



Nebraska Department of Education

## NDE English Language Arts Standards Instructional Tool with EL Supports

### Reading Comprehension

Standard	Teacher Strategy	Grade band
LA 10.1.6.a	Close Reading	K, 1, 2-3, 4-5, 6-8, 9-12
LA 10.1.6.d	Something Happened, But, So	K, 1, 2-3, 4-5, 6-8, 9-12
LA 10.1.6.i	QAR	K, 1, 2-3, 4-5, 6-8, 9-12

### Writing

Standard	Teacher Strategy	Grade band
LA 10.2.1.b	Writing Organizer	1, 2-3, 4-5, 6-8, 9-12
LA 10.2.1.d	Accordion Paragraphing	K, 2-3, 4-5
LA 10.2.2.e	Sentence Imitation	2-3, 4-5, 6-8, 9-12

### Reciprocal Communication

Standard	Teacher Strategy	Grade band
LA 10.3.3.c	Four Corners	K, 1, 2-3, 4-5, 6-8, 9-12
LA 10.3.3.d	iChart	2-3, 4-5, 6-8, 9-12

## Kindergarten

<b>Strategy:</b> <b>Focus:</b>	<b>CLOSE READING</b> <b>COMPREHENSION</b>
<b>ELA Standard:</b>  <b>ELA Indicator (by grade):</b>	<b>LA 1.6</b> Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.  <b>LA 0.1.6.a</b> With adult guidance, identify author’s purpose (e.g. explain, entertain, inform).
<b>ELP Corresponding Standard(s):</b>	<b>K.4</b> Construct grade-appropriate oral and written claims and support them with reasoning and evidence.
<b>Objective/Learning Target:</b>	I can determine the author’s purpose for writing a text to help evaluate the meaning of text.
<b>Time Required:</b>	10-20 minutes
<b>Materials Needed:</b>	<ol style="list-style-type: none"> <li>1. Content-specific read aloud passages</li> <li>2. Whole class viewing device.</li> <li>3. Create anchor charts (posters) about author’s purpose and close listening.</li> </ol>
<b>Strategy Overview and Rationale:</b>	<p>“Close reading is a careful and purposeful rereading of a text. IT’s an encounter with text where students really focus on what the author had to say, what the author’s purpose was, what the words mean, and what the structure of the text tells us.” (Douglas Fisher)</p> <p>Close reading is a strategy that will support students in developing critical reading skills.</p>
<b>Step-By-Step Instructions*:</b>	<ol style="list-style-type: none"> <li>1. The teacher models the process of close listening/reading with a short passage. Teacher could show kindergarten appropriate video.</li> </ol>

<p><i>During instruction, adhere to a gradual release of responsibility. First, explain and model the strategy for students (ME) and then have the class complete the strategy together (WE). Next, put students into pairs to practice the strategy (TWO), and finally, have the students work independently to complete the strategy (YOU).</i></p>	<p>While modeling, complete the following steps:</p> <ol style="list-style-type: none"> <li>a. Read the text (read with a pencil and record unknown words)</li> <li>b. Reread the text for the purpose of identifying author’s purpose.</li> <li>c. Talk/write about the text (use stem: The author’s purpose in _____ is to (entertain, inform, persuade) because ....</li> </ol> <ol style="list-style-type: none"> <li>2. The students practice close reading as a whole class.</li> <li>3. The students work with a partner to do close reading.</li> <li>4. The students do close reading independently.</li> </ol>		
<p><b>Leveled Supports for English Learners</b></p>	<p>Emerging</p>	<p>Progressing</p>	<p>Nearly Proficient</p>
	<ul style="list-style-type: none"> <li>• Show pictures of different examples of texts.</li> <li>• Show visuals of different purposes (including the words).</li> <li>• Provide opportunities for students to discuss author’s purpose of text read.</li> <li>• Match author’s purpose visuals (cards or pictures) to texts read aloud.</li> </ul>	<ul style="list-style-type: none"> <li>• Show pictures of different examples of texts.</li> <li>• Show visuals of different purposes (including the words).</li> <li>• Provide opportunities for students to discuss author’s purpose of text read and why.</li> <li>• Write author’s purpose for texts read aloud (use stem- The author’s purpose of _____ is (entertain, inform, persuade).</li> </ul>	<ul style="list-style-type: none"> <li>• Show pictures of different examples of texts.</li> <li>• Show visuals of different purposes (including the words).</li> <li>• Provide opportunities for students to discuss author’s purpose of text read and why.</li> <li>• Use sentence stem (see above) to write author’s purpose and evidence.</li> </ul>
<p><b>Resources*:</b></p>	<p>Fisher and Frey, Literacy for Life at <a href="https://fisherandfrey.com/">https://fisherandfrey.com/</a></p>		

	Douglas Fisher at <a href="http://mheccsstoolbox-blog.tumblr.com/post/32335711597/what-is-close-reading">http://mheccsstoolbox-blog.tumblr.com/post/32335711597/what-is-close-reading</a> <a href="http://www.Readworks.org">www.Readworks.org</a> <a href="http://www.readwritethink.org">www.readwritethink.org</a>
<b>Meta Tagging:</b>	Close reading, Comprehension

\*This lesson has been contextualized for students at this grade level.

## Kindergarten

<b>Strategy:</b> <b>Focus:</b>	<b>SOMETHING HAPPENED BUT SO</b> <b>COMPREHENSION</b>
<b>ELA Standard:</b>  <b>ELA Indicator (by grade):</b>	<b>LA 10.1.6</b> Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.  <b>LA 0.1.6.d</b> With adult guidance, retell major events and key details from a literary text and/or media.
<b>ELP Corresponding Standard(s):</b>	<b>K.3</b> Speak and write about grade-appropriate complex literary and informational texts and topics.  <b>K.9</b> Create clear and coherent grade-appropriate speech and text.
<b>Objective/Learning Target:</b>	I can make comparisons between a literary text and informational text in print, digital, and/or other media.
<b>Time Required:</b>	Whole class period
<b>Materials Needed:</b>	<ol style="list-style-type: none"> <li>1. Somebody Wanted But So template (see attached)</li> <li>2. Chart paper for interactive writing</li> <li>3. Pictures cards, if necessary.</li> <li>4. Whole class viewing device</li> </ol>
<b>Strategy Overview and Rationale:</b>	Somebody Wanted But So is a summarization technique for literary texts. The goal is to use this template to support students as they discuss or write one-or two-sentence summaries of longer text.  <b>Literary Text:</b>  <b>Somebody</b> (characters)  <b>Wanted</b> (plot motivation)

	<p><b>But</b> (conflict)</p> <p><b>So</b> (resolution)</p>		
<p><b>Step-By-Step Instructions*:</b></p> <p><i>During instruction, adhere to a gradual release of responsibility. First, explain and model the strategy for students (ME) and then have the class complete the strategy together (WE). Next, put students into pairs to practice the strategy (TWO), and finally, have the students work independently to complete the strategy (YOU).</i></p>	<ol style="list-style-type: none"> <li>1. Teacher models the process of identifying the characters, plot motivation, conflict, and resolution for a story familiar to all students using the template Somebody Wanted But So.</li> <li>2. Teacher reads a literary text aloud. Together the whole group completes the Somebody Wanted But So (SWBS). Write the summary sentence together using interactive writing.</li> <li>3. Teacher reads a literary text aloud. Together the whole group completes the SWBS using interactive writing. Then students turn and verbally share a summary sentence.</li> </ol>		
<p><b>Leveled Supports for English Learners</b></p>	Emerging	Progressing	Nearly Proficient
	<ul style="list-style-type: none"> <li>• Use picture cards or draw pictures to match each part of SWBS.</li> </ul>		
<p><b>Resources:</b></p>	<p>Wormeli, R (2005). Summarization in any subject: 50 techniques to improve student learning. Alexandria, VA: ASCD.</p> <p>Somebody Wanted But So Handout (see attached)</p>		
<p><b>Meta Tagging:</b></p>	<p>Reading, Comprehension</p>		

Somebody	Wanted	But	So

Summary sentence: \_\_\_\_\_

\_\_\_\_\_

## Kindergarten

<b>Strategy:</b>  <b>Focus:</b>	<b>Question-Answer Relationship (QAR)</b>  <b>COMPREHENSION</b>
<b>ELA Standard:</b>    <b>ELA Indicator (by grade):</b>	<b>LA 10.1.6</b>  Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.  <b>LA 0.1.6.i</b>  Construct and/or answer clarifying questions (who, what, where, why, how) and support answers with evidence from the text or additional sources.
<b>ELP Corresponding Standard(s):</b>	<b>K.4</b> Construct grade-appropriate oral and written claims and support them with reasoning and evidence.  <b>K.2</b> Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.
<b>Objective/Learning Target:</b>	I can identify the sources of information needed to appropriately answer a question.
<b>Time Required:</b>	40 minutes
<b>Materials Needed:</b>	<ol style="list-style-type: none"> <li>1. Handout 1 (QAR Handout #1) – See Attached</li> <li>2. Handout 2 (QAR Handout #1) – See Attached</li> <li>3. Content-specific text (e.g., textbooks, article, etc.)</li> </ol>
<b>Strategy Overview and Rationale:</b>	Question-Answer Relationship (QAR) is a questioning strategy that helps students identify the kinds of information required to answer questions, the sources of that information, and how to retrieve information from text. The two primary sources of information are in the book (text-based) and in the head (knowledge-based).

	Using QAR helps the reader search for and summarize information in the text as well as access and use background information		
<p><b>Step-By-Step Instructions*:</b></p> <p><i>During instruction, adhere to a gradual release of responsibility. First, explain and model the strategy for students (ME) and then have the class complete the strategy together (WE). Next, put students into pairs to practice the strategy (TWO), and finally, have the students work independently to complete the strategy (YOU).</i></p>	<p>1. Prior to the lesson, create QAR questions from small sections of text (not longer than five sentences) for <i>right there</i> and <i>on your own</i> questions. Using these questions, model how each of these QAR questions can be identified and answered.</p> <ul style="list-style-type: none"> <li>● <i>Right There</i>: the answer is found in the text, usually as a phrase contained within one sentence.</li> <li>● <i>On Your Own</i>: requires students to think about what is already known from their reading and experience (prior knowledge) to formulate an answer.</li> </ul> <p>2. Prior to the lesson, create QAR questions from small sections of text for those two types. Do a think aloud to decide which kind of question is being asked and how to answer the question.</p> <p>3. Prior to the lesson, create QAR questions from small sections of text (not longer than five sentences) for <i>right there</i> and <i>on your own</i> questions. After reading a text, the teacher will ask a question and tell the students what level of QAR it is. Students will then answer the question appropriately with their partner.</p> <p>4. Prior to the lesson, create QAR questions from small sections of text (not longer than five sentences) for <i>right there</i> and <i>on your own</i> questions. Students read or listen to text. With a partner, then students identify which type of QAR level it is. Then students will answer the questions appropriately.</p> <p>5. Students answer QAR questions independently.</p>		
<p><b>Leveled Supports for English Learners</b></p>	Emerging	Progressing	Nearly Proficient
	<ul style="list-style-type: none"> <li>● Assign a gesture for the two types of questions (right there &amp; on your own).</li> <li>● Give students a visual or gesture to use when deciding what type of question is being</li> </ul>	<ul style="list-style-type: none"> <li>● Provide sentence starters for questions (i.e. The main character is _____).</li> </ul>	

	<p>asked.</p> <ul style="list-style-type: none"> <li>• Allow students to respond to the questions nonverbally (pointing, drawing, etc.).</li> </ul>		
<b>Resources:</b>	QAR Handouts (see attached)		
<b>Meta Tagging:</b>	Reading, Comprehension, QAR		

\*This lesson has been contextualized for students at this grade level.

