify and apply unique spelling patterns for English words</li> </ul>

**WRITING**

Standard	Element to Plan Skills Lessons: Writing
<p><b>R.1: Vocabulary and Syntax in Print:</b>  <i>Students will acquire English vocabulary and apply knowledge of correct syntax to comprehend written text</i></p>	<ul style="list-style-type: none"> <li>▪ Spell previously learned sight words and phrases</li> <li>▪ Identify use of apostrophes to indicate possessive form</li> <li>▪ Identify orthographic conventions that signal meaning in various kinds of sentences</li> <li>▪ Identify the eight basic parts of speech in the context of a sentence</li> <li>▪ Identify verb phrases and verb tenses in sentences</li> <li>▪ Identify varied sentence structures as they affect meaning</li> <li>▪ Recognize types of pronouns</li> <li>▪ Identify words and phrases that introduce ideas in a paragraph</li> </ul>

Standard	Element to Plan Skills Lessons: Writing
<p><b>W.4: Editing</b></p>	<ul style="list-style-type: none"> <li>▪ Use rules for apostrophes</li> <li>▪ Use rules for quotation marks</li> <li>▪ Use rules for commas in compound sentences</li> <li>▪ Use rules for paragraph indentation</li> <li>▪ Use rules for separating introductory words and phrases using a comma</li> <li>▪ Apply rules of English for forming irregular plural nouns</li> <li>▪ Identify correct pronoun references when editing</li> <li>▪ Identify and correct sentence fragments and run-on sentences when editing</li> </ul>

## **GUIDELINES FOR RESPONSIBLE BOOK TALK**

- During the unit of study, students will be given many opportunities to discuss the books they are reading and that are being read to them. The talk in these discussions should be *Accountable Talk*.
- Talk that is interactive, stays on topic, and is accountable to the content of the work as well as to the other members of the group.
- For many students, this is not the type of conversation they might normally engage in, and so it is important to provide students with scaffolding that teaches them to have responsible book talks.
- The first step in this process is to model the use of *Accountable Talk* in large group discussions about the books that are read aloud to students.
- The list that follows contains many possible examples of discussion stems that might be modeled. They include:

**Make connections to your own life:**

*This reminds me of the time when I...*

**Refer to the text:**

*I said that because in the book, I read...*

**Question and wonder about the author's choices:**

*I wonder why the author...*

**Look at elements of the author's writing style:**

*This author uses a lot of humor in his writing.*

**Build on what others say:**

*What you said makes me think the author...*

**Validate what others say:**

*I agree with you. When I read that, I thought that same thing and...*

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**Ask questions that encourage careful reading:**

*I didn't notice that. Show me what part of the book makes you think that.*

Students will be expected to use similar language when discussing the works of the author in small groups. To support them, a chart with the discussion stems listed on it might be placed near the area where students hold their book talks.

Prior to giving students the opportunity to discuss books in small groups it will be important to review what it means to be a good listener and a good speaker. These behaviors are an important part of developing *Accountable Talk*. Students should understand what they will say and do as they listen and speak in their discussion groups.

As a support to the students, create a chart that lists the behaviors of a good speaker and a good listener. The charts should be developed with the students and draw from them their understanding about what it means to talk accountably. As the lists are developed, you will fill in the gaps in the students' knowledge until you have created charts that include the following:

**Good Listening Means:**

- Looking at the speaker
- Not interrupting
- Keeping your face happy
- Not changing the subject to what you want it to be
- Not arguing
- Building on what the speaker says
- Asking questions that encourage the speaker to explain his or her thoughts

**Good Speaking Means:**

- Talking loud enough so that people can hear you
- Looking at your audience
- Not arguing
- Giving people a chance to respond to what you say
- Answering questions nicely
- Keeping your focus

## Book Talk Presentation

<b>Student Objectives</b>	<ul style="list-style-type: none"><li>• Summarize story and plot</li><li>• Demonstrate different strategies used to deepen comprehension of the book</li><li>• Persuade listeners to want to read this book</li><li>• Develop public speaking skills</li></ul>
<b>Student Materials</b>	<ul style="list-style-type: none"><li>• Book they are presenting</li><li>• A completed book talk form that they have filled out in advance (Initially, they will want to simply read the form, but that will improve as they get more confidence and experience)</li></ul>
<b>Output</b>	<ul style="list-style-type: none"><li>• Students will give an oral presentation of their book talk to a small-group at a work station</li></ul>

Student makes a short, structured, oral presentation to partner at a workstation about a book they have read and enjoyed.