## Question-Answer Relationship (QAR)

IN THE BOOK	
<p><b>Right There</b></p> <p>The answer is in one place in the text. You can put your finger on it. Words from the question and words that answer the questions are often “right there” in the same sentence.</p> <p>Strategies:</p> <ul style="list-style-type: none"><li>· Reread</li><li>· Scan</li><li>· Look for keywords</li></ul>	
IN MY HEAD	
	<p><b>On My Own</b></p> <p>The answer is not in the text. The answer comes from your own thoughts in your head.</p> <p>Strategies</p> <ul style="list-style-type: none"><li>· Think about what you already know</li><li>· Make connections to self, other texts, and the world</li><li>· Develop new ideas</li></ul>

## Kindergarten

<b>Strategy:</b>	<b>ACCORDION PARAGRAPHING</b>
<b>Focus:</b>	<b>WRITING PROCESS</b>
<b>ELA Standard:</b>	<b>LA 10.2.1</b> Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.
<b>ELA Indicator (by grade):</b>	<b>LA 0.2.1.d</b> Compose simple, grammatically correct sentences.
<b>ELP Corresponding Standard(s):</b>	<b>K.7</b> Adapt language choices to purpose, task, and audience when speaking and writing. <b>K.10</b> Make accurate use of standard English to communicate in grade-appropriate speech and writing.
<b>Objective/Learning Target:</b>	I can write a fully developed paragraph that contains a topic sentence, explanation sentences, and examples. (Supporting details, evidence from the text, facts).
<b>Time Required:</b>	20 minutes
<b>Materials Needed:</b>	<ol style="list-style-type: none"><li>1. Prepare strips of green, yellow, red paper.</li><li>2. Definitions of "topic sentence," "explanation sentence," and "example."</li><li>3. List of transition words.</li><li>4. 3 total sample paragraphs from the content area/model text (2 in paragraph form [one copy each], 1 is cut into sentence strips--with enough copies for pairs of students to have a copy of the cut up paragraph.</li><li>5. Yellow, green, and red markers/highlights</li><li>6. Classroom viewing device</li><li>7. Tape</li></ol>

<p><b>Strategy Overview and Rationale:</b></p>	<p>Accordion Paragraphing is a writing strategy where students organize paragraphs that are logical, focused, and supported by evidence.</p> <p>This strategy provides students with practice identifying paragraph parts and shows them what an organized paragraph should include as well as giving them practice writing an organized paragraph.</p>		
<p><b>Step-By-Step Instructions*:</b></p> <p><i>During instruction, adhere to a gradual release of responsibility. First, explain and model the strategy for students (ME) and then have the class complete the strategy together (WE). Next, put students into pairs to practice the strategy (TWO), and finally, have the students work independently to complete the strategy (YOU).</i></p>	<ol style="list-style-type: none"> <li>1. Identify topic sentence, reason-detail-fact sentences, and concluding sentence within the model text, highlighting the topic and concluding sentences in green and reason-detail-fact sentences in yellow.</li> <li>2. Students come to the front of the room and mark second model paragraph.</li> <li>3. Pairs of students identify topic sentence, reason-detail-fact sentences and concluding sentence from cut up sample paragraph. Once complete, students color code sentences.</li> <li>4. Whole class will compose an accordion paragraph using a graphic organizer.</li> <li>5. Pairs of students will orally compose an accordion paragraph with a topic sentence, 3 reason-detail-fact sentences, and a concluding sentence.</li> <li>6. Each student writes their own paragraph: individually, students write topic sentence (on green paper), reason-detail-fact sentences (yellow paper), and concluding sentence (green paper). Then they tape their paragraphs together.</li> </ol> <p>Assessment: Students share paragraphs with class.</p>		
<p><b>Leveled Supports for English Learners</b></p>	<p>Emerging</p>	<p>Progressing</p>	<p>Nearly Proficient</p>
	<ul style="list-style-type: none"> <li>• Give students a topic to write about (i.e. Summer) and students draw pictures for the reason-detail-fact sentences.</li> </ul>	<ul style="list-style-type: none"> <li>• Give students a topic sentence. Then give them sentence starters or frames for the reason-detail-fact sentences.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide a list of transition words.</li> </ul>

<b>Resources:</b>	Auman, M. Step up to writing: Grades 6-8 (4th edi,). Dallas, TX: Voyager Sopris Learning
<b>Meta Tagging:</b>	Accordion paragraphing, writing, writing process

\*Lesson has been contextualized for students at this grade level.

## Kindergarten

<b>Strategy:</b> <b>Focus:</b>	<b>FOUR CORNERS</b> <b>RECIPROCAL COMMUNICATION</b>
<b>ELA Standard:</b>  <b>ELA Indicator (by grade):</b>	<b>LA 10.3.3</b> Student will develop, apply, and adapt reciprocal communications skills.  <b>LA 0.3.3.c</b> Apply conversations strategies to recognize new information presented by others in relationship to one’s own ideas.
<b>ELP Corresponding Standard(s):</b>	<b>K.4</b> Construct grade-appropriate oral and written claims and support them with reasoning and evidence.  <b>K.9</b> Create clear and coherent grade-appropriate speech and text.
<b>Objective/Learning Target:</b>	I can use conversation strategies to evaluate new information presented by others.
<b>Time Required:</b>	10-15 minutes
<b>Materials Needed:</b>	1. Poster/Butcher Paper
<b>Strategy Overview and Rationale:</b>	Four Corners is a strategic speaking tool where students express their thoughts and opinions about a particular topic or concept. This tool provides students with an opportunity to express their thoughts and opinions in a variety of contexts.
<b>Step-By-Step Instructions*:</b>  <i>During instruction, adhere to a gradual release of responsibility. First, explain and model the strategy for students (ME) and then have the class complete the</i>	<ol style="list-style-type: none"> <li>1. Teacher creates four questions or choices that relate to a topic/issue being discussed.</li> <li>2. The teacher then posts the choices in four corners of the classroom.</li> <li>3. Students turn and talk to their partner about the question/choice.</li> <li>4. Then, students walk to the corner that matches their choice that closely fits their opinion.</li> <li>5. Finally, students develop a group summary of their choice to share with the rest of the class.</li> </ol>

<p><i>strategy together (WE). Next, put students into pairs to practice the strategy (TWO), and finally, have the students work independently to complete the strategy (YOU).</i></p>			
<p><b>Leveled Supports for English Learners</b></p>	<p>Emerging</p>	<p>Progressing</p>	<p>Nearly Proficient</p>
	<ul style="list-style-type: none"> <li>• Provide pictures that match choices available.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide sentence frame for group summary (i.e. We picked _____ because ...).</li> </ul>	
<p><b>Resources:</b></p>			
<p><b>Meta Tagging:</b></p>	<p>Reciprocal Communication, Speaking and Listening, Four Corners</p>		

## Grade 1

<b>Strategy:</b> <b>Focus:</b>	<b>CLOSE READING</b> <b>COMPREHENSION</b>
<b>ELA Standard:</b>  <b>ELA Indicator (by grade):</b>	<b>LA 1.6</b> Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.  <b>LA 1.1.6.a</b> Identify author’s purpose (e.g., explain, entertain, inform)
<b>ELP Corresponding Standard(s):</b>	<b>ELP 1.1</b> Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.
<b>Objective/Learning Target:</b>	I can determine the author’s purpose for writing a text to help evaluate the meaning of text.
<b>Time Required:</b>	20-30 minutes
<b>Materials Needed:</b>	<ol style="list-style-type: none"> <li>1. Content-specific reading passages</li> <li>2. Highlighters or colored pencils</li> <li>3. Whole class viewing device.</li> <li>4. Create an anchor chart (poster) with close reading steps.</li> </ol>
<b>Strategy Overview and Rationale:</b>	<p>“Close reading is a careful and purposeful rereading of a text. IT’s an encounter with text where students really focus on what the author had to say, what the author’s purpose was, what the words mean, and what the structure of the text tells us.” (Douglas Fisher)</p> <p>Close reading is a strategy that will support students in developing critical reading skills.</p>
<b>Step-By-Step Instructions:</b>  <i>During instruction, adhere to a gradual release of responsibility.</i>	<ol style="list-style-type: none"> <li>1. The teacher models the process of close reading with a short grade-appropriate passage.</li> </ol> <p>While modeling, complete the following steps:</p> <ol style="list-style-type: none"> <li>a) Read the text (read with a pencil and record unknown words)</li> </ol>

<p><i>First, explain and model the strategy for students (ME) and then have the class complete the strategy together (WE). Next, put students into pairs to practice the strategy (TWO), and finally, have the students work independently to complete the strategy (YOU).</i></p>	<p>b) Reread the text for a deeper purpose (annotate**,??, I think, I'm confused, This is important...)</p> <p>c) Write about the text (provide evidence to support ideas).</p> <ol style="list-style-type: none"> <li>The students practice close reading as a whole class.</li> <li>The students work with a partner to do close reading.</li> <li>The students do close reading independently.</li> </ol>
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<b>Leveled Supports for English Learners</b>	<b>Emerging</b>	<b>Progressing</b>	<b>Nearly Proficient</b>
	<ul style="list-style-type: none"> <li>During pair work, work with student individually.</li> <li>Provide visual supports in explaining author's purpose (explain, inform, entertain...).</li> <li>Students may point to parts of the text.</li> <li>Provide sentence frame with word bank of choices.</li> </ul> <p>"The author's purpose is ____."</p> <p>Explain, inform, entertain...</p>	<ul style="list-style-type: none"> <li>Provide sentence starters for students to discuss text features and author's purpose.</li> </ul> <p>"I think the author's purpose is ____ because ____."</p> <ul style="list-style-type: none"> <li>Provide an anchor chart or checklist to help guide partner discussion.</li> </ul>	<ul style="list-style-type: none"> <li>Provide sentence frames for elaborating, agreeing and disagreeing, and providing evidence.</li> </ul> <p>"I agree/disagree because ____."</p> <p>"Where do you think that?" etc.</p>

<b>Resources:</b>	<p>Fisher and Frey, Literacy for Life at <a href="https://fisherandfrey.com/">https://fisherandfrey.com/</a></p> <p>Douglas Fisher at <a href="http://mheccsstoobox-blog.tumblr.com/post/32335711597/what-is-close-reading">http://mheccsstoobox-blog.tumblr.com/post/32335711597/what-is-close-reading</a></p>
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<b>Meta Tagging:</b>	Close reading, Comprehension
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## Grade 1

<b>Strategy:</b> <b>Focus:</b>	<b>SOMETHING HAPPENED BUT SO</b> <b>COMPREHENSION</b>
<b>ELa Standard:</b>  <b>ELA Indicator (by grade):</b>	<b>LA 10.1.6</b> Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.  <b>LA 1.1.6.d</b> Retell major events and key details from a literary text and/or media.  <b>LA 1.1.6.e</b> Retell main ideas and supporting details from informational text and/or media.
<b>ELP Corresponding Standard(s):</b>	<b>ELP 1.1</b> Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading and viewing.
<b>Objective/Learning Target:</b>	I can make comparisons between a literary text and informational text in print, digital, and/or other media.
<b>Time Required:</b>	Whole class period
<b>Materials Needed:</b>	<ol style="list-style-type: none"> <li>1. Whole-class viewing device (projector, document camera).</li> <li>2. Handouts with basic sequence and examples for both. (Handout #1). See Attached. <b>USE GRADE APPROPRIATE VERSION</b></li> <li>3. Handout with T-Chart. (Handout #2). See Attached.</li> <li>4. Three sets of fiction and nonfiction texts with same topic.</li> </ol>
<b>Strategy Overview and Rationale:</b>	Something Happened And Then/Somebody Wanted But So are summarization techniques for nonfiction and fiction texts. The goal is to use these templates to support students as they write one-or two-sentence summaries of longer text.  <b>Non-fiction Text:</b>  <b>Something</b> (independent variable) - Main Idea

	<p><b>Happened</b> (change in that independent variable) - Cause/Change</p> <p><b>And</b> (effect on the dependent variable) - Effects</p> <p><b>Then</b> (conclusion) - Conclusion/Examples</p> <p><b>Fiction Text:</b></p> <p><b>Somebody</b> (characters)</p> <p><b>Wanted</b> (plot motivation)</p> <p><b>But</b> (conflict)</p> <p><b>So</b> (resolution)</p>
<p><b>Step-By-Step Instructions:</b></p> <p><i>During instruction, adhere to a gradual release of responsibility. First, explain and model the strategy for students (ME) and then have the class complete the strategy together (WE). Next, put students into pairs to practice the strategy (TWO), and finally, have the students work independently to complete the strategy (YOU).</i></p>	<ol style="list-style-type: none"> <li>1. Teacher models the process of identifying the characters, plot motivation, conflict, and resolution for a story familiar to all students using the template Somebody Wanted But So. The teacher then models the process of identifying the independent variable (identify the main idea), the change in that independent variable (the cause or change), the effect on the dependent variable (the effects of the change), and the conclusion for a nonfiction text with a similar topic (known by all students) using the template Something Happened And Then. The teacher then models the process of making comparisons between the themes and main ideas using the T-Chart.</li> <li>2. Divide the class into two groups. In the two groups, students work with a partner. Half of the students work on a fiction text with the template Somebody Wanted But So, and the other half work on a nonfiction text with the template Something Happened And Then. Students combine to make a group of four and complete the T-Chart comparing the theme and main idea of their fiction and nonfiction texts.</li> <li>3. Students work with a partner so that one has a fiction text and the other has a nonfiction text. Students complete the templates independently. Students will share the template and work together with a partner to complete the T-Chart.</li> <li>4. Have students work independently to complete each template, one for a fiction text and one for a nonfiction text. Students independently complete a T-Chart comparing the two texts.</li> </ol>

<b>Leveled Supports for English Learners</b>	Emerging	Progressing	Proficient
	<ul style="list-style-type: none"> <li>● Provide picture sequencing cards of story.</li> <li>● Provide picture cards of main idea and supporting details for nonfiction text.</li> <li>● Have student complete T-Chart by manipulating picture cards and sorting them Nonfiction/Fiction. (Or students could draw responses.)</li> <li>● Respond to yes/no questions about the texts.</li> </ul>	<ul style="list-style-type: none"> <li>● Provide visuals or graphic organizers.</li> <li>● Provide sentence frames.</li> <li>● Provide word bank.</li> </ul>	<ul style="list-style-type: none"> <li>● Provide sentence frames.</li> <li>● Provide word bank.</li> </ul>
<b>Resources:</b>	<p>Wormeli, R (2005). Summarization in any subject: 50 techniques to improve student learning. Alexandria, VA: ASCD.</p> <p>Something Happened And Then/Somebody Wanted But So Handouts (see attached)</p> <p>T-Chart (see attached)</p>		
<b>Meta Tagging:</b>	Reading, Comprehension		

**Something Happened And Then/ Somebody Wanted But So**

- Something** (independent variable) - Main Idea
- Happened** (change in that independent variable) - Cause/Change
- And** (effect on the dependent variable) - Effects
- Then** (conclusion) - Conclusion/Examples

Nonfiction Example:

After reading a text about water erosion, their might might look something like this.

Heavy rains (independent variable) washed away the soil (change in that independent variable) making it nearly impossible (effect on the dependent variable) for plants to grow there (conclusion).

Text Title \_\_\_\_\_

(Something) \_\_\_\_\_

(Happened) \_\_\_\_\_

(And) \_\_\_\_\_

(Then) \_\_\_\_\_

Summary

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**Somebody Wanted But So**

- Somebody** (characters)
- Wanted** (plot motivation)
- But** (conflict)
- So** (resolution)

Fiction Example:

After reading Harry Potter and the Sorcerer’s Stone, their summary might look something like this.

Hermione (character) wanted to be accepted as a respected student at Hogwarts School for Witchcraft and Wizardry (plot motivation), *but* those who resented her muggle ancestry constantly thwarted her efforts (conflict), *so* she worked twice as hard to be better than everyone else in her students (resolution).

Text Title \_\_\_\_\_

(Somebody) \_\_\_\_\_

(Wanted) \_\_\_\_\_

(But) \_\_\_\_\_

(So) \_\_\_\_\_

Summary

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Wormeli, R. (2005). *Summarization in any subject: 50 techniques to improve student learning*. Alexandria, VA: ASCD.

T-Chart: Comparison of Nonfiction and Fiction Text

Nonfiction	Fiction

## Grade 1

<b>Strategy:</b>  <b>Focus:</b>	<b>Question-Answer Relationship (QAR)</b>  <b>COMPREHENSION</b>
<b>ELA Standard:</b>    <b>ELA Indicator (by grade):</b>	<b>LA 10.1.6</b>  Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.  <b>LA 1.1.6.i</b>  Construct and/or answer clarifying questions (who, what, where, why, how) and support answers with evidence from the text or additional sources.
<b>ELP Corresponding Standard(s):</b>	<b>ELP 1.2</b> Participate in grade-appropriate oral and written exchanges of information, ideas, and analysis, responding to peer, audience, or reader comment and questions.
<b>Objective/Learning Target:</b>	I can identify the sources of information needed to appropriately answer a question.
<b>Time Required:</b>	40 minutes
<b>Materials Needed:</b>	<ol style="list-style-type: none"> <li>1. Handout 1 (QAR Handout #1) – See Attached</li> <li>2. Handout 2 (QAR Handout #1) – See Attached</li> <li>3. Content-specific text (e.g., textbooks, article, etc.)</li> </ol>
<b>Strategy Overview and Rationale:</b>	<p>Question-Answer Relationship (QAR) is a questioning strategy that helps students identify the kinds of information required to answer questions, the sources of that information, and how to retrieve information from text. The two primary sources of information are in the book (text-based) and in the head (knowledge-based).</p> <p>Using QAR helps the reader search for and summarize information in the text as well as access and use background information</p>

<p><b>Step-By-Step Instructions*:</b></p> <p><i>During instruction, adhere to a gradual release of responsibility. First, explain and model the strategy for students (ME) and then have the class complete the strategy together (WE). Next, put students into pairs to practice the strategy (TWO), and finally, have the students work independently to complete the strategy (YOU).</i></p>	<p>1. Prior to the lesson, create QAR questions from small sections of text (not longer than five sentences) for each of the four levels. Using these questions, model how each level of the QAR questions can be identified and answered. Discuss the differences between questions using the class textbook and subject exam questions.</p> <ul style="list-style-type: none"> <li>● <i>Right There:</i> the answer is found in the text, usually as a phrase contained within one sentence.</li> <li>● <i>Think and Search:</i> while the answer is in the text, the student is required to combine separate sections or pieces of text to answer the question.</li> <li>● <i>Author and You:</i> as the answer is not directly stated in the text, the student draws on prior knowledge as well as what the author has written to answer the question.</li> <li>● <i>On Your Own:</i> requires students to think about what is already known from their reading and experience (prior knowledge) to formulate an answer.</li> </ul> <p>2. Distribute sample questions to students to answer in pairs or small groups. (Or teacher writes questions on board and reads aloud.) Students identify which of the QAR levels they used.</p> <p>3. OPTIONAL - Students work independently on questions from longer passages. Students will examine the types of questions in their textbooks.</p>
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<b>Leveled Supports for English Learners</b>	Emerging	Progressing	Nearly Proficient
	<ul style="list-style-type: none"> <li>● Work with student individually on a familiar text.</li> <li>● Provide visual support, such as picture sequencing cards.</li> <li>● Have student respond to yes/no questions.</li> <li>● Have student respond with one or two words or by pointing.</li> </ul>	<ul style="list-style-type: none"> <li>● Provide sentence starters about a familiar text. “This reminds me of ____.”</li> <li>● “Did you find the answer in your book or in your head?”</li> <li>● “I found this on page ____.”</li> <li>● Provide content specific word bank.</li> <li>● Provide question word bank.</li> </ul>	<ul style="list-style-type: none"> <li>● Provide sentence frames to help students expand on the conversation about a variety of texts. “Can you explain that?”</li> <li>● “Tell me more...I heard you say...”</li> <li>● “Can you show me an example?”</li> </ul>

		Who, What, Where, Why...	
<b>Resources:</b>	QAR Handouts (see attached)		
<b>Meta Tagging:</b>	Reading, Comprehension, QAR		

\*This lesson has been contextualized for students at this grade level.

# Question-Answer Relationship (QAR)

IN THE BOOK	
<p><b>Right There</b></p> <p>The answer is in one place in the text. You can put your finger on it. Words from the question and words that answer the questions are often “right there” in the same sentence.</p> <p>Strategies:</p> <ul style="list-style-type: none"><li>· Reread</li><li>· Scan</li><li>· Look for keywords</li></ul>	<p><b>Think and Search</b></p> <p>The answer is in several places in the text. You put together (think and search) different parts of the text to find the answer.</p> <p>Strategies:</p> <ul style="list-style-type: none"><li>· Skim or reread</li><li>· Look for important information</li><li>· Piece together different parts from the text to answer the question</li></ul>
IN MY HEAD	
<p><b>Author and Me</b></p> <p>The answer is not explicitly in the text. You must combine previous knowledge with information in the text to create a response.</p> <p>Strategies:</p> <ul style="list-style-type: none"><li>· Reread</li><li>· Think about what you already know and what the text says</li></ul>	<p><b>On My Own</b></p> <p>The answer is not in the text. The answer comes from your own thoughts in your head.</p> <p>Strategies</p> <ul style="list-style-type: none"><li>· Think about what you already know</li><li>· Make connections to self, other texts, and the world</li><li>· Develop new ideas</li></ul>