### Background and Rationale

Students need the opportunity to formally communicate their knowledge of their favorite book to others. Their classmates and you can be the audience for a public recommendation of a book. Describing a good experience with a certain title or author provides a student presenter with an avenue to act as a literacy authority, providing help and advice to classmates who are regularly selecting books to read. Also, enthusiasm for a title or author is infectious. Motivating others to read a book you have enjoyed promotes the development of a literate community, as well as the expertise of student reviewers. By recommending books, student speakers can hone skills of summarization and persuasion as well as public speaking, while classmates develop their listening skills.

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**Book Talk Rubric**

<b>Criteria</b>	<b>Exceeds Standard</b>	<b>Meets Standard</b>	<b>Needs Assistance</b>
<b><u>Parts of Book Talk</u></b> <ul style="list-style-type: none"> <li>Title</li> <li>Author and Author Information</li> <li>Genre</li> <li>Plot</li> <li>Summary</li> <li>Connections</li> <li>Passage</li> <li>Recommendations</li> <li>Time</li> </ul>	<ul style="list-style-type: none"> <li>All parts of the book talk are present</li> </ul>	<ul style="list-style-type: none"> <li>Four to six parts are present</li> </ul>	<ul style="list-style-type: none"> <li>One to three parts are present</li> </ul>
<b><u>Plot Summary</u></b> <ul style="list-style-type: none"> <li>Short summary that withholds conclusion</li> </ul>	<ul style="list-style-type: none"> <li>Summary is succinct and does not give away ending</li> </ul>	<ul style="list-style-type: none"> <li>Summary is slightly too long or too short and/or gives away ending</li> </ul>	<ul style="list-style-type: none"> <li>Summary is much too long or too short, gives away ending</li> </ul>
<b><u>Connections</u></b> <ul style="list-style-type: none"> <li>Text-to-self</li> <li>Text-to-text</li> <li>Text- to-world</li> </ul>	<ul style="list-style-type: none"> <li>All three connections are made</li> </ul>	<ul style="list-style-type: none"> <li>Two connections are made</li> </ul>	<ul style="list-style-type: none"> <li>One or no connections are made</li> </ul>
<b><u>Passage</u></b> <ul style="list-style-type: none"> <li>Selection from text read with effective expression and focused purpose</li> </ul>	<ul style="list-style-type: none"> <li>Short but instructive passage that highlights at least one element of the author’s style</li> <li>Read with appropriate tone, volume, and speed</li> </ul>	<ul style="list-style-type: none"> <li>Excerpt too long or too short</li> <li>Read with minimal or inappropriate expression (evidence of poor preparation)</li> </ul>	<ul style="list-style-type: none"> <li>Not included</li> </ul>
<b><u>Recommendation</u></b> <ul style="list-style-type: none"> <li>Short, powerful recommendation to appropriate readers</li> </ul>	<ul style="list-style-type: none"> <li>Succinct and directed to the readers who would most enjoy this writer’s work or this genre</li> </ul>	<ul style="list-style-type: none"> <li>Rambling, too general or too brief. Directed to “any reader”</li> </ul>	<ul style="list-style-type: none"> <li>Not observed</li> </ul>
<b><u>Time</u></b> <ul style="list-style-type: none"> <li>3 – 5 minutes maximum</li> </ul>	<ul style="list-style-type: none"> <li>3 – 5 minutes</li> </ul>	<ul style="list-style-type: none"> <li>5 – 10 minutes or under 3 minutes</li> </ul>	<ul style="list-style-type: none"> <li>Over 10 minutes or under 3 minutes</li> </ul>

**Book Talk Form**

<b>Title:</b>	<b>Genre:</b>
<b>Author:</b>	<b>Illustrator:</b>
<b>Author Information:</b>	
<b>Plot/Summary:</b>	
<b>Connections:</b>	
• <b>Text-to-self:</b>	
• <b>Text-to-text:</b>	
• <b>Text-to-world:</b>	
<b>Passage:</b>	
<b>Recommendation:</b>	
(partner check) <b>Practice Time:</b>	(partner check) <b>Practice Rubric Score:</b>

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