# Question Answer Relationship

## In the Book Questions

Right There Questions

Cue Words: Who, When, Where, Identify, List

Think and Search Questions

Cue Words: Compare, Predict, Draw Conclusions

## In My Head Questions

Author and Me Questions

Cue Words: Interact, Relate to, Connect, Associate

On My Own Questions

Cue Words: Speculate, Apply, Hypothesize, Explore

## Grade 1

<b>Strategy:</b> <b>Focus:</b>	<b>WRITING ORGANIZER</b> <b>WRITING PROCESS</b>
<b>ELA Standard:</b>  <b>ELA Indicator (by grade):</b>	<b>LA 10.2.1</b> Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.  <b>LA 1.2.1.b</b> Generate a draft that selects and organizes ideas relevant to topic, purpose, and audience, including a clear beginning, middle, and end.
<b>ELP Corresponding Standard(s):</b>	<b>1.4</b> Construct grade-appropriate oral and written claims and support them with reasoning and evidence.  <b>1.9</b> Create a clear and coherent grade-appropriate speech and text.
<b>Objective/Learning Target:</b>	I can create a draft of my own writing that conveys complex ideas and critical thinking.
<b>Time Required:</b>	30-35 minutes
<b>Materials Needed:</b>	<ol style="list-style-type: none"> <li>1. Projector, whiteboard, or another whole-class viewing device.</li> <li>2. Handout #1: Writing Organizer Template (two per student; one for class example essay and one for individual essay). See attached.</li> <li>3. Examples to model and examples for guided practice.</li> <li>4. Internet to research topics.</li> </ol>
<b>Strategy Overview and Rationale:</b>	Writing organizer is a strategic tool that allows students to organize a complex argument for writing purposes. It provides guidance for students to see the effective flow of an essay that reflects their critical thinking and reveals complex ideas.
<b>Step-By-Step Instructions:</b>	<ol style="list-style-type: none"> <li>1. Teacher predetermines a CLAIM (main argument of essay) to argue in the written piece. He/she will share with class on whole-class-</li> </ol>

<p><i>During instruction, adhere to a gradual release of responsibility. First, explain and model the strategy for students (ME) and then have the class complete the strategy together (WE). Next, put students into pairs to practice the strategy (TWO), and finally, have the students work independently to complete the strategy (YOU).</i></p>	<p>viewing device.</p> <p>2. Teacher and whole group establishes a REASON to support the predetermined CLAIM. Working through a grade-appropriate organizer, the group will then establish one piece of EVIDENCE to support the CLAIM.</p> <p>3. Students partner/trio-up with fellow students to produce the remaining two pieces of evidence proving the CLAIM. Students will acknowledge and respond to other perspectives on the subject.</p> <p>4. Students create a new Writing Organizer for their CLAIM they would like to argue in their writing. Use class example to guide their drafting.</p>		
<p><b>Leveled Supports for English Learners</b></p>	<p>Emerging (Use familiar topics)</p>	<p>Progressing (Use familiar topics)</p>	<p>Nearly Proficient (Use a variety of topics)</p>
	<ul style="list-style-type: none"> <li>● Provide pictures of choices.</li> <li>● Have student illustrate response and label illustration with teacher support.</li> <li>● Dictate response to teacher. Teacher records response.</li> <li>● Have students respond to yes/no opinion questions.</li> <li>● Provide native language support students in expressing idea.</li> </ul>	<ul style="list-style-type: none"> <li>● Provide pictures of choices.</li> <li>● Provide sentence starters: “I think that ____.”</li> <li>“I agree/disagree because ____.”</li> <li>● Provide list of transition words. Examples: first, another reason why, etc.</li> </ul>	<ul style="list-style-type: none"> <li>● Provide an opportunity to talk with a partner before writing.</li> <li>● Provide sentence starters to prompt more reasons for opinions: “Give me three reasons why you think that.”</li> <li>“I think ____ because ____ , ____ , ____.”</li> </ul>

<b>Resources:</b>	Burke, Jim. (2006). 50 Essential Lessons: tools and Techniques for Teaching English Language Arts. pp. 10.
<b>Meta Tagging:</b>	Writing Organizer, Writing Process, Writing

ESSAY ORGANIZER

<p><b><u>Claim</u></b>  <i>What is the main point you will argue?</i></p>		
<p><b><u>Reason</u></b>  <i>Why should readers accept your claim?</i></p>		
<p><b><u>Evidence</u></b>  <i>facts, figures, statistics, observations, contextual support</i></p>		
Evidence	Evidence	Evidence
<p><b><u>Acknowledge and Respond</u></b>  <i>to other perspectives on the subject</i></p>		

Acknowledge	Respond

## Grade 1

<b>Strategy:</b> <b>Focus:</b>	<b>FOUR CORNERS</b> <b>RECIPROCAL COMMUNICATION</b>
<b>ELA Standard:</b>  <b>ELA Indicator (by grade):</b>	<b>LA 10.3.3</b> Student will develop, apply, and adapt reciprocal communications skills.  <b>LA 1.3.3.c</b> Apply conversations strategies to recognize new information presented by others in relationship to one’s own ideas.
<b>ELP Corresponding Standard(s):</b>	<b>ELP 1.4</b> Construct grade-appropriate oral and written claims and support them with reasoning and evidence.
<b>Objective/Learning Target:</b>	I can use conversation strategies to recognize new information presented by others in relationship to my own ideas.
<b>Time Required:</b>	10-15 minutes
<b>Materials Needed:</b>	1. Poster/Butcher Paper
<b>Strategy Overview and Rationale:</b>	Four Corners is a strategic speaking tool where students express their thoughts and opinions about a particular topic or concept. This tool provides students with an opportunity
<b>Step-By-Step Instructions:</b>  <i>During instruction, adhere to a gradual release of responsibility. First, explain and model the strategy for students (ME) and then have the class complete the strategy together (WE). Next, put students into pairs to practice the</i>	<ol style="list-style-type: none"> <li>1. Teacher creates four solutions that relate to a particular problem or issue being discussed. This tool works well when students are working towards a solution of a particular controversial problem or issue.</li> <li>2. The teacher then posts the solutions in four corners of the classroom.</li> <li>3. Then, students select one statement that most closely fits their opinion of the scenario.</li> <li>4. Finally, students develop a summary of their opinion to share with the rest of the class.</li> </ol>

<p><i>strategy (TWO), and finally, have the students work independently to complete the strategy (YOU).</i></p>			
<p><b>Leveled Supports for English Learners</b></p>	<p>Emerging</p>	<p>Progressing</p>	<p>Nearly Proficient</p>
	<ul style="list-style-type: none"> <li>● Provide visuals of the familiar topics being discussed.</li> <li>● Have students practice selecting their choice on four corners of a paper with visuals before having to stand up and make choice.</li> <li>● Limit the number of choices.</li> <li>● Practice oral response with teacher. "I think ____."</li> </ul>	<ul style="list-style-type: none"> <li>● Have students practice selecting their choice on four corners of a paper with visuals before having to stand up and make choice on a familiar topic.</li> <li>● Practice oral response with a partner before moving to four corners.</li> <li>● Provide sentence frames. "In my opinion ____."</li> </ul>	<ul style="list-style-type: none"> <li>● Practice oral responses with a partner before moving to four corners.</li> <li>● Provide sentence frames that prompt students to give reasons supporting their opinions. "In my opinion ____ because ____."</li> </ul>
<p><b>Resources:</b></p>			
<p><b>Meta Tagging:</b></p>	<p>Reciprocal Communication, Speaking and Listening, Four Corners</p>		

## Grades 2-3

<b>Strategy:</b> <b>Focus:</b>	<b>CLOSE READING</b> <b>COMPREHENSION</b>
<b>ELA Standard:</b>  <b>ELA Indicator (by grade):</b>	<b>LA 1.6</b> Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.  <b>LA 2/3.1.6.a</b> Identify author’s purpose(s) (e.g., explain, entertain, inform, persuade) to support text comprehension.
<b>ELP Corresponding Standard(s):</b>	<b>2-3.6</b> Analyze and critique the arguments of others orally and in writing <b>2-3.4</b> Construct grade- appropriate oral and written claims and support them with reasoning and evidence
<b>Objective/Learning Target:</b>	I can determine the author’s purpose for writing a text to help evaluate the meaning of text.
<b>Time Required:</b>	20-30 minutes
<b>Materials Needed:</b>	<ol style="list-style-type: none"> <li>1. Content-specific reading passages</li> <li>2. Highlighters or colored pencils</li> <li>3. Whole class viewing device.</li> <li>4. Create an anchor chart (poster) with close reading steps.</li> </ol>
<b>Strategy Overview and Rationale:</b>	<p>“Close reading is a careful and purposeful rereading of a text. IT’s an encounter with text where students really focus on what the author had to say, what the author’s purpose was, what the words mean, and what the structure of the text tells us.” (Douglas Fisher)</p> <p>Close reading is a strategy that will support students in developing critical reading skills.</p>
<b>Step-By-Step Instructions*:</b>	<ol style="list-style-type: none"> <li>1. The teacher models the process of close reading with a short passage. (Can show this video to whole class: Close Reading of</li> </ol>

<p><i>During instruction, adhere to a gradual release of responsibility. First, explain and model the strategy for students (ME) and then have the class complete the strategy together (WE). Next, put students into pairs to practice the strategy (TWO), and finally, have the students work independently to complete the strategy (YOU).</i></p>	<p>Nonfiction on Teachertube at:  <a href="http://www.teachertube.com/video/close-reading-non-fiction-327829">http://www.teachertube.com/video/close-reading-non-fiction-327829</a></p> <p>While modeling, complete the following steps:</p> <ol style="list-style-type: none"> <li>a. Read the text (read with a pencil and record unknown words)</li> <li>b. Discuss key points of the reading. What does the text say?</li> <li>c. Reread the text for a deeper purpose (annotate**,??, I think, I'm confused, This is important...)</li> <li>d. Be specific about what you are looking for and why. Conduct think-alouds as you reread the text.</li> <li>e. Write about the text (provide evidence to support ideas). Be sure to refer back to the initial question and pull out language from the question to write your answer.</li> </ol> <ol style="list-style-type: none"> <li>2. The students practice close reading as a whole class.</li> <li>3. The students work with a partner to do close reading.</li> <li>4. The students do close reading independently.</li> </ol>		
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<b>Leveled Supports for English Learners</b>	Emerging	Progressing	Nearly Proficient
	<ul style="list-style-type: none"> <li>• Provide multiple opportunities for students to read the passage.</li> <li>• Read passage aloud for student.</li> <li>• Incorporate a shared/ choral/ CLOZE read.</li> <li>• Ask students to provide opinion and identify the evidence in the text by pointing to pictures and/or text.</li> <li>• Identify the author's purpose by selecting an answer from</li> </ul>	<ul style="list-style-type: none"> <li>• Provide multiple opportunities for students to read the passage.</li> <li>• Read passage aloud.</li> <li>• Incorporate a shared/ choral/ CLOZE read.</li> <li>• Provide opportunities for students to stop and reflect/discuss their thinking before writing their response.</li> <li>• Construct a response and provide one piece of evidence to</li> </ul>	<ul style="list-style-type: none"> <li>• Provide a word bank with appropriate author's purpose vocabulary (i.e., explain, entertain, inform).</li> </ul>

	several options.	<p>support author's purpose using a sentence frame.</p> <ul style="list-style-type: none"> <li>Identify the author's purpose by selecting an answer from several options.</li> </ul>	
<b>Resources:</b>	<p>Fisher and Frey, Literacy for Life at <a href="https://fisherandfrey.com/">https://fisherandfrey.com/</a></p> <p>Douglas Fisher at <a href="http://mheccsstoolbox-blog.tumblr.com/post/32335711597/what-is-close-reading">http://mheccsstoolbox-blog.tumblr.com/post/32335711597/what-is-close-reading</a></p>		
<b>Meta Tagging:</b>	Close reading, Comprehension		

\*This lesson has been contextualized for students in this grade band.

## Grades 2-3

<b>Strategy:</b> <b>Focus:</b>	<b>SOMETHING HAPPENED BUT SO</b> <b>COMPREHENSION</b>
<b>ELA Standard:</b>  <b>ELA Indicator (by grade):</b>	<b>LA 10.1.6</b> <p>Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.</p> <b>LA 2.1.6.d</b> <p>Retell major events and key details from a literary text and/or media and support a prompted theme.</p> <b>LA 3.1.6.d</b> <p>Summarize a literary text and/or media, using key details to identify the theme.</p>
<b>ELP Corresponding Standard(s):</b>	<b>2-3.3</b> Speak and write about grade-appropriate complex literary and informational texts and topics.  <b>2-3.8</b> Determine the meaning of words and phrases in oral presentations and literary and informational text.
<b>Objective/Learning Target:</b>	<p>I can make comparisons between a literary text and informational text in print, digital, and/or other media.</p>
<b>Time Required:</b>	<p>Whole class period</p>
<b>Materials Needed:</b>	<ol style="list-style-type: none"> <li>1. Whole-class viewing device (projector, document camera).</li> <li>2. Handouts with basic sequence and examples for both. (Handout #1). See Attached.</li> <li>3. Handout with T-Chart. (Handout #2). See Attached.</li> <li>4. Three sets of fiction and nonfiction texts with same topic.</li> </ol>
<b>Strategy Overview and Rationale:</b>	<p>Something Happened And Then/Somebody Wanted But So are summarization techniques for nonfiction and fiction texts. The goal is to use these templates to support students as they write one-or two-sentence summaries of longer text.</p>

	<p><b>Non-fiction Text:</b></p> <p><b>Something</b> (independent variable) - Main Idea  <b>Happened</b> (change in that independent variable) - Cause/Change  <b>And</b> (effect on the dependent variable) - Effects  <b>Then</b> (conclusion) - Conclusion/Examples</p> <p><b>Fiction Text:</b></p> <p><b>Somebody</b> (characters)  <b>Wanted</b> (plot motivation)  <b>But</b> (conflict)  <b>So</b> (resolution)</p>
<p><b>Step-By-Step Instructions:</b></p> <p><i>During instruction, adhere to a gradual release of responsibility. First, explain and model the strategy for students (ME) and then have the class complete the strategy together (WE). Next, put students into pairs to practice the strategy (TWO), and finally, have the students work independently to complete the strategy (YOU).</i></p>	<ol style="list-style-type: none"> <li>1. Teacher models the process of identifying the characters, plot motivation, conflict, and resolution for a story familiar to all students using the template Somebody Wanted But So. The teacher then models the process of identifying the independent variable (identify the main idea), the change in that independent variable (the cause or change), the effect on the dependent variable (the effects of the change), and the conclusion for a nonfiction text with a similar topic (known by all students) using the template Something Happened And Then. The teacher then models the process of making comparisons between the themes and main ideas using the T-Chart.</li> <li>2. Divide the class into two groups. In the two groups, students work with a partner. Half of the students work on a fiction text with the template Somebody Wanted But So, and the other half work on a nonfiction text with the template Something Happened And Then. Students combine to make a group of four and complete the T-Chart comparing the theme and main idea of their fiction and nonfiction texts.</li> <li>3. Students work with a partner so that one has a fiction text and the other has a nonfiction text. Students complete the templates independently. Students will share the template and work together with a partner to complete the T-Chart.</li> <li>4. Have students work independently to complete each template, one for a fiction text and one for a nonfiction text. Students independently complete a T-Chart comparing the two texts.</li> </ol>

<b>Leveled Supports for English Learners</b>	Emerging	Progressing	Nearly Proficient
	<ul style="list-style-type: none"> <li>• Model how to identify features of fiction text, using visuals and written words. Students point out the specified characteristics using the provided materials.</li> <li>• Model how to identify features of non-fiction text, using visuals and written text. Students point out the specified characteristics using the provided materials.</li> <li>• Provide support and basic sentence frames to help student summarize the text.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe characteristics of both non-fiction and fiction text using a word bank.</li> <li>• Provide time for a guided discussion with a partner. Provide sentence frames to compare fiction and non-fiction.</li> <li>• Complete the Something Happened And Then/Somebody Wanted But So graphic organizers with a partner.</li> </ul>	<ul style="list-style-type: none"> <li>• Have student discuss ideas with a partner before completing the fiction and non-fiction graphic organizers independently.</li> <li>• Complete the Something Happened And Then and Somebody Wanted But So graphic organizers independently.</li> <li>• Provide a t-chart to compare a fiction and non-fiction text. Provide a word bank.</li> </ul>
<b>Resources:</b>	<p>Wormeli, R (2005). Summarization in any subject: 50 techniques to improve student learning. Alexandria, VA: ASCD.</p> <p>Something Happened And Then/Somebody Wanted But So Handouts (see attached)</p> <p>T-Chart (see attached)</p>		
<b>Meta Tagging:</b>	Reading, Comprehension		

**Something Happened And Then/ Somebody Wanted But So**

**Something** (independent variable) - Main Idea  
**Happened** (change in that independent variable) - Cause/Change  
**And** (effect on the dependent variable) - Effects  
**Then** (conclusion) - Conclusion/Examples

Nonfiction Example:

After reading a text about water erosion, their might might look something like this.

Heavy rains (independent variable) washed away the soil (change in that independent variable) making it nearly impossible (effect on the dependent variable) for plants to grow there (conclusion).

Text Title \_\_\_\_\_

(Something) \_\_\_\_\_

(Happened) \_\_\_\_\_

(And) \_\_\_\_\_

(Then) \_\_\_\_\_

Summary

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**Somebody Wanted But So**

- Somebody** (characters)
- Wanted** (plot motivation)
- But** (conflict)
- So** (resolution)

Fiction Example:

After reading Harry Potter and the Sorcerer’s Stone, their summary might look something like this.

Herione (character) wanted to be accepted as a respected student at Hogwarts School for Witchcraft and Wizardry (plot motivation), *but* those who resented her muggle ancestry constantly thwarted her efforts (conflict), *so* she worked twice as hard to be better than everyone else in her students (resolution).

Text Title \_\_\_\_\_  
(Somebody) \_\_\_\_\_  
(Wanted) \_\_\_\_\_  
(But) \_\_\_\_\_  
(So) \_\_\_\_\_

Summary

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Wormeli, R. (2005). *Summarization in any subject: 50 techniques to improve student learning*. Alexandria, VA: ASCD.

T-Chart: Comparison of Nonfiction and Fiction Text

Nonfiction	Fiction

## Grades 2-3

<b>Strategy:</b>  <b>Focus:</b>	<b>Question-Answer Relationship (QAR)</b>  <b>COMPREHENSION</b>
<b>ELA Standard:</b>  <b>ELA Indicator (by grade):</b>	<b>LA 10.1.6</b>  Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.  <b>LA 2/3.1.6.i</b>  Construct and/or answer literal and inferential questions and support answers with specific evidence from the text or additional sources.
<b>ELP Corresponding Standard(s):</b>	<b>2-3.1</b> Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing  <b>2-3.2</b> Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions
<b>Objective/Learning Target:</b>	I can identify the sources of information needed to appropriately answer a question.
<b>Time Required:</b>	40 minutes
<b>Materials Needed:</b>	<ol style="list-style-type: none"> <li>1. Handout 1 (QAR Handout #1) – See Attached</li> <li>2. Handout 2 (QAR Handout #1) – See Attached</li> <li>3. Content-specific text (e.g., textbooks, article, etc.)</li> </ol>
<b>Strategy Overview and Rationale:</b>	<p>Question-Answer Relationship (QAR) is a questioning strategy that helps students identify the kinds of information required to answer questions, the sources of that information, and how to retrieve information from text. The two primary sources of information are in the book (text-based) and in the head (knowledge-based).</p> <p>Using QAR helps the reader search for and summarize information in the text as well as access and use background information</p>

<p><b>Step-By-Step Instructions:</b></p> <p><i>During instruction, adhere to a gradual release of responsibility. First, explain and model the strategy for students (ME) and then have the class complete the strategy together (WE). Next, put students into pairs to practice the strategy (TWO), and finally, have the students work independently to complete the strategy (YOU).</i></p>	<p>1. Prior to the lesson, create QAR questions from small sections of text (not longer than five sentences) for each of the four levels. Using these questions, model how each level of the QAR questions can be identified and answered. Discuss the differences between questions using the class textbook and subject exam questions.</p> <ul style="list-style-type: none"> <li>● <i>Right There:</i> the answer is found in the text, usually as a phrase contained within one sentence.</li> <li>● <i>Think and Search:</i> while the answer is in the text, the student is required to combine separate sections or pieces of text to answer the question.</li> <li>● <i>Author and You:</i> as the answer is not directly stated in the text, the student draws on prior knowledge as well as what the author has written to answer the question.</li> <li>● <i>On Your Own:</i> requires students to think about what is already known from their reading and experience (prior knowledge) to formulate an answer.</li> </ul> <p>2. Distribute sample questions to students to answer in pairs or small groups. Students identify which of the QAR levels they used.</p> <p>3. Students work independently on questions from longer passages. Students will examine the types of questions in their textbooks.</p>		
<p><b>Leveled Supports for English Learners</b></p>	<p>Emerging</p>	<p>Progressing</p>	<p>Nearly Proficient</p>
	<ul style="list-style-type: none"> <li>● Provide shorter texts on familiar topics.</li> <li>● Have student use words or phrases to answer questions on familiar texts and topics.</li> <li>● Have student answer questions using picture and word cards on familiar texts and topics.</li> <li>● Have student answer questions using one or two</li> </ul>	<ul style="list-style-type: none"> <li>● Use a sentence frame to communicate answers to given questions with shorter, familiar texts.</li> <li>● Provide sentence frames to support students in a structured conversation.</li> <li>● Answer questions using one or two sentences from the text.</li> </ul>	<ul style="list-style-type: none"> <li>● Have students use a word bank to communicate answers to given questions on a variety of topics.</li> <li>● Talk with a partner about prior knowledge and elaborate on own ideas.</li> <li>● Answer questions independently by retrieving information from the text (text-based) and in the head (knowledge-</li> </ul>

	words from the text.		based). <ul style="list-style-type: none"><li>• Summarize by using background information and using the text.</li></ul>
<b>Resources:</b>	QAR Handouts (see attached)		
<b>Meta Tagging:</b>	Reading, Comprehension, QAR		

# Question-Answer Relationship (QAR)

IN THE BOOK	
<p><b>Right There</b></p> <p>The answer is in one place in the text. You can put your finger on it. Words from the question and words that answer the questions are often “right there” in the same sentence.</p> <p>Strategies:</p> <ul style="list-style-type: none"><li>· Reread</li><li>· Scan</li><li>· Look for keywords</li></ul>	<p><b>Think and Search</b></p> <p>The answer is in several places in the text. You put together (think and search) different parts of the text to find the answer.</p> <p>Strategies:</p> <ul style="list-style-type: none"><li>· Skim or reread</li><li>· Look for important information</li><li>· Piece together different parts from the text to answer the question</li></ul>
IN MY HEAD	
<p><b>Author and Me</b></p> <p>The answer is not explicitly in the text. You must combine previous knowledge with information in the text to create a response.</p> <p>Strategies:</p> <ul style="list-style-type: none"><li>· Reread</li><li>· Think about what you already know and what the text says</li></ul>	<p><b>On My Own</b></p> <p>The answer is not in the text. The answer comes from your own thoughts in your head.</p> <p>Strategies</p> <ul style="list-style-type: none"><li>· Think about what you already know</li><li>· Make connections to self, other texts, and the world</li><li>· Develop new ideas</li></ul>

# Question answer relationship

## In the Book Questions

Right There Questions

Cue Words: Who, When, Where, Identify, List

Think and Search Questions

Cue Words: Compare, Predict, Draw Conclusions

## In My Head Questions

Author and Me Questions

Cue Words: Interact, Relate to, Connect, Associate

On My Own Questions

Cue Words: Speculate, Apply, Hypothesize, Explore

## Grades 2-3

<b>Strategy:</b> <b>Focus:</b>	<b>WRITING ORGANIZER</b> <b>WRITING PROCESS</b>
<b>ELA Standard:</b>  <b>ELA Indicator (by grade):</b>	<b>LA 2/3.2.1</b> <p>Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.</p> <b>LA 2.2.1.b</b> <p>Generate a draft that selects and organizes ideas relevant to topic, purpose, and audience, including a clear beginning, middle, and end.</p> <b>LA 3.2.1.b</b> <p>Generate a draft that develops a clear topic suited to the purpose and intended audience and organizational pattern, including a clear introduction, body, and conclusion with appropriate transitions.</p>
<b>ELP Corresponding Standard(s):</b>	<b>2-3.6</b> Analyze and critique the arguments of others orally and in writing <b>2-3.4</b> Construct grade- appropriate oral and written claims and support them with reasoning and evidence
<b>Objective/Learning Target:</b>	<p>I can create a draft of my own writing that conveys complex ideas and critical thinking.</p>
<b>Time Required:</b>	<p>30-35 minutes</p>
<b>Materials Needed:</b>	<ol style="list-style-type: none"> <li>1. Projector, whiteboard, or another whole-class viewing device.</li> <li>2. Handout #1: Writing Organizer Template (two per student; one for class example essay and one for individual essay). See attached.</li> <li>3. Examples to model and examples for guided practice.</li> <li>4. Internet to research topics.</li> </ol>
<b>Strategy Overview and Rationale:</b>	<p>Writing organizer is a strategic tool that allows students to organize a complex argument for writing purposes. It provides guidance for students to see the effective flow of an essay that reflects their critical</p>

	thinking and reveals complex ideas.		
<p><b>Step-By-Step Instructions:</b></p> <p><i>During instruction, adhere to a gradual release of responsibility. First, explain and model the strategy for students (ME) and then have the class complete the strategy together (WE). Next, put students into pairs to practice the strategy (TWO), and finally, have the students work independently to complete the strategy (YOU).</i></p>	<ol style="list-style-type: none"> <li>1. Teacher predetermines a CLAIM (main argument of essay) to argue in the written piece. He/she will share with class on whole-class-viewing device.</li> <li>2. Teacher and whole group establishes a REASON to support the predetermined CLAIM. Working through the Essay Organizer worksheet, the group will then establish one piece of EVIDENCE to support the CLAIM.</li> <li>3. Students partner/trio-up with fellow students to produce the remaining two pieces of evidence proving the CLAIM. Students will acknowledge and respond to other perspectives on the subject.</li> <li>4. Students create a new Writing Organizer for their CLAIM they would like to argue in their writing. Use class example to guide their drafting.</li> </ol>		
<p><b>Leveled Supports for English Learners</b></p>	Emerging	Progressing	Nearly Proficient
	<ul style="list-style-type: none"> <li>• Provide visuals and background information about the topic.</li> <li>• Do an example/non-example sorting activity with partners/triads.</li> <li>• Provide academic conversation frames (see attached resource) for students to use when responding to others claims.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide visuals and background information about the topic.</li> <li>• Provide examples and non-examples of claims and have students respond utilizing the “Yes, No, Why” strategy. (ex., Yes, this an example of a strong claim because _____.)</li> <li>• Provide response frames for students to use</li> </ul>	<ul style="list-style-type: none"> <li>• Provide an anchor chart to illustrate how to make a claim.</li> <li>• Provide examples and non-examples of claims and have students respond utilizing the “Yes, No, Why” strategy. (ex., Yes, this an example of a strong claim because _____.)</li> <li>• Provide response frames for students to use</li> </ul>

		when responding to others claims.	when responding to others claims.
<b>Resources:</b>	Burke, Jim. (2006). 50 Essential Lessons: tools and Techniques for Teaching English Language Arts. pp. 10. Academic Conversation Table Tents (see attached) Lincoln Public Schools Curriculum Department		
<b>Meta Tagging:</b>	Writing Organizer, Writing Process, Writing		

ESSAY ORGANIZER

**Claim**

*What is the main point you will argue?*

--

**Reason**

*Why should readers accept your claim?*

--

--

--

**Evidence**

*facts, figures, statistics, observations, contextual support*

Evidence	Evidence	Evidence

**Acknowledge and Respond**

*to other perspectives on the subject*

Acknowledge	Respond

What have we talked about so far?

What can we agree on?

What main points can we take away?

How can we bring this all together?

What key idea can we take away?

# Synthesize



Summarizes the discussion of the group by concluding the key points.

How does this sound?

We can say that...

The main theme/point seems to be...

As a result of this conversation, we think that we should...

The evidence seems to suggest...

Can you give examples from the text?

Can you show me where it says that?

What are examples from other texts?

What is an example from your life?

Why do you say that?

How do you justify that?

What does that look like?

Why is that a good example?

# Support Ideas with Examples

Examples strengthen an idea or argument.

## Four Types of Examples

1. From text
2. From other texts
3. From the world
4. From one's own life

For example, ...

In the text it said that...

One case showed that...

An example from my life is...

For instance, ...

According to...

An illustration of this could be...

In fact, ...

To demonstrate, ...

Indeed, ...

Have you ever...?

I'm not sure that was clear...

What do we know so far?

Did that make sense?

How can we relate what I said to the topic/question?

What are you hearing?



## Paraphrasing



Restate ideas in your own words.

In other words...

Let me see if I understand you...

So, you are saying that...

What I'm hearing is...

Am I right in hearing you say...?

Essentially, you think that...

Can you be more specific?

Can you clarify that for me?

Can you tell me more?

What do you mean by...?

I am a little confused about...

How so?

How/Why is that important?

How does that connect to...?

I wonder if...

I'd love to hear more about...

Can you clarify the part

about...?



## **ELABORATE AND CLARIFY**

Clarifier asks for more  
information.

Elaborator answers  
with evidence.

I think it means that...

I believe that...

In other words...

It is similar to...

It is important  
because...

It's similar to when...

An analogy for this  
might be...

Do you agree or disagree?

How does that connect to...

What might be other points of view?

What are other ideas?

Can you add to this idea?

## Building on Ideas



Connect your ideas to the ideas of others.

I would add that...

Another way to look at this could be...

Then again, I think that...

I want to expand on your point about...

Yet, I wonder also if...

If \_\_\_\_\_, then \_\_\_\_\_.



## Grades 2-3

<b>Strategy:</b>  <b>Focus:</b>	<b>ACCORDION PARAGRAPHING</b>  <b>WRITING PROCESS</b>
<b>ELA Standard:</b>    <b>ELA Indicator (by grade):</b>	<b>LA 10.2.1</b>  Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.  <b>LA 2/3.2.1.d</b>  Compose paragraphs with grammatically correct sentences of varying length, complexity, and type.
<b>ELP Corresponding Standard(s):</b>	<b>2-3.4</b> Construct grade-appropriate oral and written claims and support them with reasoning and evidence  <b>2-3.9</b> Create clear and coherent grade-appropriate speech and text.
<b>Objective/Learning Target:</b>	I can write a fully developed paragraph that contains a topic sentence, explanation sentences, and examples. (Supporting details, evidence from the text, facts).
<b>Time Required:</b>	20 minutes
<b>Materials Needed:</b>	<ol style="list-style-type: none"> <li>1. Prepare strips of green, yellow, red paper.</li> <li>2. Definitions of “topic sentence,” “explanation sentence,” and “example.”</li> <li>3. List of transition words.</li> <li>4. 3 total sample paragraphs from the content area/model text (2 in paragraph form [one copy each], 1 is cut into sentence strips--with enough copies for pairs of students to have a copy of the cut up paragraph.</li> <li>5. Yellow, green, and red markers/highlights</li> <li>6. Classroom viewing device</li> <li>7. Tape</li> </ol>

<p><b>Strategy Overview and Rationale:</b></p>	<p>Accordion Paragraphing is a writing strategy where students organize paragraphs that are logical, focused, and supported by evidence.</p> <p>This strategy provides students with practice identifying paragraph parts and shows them what an organized paragraph should include as well as giving them practice writing an organized paragraph.</p>		
<p><b>Step-By-Step Instructions*:</b></p> <p><i>During instruction, adhere to a gradual release of responsibility. First, explain and model the strategy for students (ME) and then have the class complete the strategy together (WE). Next, put students into pairs to practice the strategy (TWO), and finally, have the students work independently to complete the strategy (YOU).</i></p>	<ol style="list-style-type: none"> <li>1. Identify topic sentence, explanation sentence, and example within the model text, highlighting the topic sentence (and summary statement, if applicable) green, explanation sentence (s) yellow, and example red.</li> <li>2. Students come to the front of the room and mark second model paragraph.</li> <li>3. Pairs of students identify topic sentence, explanation sentence, and example from cut up sample paragraph. Once complete, students color code sentences. Review as a class when everyone is finished.</li> <li>4. Before students write their own paragraph, generate a class paragraph as an example based on a shared topic that all students have knowledge of.</li> <li>5. Each student writes their own paragraph: individually, students write topic sentence (on green paper), explanation sentence (yellow paper), and example (red). Then they tape their paragraphs together.</li> </ol> <p>Assessment: Students share paragraphs with class.</p>		
<p><b>Leveled Supports for English Learners</b></p>	<p>Emerging</p>	<p>Progressing</p>	<p>Nearly Proficient</p>
	<ul style="list-style-type: none"> <li>• Work with student individually during pair work.</li> </ul> <p>Instead of writing their own paragraph:</p>	<ul style="list-style-type: none"> <li>• Partner students to write the paragraph.</li> <li>• Provide sentence starters and transition words when they write</li> </ul>	<ul style="list-style-type: none"> <li>• Provide transition words or grammar structures necessary for the paragraph.</li> <li>• Build background information</li> </ul>

	<ul style="list-style-type: none"> <li>● Point to the topic sentence and example.</li> <li>● Order an example on their own.</li> </ul> <p>For individual paragraph:</p> <ul style="list-style-type: none"> <li>● Provide sentence starters and necessary vocabulary for individual paragraph.</li> <li>● Build background information. Before writing, use a graphic organizer to brainstorm ideas around the topic.</li> <li>● Provide the topic sentence and 1 detail and ask students to provide 1 other detail.</li> </ul>	<p>the paragraph.</p> <ul style="list-style-type: none"> <li>● Build background information and generate ideas for paragraphs using graphic organizer.</li> <li>● Build in discussion around topic before writing to generate ideas and provide vocabulary.</li> </ul>	<p>around topic.</p> <ul style="list-style-type: none"> <li>● Allow time to discuss ideas before writing.</li> </ul>
<b>Resources:</b>	Auman, M. Step up to writing: Grades 6-8 (4th edi,). Dallas, TX: Voyager Sopris Learning		
<b>Meta Tagging:</b>	Accordion paragraphing, writing, writing process		

\*Lesson has been contextualized for students at this grade band

## Grades 2-3

<b>Strategy: Focus:</b>	<b>SENTENCE IMITATION WRITING MODE</b>
<b>ELA Standard:</b>          <b>ELA Indicator (by grade):</b>	<b>LA 2/3.2.2</b>  Students will write in multiple modes for a variety of purposes and audiences across disciplines.          <b>LA 2/3.2.2.e</b> Compare various mentor texts and/or exemplars to create similar pieces.
<b>ELP Corresponding Standard(s):</b>	<b>2-3.9</b> Create clear and coherent grade- appropriate speech and text  <b>2-3.10</b> Make accurate use of standard English to communicate in grade-appropriate speech and writing
<b>Objective/Learning Target:</b>	I can look at a text (narrative fiction, informational report, persuasive argument, etc.), recognize its unique features, and then write my own piece that mimics as closely as possible the style of the original text.
<b>Time Required:</b>	Two 45---minute segments (2 days possibly)
<b>Materials Needed:</b>	<ol style="list-style-type: none"> <li>1. Exemplar text of teacher's choice that illustrates the kind of quality writing that is generally used and expected in the teacher's content area.</li> <li>2. Overhead projector and screen</li> <li>3. Notebook paper</li> <li>4. A pre-written sample passage (based on the above exemplar text) completed by the teacher to be used as the first demonstration in class.</li> </ol>
<b>Strategy Overview and Rationale:</b>	Sentence imitation forces students to think critically about what makes good writing good. Students take a passage from an exemplar text, analyze the passage's sentence structure, word choice, punctuation, etc., and then write a paragraph on a topic of their choosing that mimics as closely as possible the form, structure, and style of the original. The idea behind this strategy is that students can write well when they know what

	good writing looks like.		
<p><b>Step-By-Step Instructions:</b></p> <p><i>During instruction, adhere to a gradual release of responsibility. First, explain and model the strategy for students (ME) and then have the class complete the strategy together (WE). Next, put students into pairs to practice the strategy (TWO), and finally, have the students work independently to complete the strategy (YOU).</i></p>	<p>1. The teacher displays a passage from an exemplar text on the projector. This passage --- from a novel, textbook, periodical, manual, etc --- should represent the kind of quality writing that is expected in that field, but, for the sake of time, this passage should be fairly short (1---2 sentences). The teacher reads the passage aloud, underlines key words or phrases, circles punctuation marks, etc. Then, on the board or screen, the teacher writes (or types) a new passage on a new topic, but one that is of equal length to the original and mimics its style. In other words, where the original author uses a verb, the teacher uses a verb. Where the original author uses a semicolon, the teacher uses a semicolon. [NOTE: This "new" passage should be written beforehand simply because the process can be time--- consuming, and the teacher should explain this before sharing the example.] As the example is being "written" and shared, the teacher should explain how it mimics the original, which should still be in view.</p> <p>2. As a class, the teacher and students should use another passage from the same exemplar text to create another mimic passage together on the board or screen. This is primarily student collaboration, but the teacher may want to contribute at times to keep things moving. Again, during the process, the teacher should point out how the passage mimics the original.</p> <p>3. Next, in pairs, students work on yet another passage from the same exemplar text. This passage should be a bit longer, approximately 3---4 sentences. Results should be shared class when all are finished</p> <p>Second 45 minutes (Day 2 possibly)</p> <p>4. Finally, individual students work to complete the same strategy with a longer passage from the same exemplar text (entire paragraph, 5---8 sentences).</p>		
<p><b>Leveled Supports for English Learners</b></p>	<p>Emerging</p>	<p>Progressing</p>	<p>Nearly Proficient</p>
	<ul style="list-style-type: none"> <li>• Provide parts of speech anchor charts.</li> <li>• Allow students to complete CLOZE sentences when writing</li> </ul>	<ul style="list-style-type: none"> <li>• Provide parts of speech anchor charts.</li> <li>• Ask students to share their sentences orally before writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide parts of speech anchor charts.</li> <li>• Have students identify similarities and differences between their text</li> </ul>

	<p>independently.</p> <ul style="list-style-type: none"> <li>Indicate which anchor chart they should use to find words to go in the blanks.</li> </ul>	<ul style="list-style-type: none"> <li>Allow students to complete CLOZE sentences instead of writing independently.</li> <li>When students share out, have other students identify similarities and differences between their text and the original. (One similarity between _____'s sentence and the original sentence is _____.).</li> </ul>	<p>and the original. (One similarity between _____'s sentence and the original sentence is _____.).</p>
<p><b>Resources:</b></p>	<p>Berthoff, A., &amp; Stephens, J. (1988). Forming, thinking, writing (1st ed.). Portsmouth, NH: Boynton/Cook Publishers</p> <p><a href="https://www.thoughtco.com/sentence-imitation-1691947">https://www.thoughtco.com/sentence-imitation-1691947</a></p>		
<p><b>Meta Tagging:</b></p>	<p>Sentence Imitation, Writing Modes, Writing</p>		

## Grades 2-3

<b>Strategy:</b> <b>Focus:</b>	<b>FOUR CORNERS</b> <b>RECIPROCAL COMMUNICATION</b>
<b>ELA Standard:</b>  <b>ELA Indicator (by grade):</b>	<b>LA 10.3.3</b> Student will develop, apply, and adapt reciprocal communications skills.  <b>LA 2/3.3.3.c</b> Apply conversations strategies to recognize and consider new information presented by others in relationship to one’s own ideas.
<b>ELP Corresponding Standard(s):</b>	<b>2-3.2</b> Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions  <b>2-3.7</b> Adapt language choices to purpose, task, and audience when speaking
<b>Objective/Learning Target:</b>	I can use conversation strategies to recognize, consider, and evaluate new information presented by others in relationship to one’s own ideas.
<b>Time Required:</b>	10-15 minutes
<b>Materials Needed:</b>	1. Poster/Butcher Paper
<b>Strategy Overview and Rationale:</b>	Four Corners is a strategic speaking tool where students express their thoughts and opinions about a particular topic or concept. This tool provides students with an opportunity
<b>Step-By-Step Instructions:</b>  <i>During instruction, adhere to a gradual release of responsibility. First, explain and model the strategy for students (ME) and then have the class complete the strategy together (WE). Next, put students into</i>	<ol style="list-style-type: none"> <li>1. Teacher creates four solutions that relate to a particular problem or issue being discussed. This tool works well when students are working towards a solution of a particular controversial problem or issue.</li> <li>2. The teacher then posts the solutions in four corners of the classroom.</li> <li>3. Then, students select one statement that most closely fits their opinion of the scenario.</li> <li>4. Finally, students develop a summary of their opinion to share with the rest of the class.</li> </ol>

<p><i>pairs to practice the strategy (TWO), and finally, have the students work independently to complete the strategy (YOU).</i></p>			
<p><b>Leveled Supports for English Learners</b></p>	<p>Emerging</p>	<p>Progressing</p>	<p>Nearly Proficient</p>
	<ul style="list-style-type: none"> <li>● Utilize familiar topics.</li> <li>● Provide question frames (wh-questions).</li> <li>● Provide sentence starters.</li> <li>● Build background information before the activity.</li> </ul>	<ul style="list-style-type: none"> <li>● Utilize familiar topics and texts.</li> <li>● Provide connecting words to support student's answer.</li> </ul>	<ul style="list-style-type: none"> <li>● Utilize a variety of topics and texts.</li> </ul>
<p><b>Resources:</b></p>			
<p><b>Meta Tagging:</b></p>	<p>Reciprocal Communication, Speaking and Listening, Four Corners</p>		

## Grades 2-3

<b>Strategy: Focus:</b>	<b>I-CHART RECIPROCAL COMMUNICATION</b>
<b>ELA Standard:</b>  <b>ELA Indicator (by grade):</b>	<b>LA 2/3.3.3</b> Students will develop, apply, and adapt reciprocal communication skills.  <b>LA 2.3.3.d</b> Listen, ask clarifying questions, and respond to information being communicated about a topic, text, or issue under study.  <b>LA 3.3.3.d</b> Listen, ask clarifying questions, summarize, and respond to information being communicated and consider its contribution to a topic, text, or issue under study.
<b>ELP Corresponding Standard(s):</b>	<b>2-3.2</b> Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions  <b>2-3.5</b> Conduct research and evaluate and communicate findings to answer questions or solve problems
<b>Objective/Learning Target:</b>	I can ask probing questions, conduct research, and build new understanding about a variety of topics.
<b>Time Required:</b>	45 minutes
<b>Materials Needed:</b>	<ol style="list-style-type: none"> <li>1. I-chart <i>enlarged</i> handout - one copy per student or distribute digitally (See attached).</li> <li>2. Chalkboard/whiteboard or butcher/flip-chart paper</li> <li>3. Computer/Internet access</li> <li>4. Whole-class viewing device</li> </ol>
<b>Strategy Overview and Rationale:</b>	For any given topic, students are bombarded by a deluge of information. Frequently, without the proper direction, they get lost in the sea of

	<p>information that is not digitally available through the Internet. So, to help them to better make meaning from new information, students need to be taught to ask probing question, conduct carefully guided research, and then be able to write or speak about what they have learned. This strategy teaches them to do all three.</p>
<p><b>Step-By-Step Instructions*:</b></p> <p><i>During instruction, adhere to a gradual release of responsibility. First, explain and model the strategy for students (ME) and then have the class complete the strategy together (WE). Next, put students into pairs to practice the strategy (TWO), and finally, have the students work independently to complete the strategy (YOU).</i></p>	<ol style="list-style-type: none"> <li>1. Teacher selects a content-specific topic. Brainstorm with students things about this topic they might be interested in exploring in more depth. Students generate questions they would like to have answered. Students choose three or four of the most interesting questions generated <i>with teacher guidance</i>, which will provide direction for later student-conducted research.</li> <li>2. Model how to use an I-Chart graphic organizer. Teacher provides each student with blank I-Charts. Record the chosen questions in the boxes along the top, also transferring the questions to the butcher/flip-chart paper (one page per question).</li> <li>3. Brainstorm a pre-existing knowledge about the topic. Knowledge not relevant to the questions can be placed in the column labeled "Other Important Information." Hopefully, this process uncovers any misconceptions about a topic that will be confronted as students learn more.</li> <li>4. Provide access to computers <i>or materials and select three sources</i> such as websites, newspaper or magazine articles, for students to consult to answer their target questions. Students work in cooperative groups, with each group consulting a different source. The target questions will guide the students as they decide which material in a source is useful and which is unnecessary. Each group records their information on sticky notes, one fact per note, which are affixed to the chart paper or chalkboard under the appropriate question. Note: Color-coded sticky notes make it easier to identify from which source the information was taken.</li> <li>5. Students synthesize information from each question into a summary. Sometimes, contradictory material is uncovered, which also needs to be acknowledged. Summarization provides a transition from research to writing or speaking, as students decided on main idea statements for each questions and organize relevant details.</li> <li>6. Students are now ready to write or speak conversationally about their topic, and they can proceed to discuss each question and the information that relates to it. Each vertical column may comprise a paragraph. Students also may wish to respond to one or two</li> </ol>

	<p>additional questions that occurred to them as they delved into their resources, which can be added to either the “Other Important Information” or “New Questions” column.</p> <p>7. Debrief, together, as a class and discuss the information gleaned through the research/question-answering process.</p>		
<b>Leveled Supports for English Learners</b>	Emerging	Progressing	Nearly Proficient
	<ul style="list-style-type: none"> <li>● Provide picture books for students to find information.</li> <li>● Provide picture words cards for students to respond.</li> <li>● Allow students to respond in one or two word answers.</li> </ul>	<ul style="list-style-type: none"> <li>● Provide sentence frames.</li> <li>● Allow students to respond in simple sentences.</li> </ul>	<ul style="list-style-type: none"> <li>● Provide a word bank of content-specific vocabulary.</li> </ul>
<b>Resources:</b>	<p>Buehl, D. (2001). Classroom strategies for interactive learning (1st ed.). Newark, Del.: International Reading Association.</p> <p>I-Chart Handout - See Attached</p> <p>Additional resources may be found at:</p> <p><a href="http://www.readwritethink.org/">http://www.readwritethink.org/</a></p> <p><a href="http://www.readwritethink.org/classroom-resources/printouts/chart-b-30775.html">http://www.readwritethink.org/classroom-resources/printouts/chart-b-30775.html</a></p>		
<b>Meta Tagging:</b>	Reciprocal Communication, Speaking and Listening, I-Chart		

\*This lesson has been contextualized for students in this grade band.

# Inquiry Chart (I-Chart)



Topic : \_\_\_\_\_

	Question 1	Question 2	Question 3	Question 4	Other Interesting Facts	New Questions
Source 1						
Source 2						
Source 3						
Summary						

## Grades 4-5

<b>Strategy:</b> <b>Focus:</b>	<b>CLOSE READING</b> <b>COMPREHENSION</b>
<b>ELA Standard:</b>  <b>ELA Indicator (by grade):</b>	<b>LA 1.6</b> Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.  <b>LA 4/5.1.6.a</b> Examine text to determine author’s purpose(s) and describe how author’s perspective (e.g., beliefs, assumptions, biases) influences text.
<b>ELP Corresponding Standard(s):</b>	<b>4-5.4</b> Construct grade-level appropriate oral and written claims and support them with reasoning and evidence.
<b>Objective/Learning Target:</b>	I can determine the author’s purpose for writing a text to help evaluate the meaning of text.
<b>Time Required:</b>	20-30 minutes
<b>Materials Needed:</b>	<ol style="list-style-type: none"> <li>1. Content-specific reading passages</li> <li>2. Highlighters or colored pencils</li> <li>3. Whole class viewing device.</li> <li>4. Create an anchor chart (poster) with close reading steps.</li> </ol>
<b>Strategy Overview and Rationale:</b>	<p>“Close reading is a careful and purposeful rereading of a text. It’s an encounter with text where students really focus on what the author had to say, what the author’s purpose was, what the words mean, and what the structure of the text tells us.” (Douglas Fisher)</p> <p>Close reading is a strategy that will support students in developing critical reading skills.</p>
<b>Step-By-Step Instructions*:</b>  <i>During instruction, adhere to a gradual release of responsibility.</i>	<ol style="list-style-type: none"> <li>1. The teacher models the process of close reading with a short passage. (Can show this video to whole class: Close Reading of Nonfiction on Teachertube at:  <a href="http://www.teachertube.com/video/close-reading-non-fiction-327829">http://www.teachertube.com/video/close-reading-non-fiction-327829</a>            (Be sure the video is audience appropriate).</li> </ol>

<p><i>First, explain and model the strategy for students (ME) and then have the class complete the strategy together (WE). Next, put students into pairs to practice the strategy (TWO), and finally, have the students work independently to complete the strategy (YOU).</i></p>	<p>While modeling, complete the following steps:</p> <ol style="list-style-type: none"> <li>a. Read the text (read with a pencil and record unknown words)</li> <li>b. Reread the text for a deeper purpose (annotate**,??, I think, I'm confused, This is important...)</li> <li>c. Write about the text (provide evidence to support ideas).</li> </ol> <p>2. The students practice close reading as a whole class.</p> <ol style="list-style-type: none"> <li>a. Discuss and highlight key "authors purpose" words that students should be looking for during their 2nd read.</li> </ol> <p>3. The students work with a partner to do close reading.</p> <ol style="list-style-type: none"> <li>a. Provide sentence frame for response of "I know the author's purpose is _____ because _____." Then have students share their responses orally with a partner to rehearse ideas. Next share to large group as well.</li> </ol> <p>4. The students do close reading independently.</p>		
<p><b>Leveled Supports for English Learners</b></p> <p>Given that close reading has already been taught, modeled and practiced, these supports would be helpful.</p>	<p><b>Emerging</b></p> <ul style="list-style-type: none"> <li>• Provide sentence frame to complete the oral and written exercise.</li> <li>• Provide a list of words that indicate author's purpose/ Perspective.</li> <li>• Have peers share ideas orally before written task.</li> <li>• Provide a graphic organizer to brainstorm.</li> <li>• Check for understanding frequently.</li> <li>• Create a chart of close reading annotations with images.</li> <li>• Display teacher model.</li> </ul>	<p><b>Progressing</b></p> <ul style="list-style-type: none"> <li>• Partner students for written portion of assignment.</li> <li>• Provide sentence starters or transition words when they write the paragraph.</li> <li>• Build in discussion around writing topic before writing to generate ideas and provide vocabulary.</li> <li>• Create a chart of close reading annotations.</li> <li>• Provide transition words or grammar structures necessary for the paragraph.</li> <li>• Display teacher</li> </ul>	<p><b>Nearly Proficient</b></p> <ul style="list-style-type: none"> <li>• Allow time to discuss ideas before writing.</li> <li>• Create a chart of close reading annotations.</li> <li>• Provide transition words or grammar structures necessary for the paragraph.</li> <li>• Display teacher model.</li> </ul>

		model.	
<b>Resources:</b>	Fisher and Frey, Literacy for Life at <a href="https://fisherandfrey.com/">https://fisherandfrey.com/</a> Douglas Fisher at <a href="http://mheccsstoolbox-blog.tumblr.com/post/32335711597/what-is-close-reading">http://mheccsstoolbox-blog.tumblr.com/post/32335711597/what-is-close-reading</a>		
<b>Meta Tagging:</b>	Close reading, Comprehension		

\*Lesson has been contextualized for students in this grade band.

## Grades 4-5

<b>Strategy:</b> <b>Focus:</b>	<b>SOMETHING HAPPENED BUT SO</b> <b>COMPREHENSION</b>
<b>ELa Standard:</b>  <b>ELA Indicator (by grade):</b>	<b>LA 10.1.6</b> <p>Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.</p> <b>LA 4.1.6.d</b> <p>Summarize a literary text and/or media, using key details to identify the theme.</p> <b>LA 5.1.6.d</b> <p>Summarize and analyze a literary text and/or media, using key details to explain the theme.</p>
<b>ELP Corresponding Standard(s):</b>	<b>4-5.1</b> Construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.
<b>Objective/Learning Target:</b>	<p>I can make comparisons between a literary text and informational text in print, digital, and/or other media.</p>
<b>Time Required:</b>	<p>Whole class period</p>
<b>Materials Needed:</b>	<ol style="list-style-type: none"> <li>1. Whole-class viewing device (projector, document camera).</li> <li>2. Handouts with basic sequence and examples for both. (Handout #1). See Attached.</li> <li>3. Handout with T-Chart. (Handout #2). See Attached.</li> <li>4. Three sets of fiction and nonfiction texts with same topic.</li> </ol>
<b>Strategy Overview and Rationale:</b>	<p>Something Happened And Then/Somebody Wanted But So are summarization techniques for nonfiction and fiction texts. The goal is to use these templates to support students as they write one-or two-sentence summaries of longer text.</p>

	<p><b>Non-fiction Text:</b></p> <p><b>Something</b> (independent variable) - Main Idea  <b>Happened</b> (change in that independent variable) - Cause/Change  <b>And</b> (effect on the dependent variable) - Effects  <b>Then</b> (conclusion) - Conclusion/Examples</p> <p><b>Fiction Text:</b></p> <p><b>Somebody</b> (characters)  <b>Wanted</b> (plot motivation)  <b>But</b> (conflict)  <b>So</b> (resolution)</p>
<p><b>Step-By-Step Instructions:</b></p> <p><i>During instruction, adhere to a gradual release of responsibility. First, explain and model the strategy for students (ME) and then have the class complete the strategy together (WE). Next, put students into pairs to practice the strategy (TWO), and finally, have the students work independently to complete the strategy (YOU).</i></p>	<ol style="list-style-type: none"> <li>1. Teacher models the process of identifying the characters, plot motivation, conflict, and resolution for a story familiar to all students using the template Somebody Wanted But So. The teacher then models the process of identifying the independent variable (identify the main idea), the change in that independent variable (the cause or change), the effect on the dependent variable (the effects of the change), and the conclusion for a nonfiction text with a similar topic (known by all students) using the template Something Happened And Then. The teacher then models the process of making comparisons between the themes and main ideas using the T-Chart.</li> <li>2. Divide the class into two groups. In the two groups, students work with a partner. Half of the students work on a fiction text with the template Somebody Wanted But So, and the other half work on a nonfiction text with the template Something Happened And Then. Students combine to make a group of four and complete the T-Chart comparing the theme and main idea of their fiction and nonfiction texts.</li> <li>3. Students work with a partner so that one has a fiction text and the other has a nonfiction text. Students complete the templates independently. Students will share the template and work together with a partner to complete the T-Chart.</li> <li>4. Have students work independently to complete each template, one for a fiction text and one for a nonfiction text. Students independently complete a T-Chart comparing the two texts.</li> </ol>

Leveled Supports for English Learners	Emerging	Progressing	Proficient
	<ul style="list-style-type: none"> <li>• Provide a text that meets student’s reading level.</li> <li>• Provide a graphic organizer.</li> <li>• Provide sentence starters.</li> <li>• Have students work with a partner to compare texts.</li> <li>• Provide theme choices to choose from.</li> <li>• Provide fiction and nonfiction element examples.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide a text that meets student’s reading level.</li> <li>• Provide a graphic organizer.</li> <li>• Provide examples of theme.</li> <li>• Have students work with a partner.</li> <li>• Provide fiction and nonfiction element examples.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide a text that meets student’s reading level.</li> <li>• Provide a graphic organizer.</li> <li>• Provide examples of theme.</li> </ul>
<b>Resources:</b>	<p>Wormeli, R (2005). Summarization in any subject: 50 techniques to improve student learning. Alexandria, VA: ASCD.</p> <p>Something Happened And Then/Somebody Wanted But So Handouts (see attached)</p> <p>T-Chart (see attached)</p>		
<b>Meta Tagging:</b>	Reading, Comprehension		

**Something Happened And Then/ Somebody Wanted But So**

- Something** (independent variable) - Main Idea
- Happened** (change in that independent variable) - Cause/Change
- And** (effect on the dependent variable) - Effects
- Then** (conclusion) - Conclusion/Examples

Nonfiction Example:

After reading a text about water erosion, their might might look something like this.

Heavy rains (independent variable) washed away the soil (change in that independent variable) making it nearly impossible (effect on the dependent variable) for plants to grow there (conclusion).

Text Title \_\_\_\_\_

(Something) \_\_\_\_\_

(Happened) \_\_\_\_\_

(And) \_\_\_\_\_

(Then) \_\_\_\_\_

Summary

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## Somebody Wanted But So

**Somebody** (characters)

**Wanted** (plot motivation)

**But** (conflict)

**So** (resolution)

Fiction Example:

After reading Harry Potter and the Sorcerer's Stone, their summary might look something like this.

Hermione (character) wanted to be accepted as a respected student at Hogwarts School for Witchcraft and Wizardry (plot motivation), *but* those who resented her muggle ancestry constantly thwarted her efforts (conflict), *so* she worked twice as hard to be better than everyone else in her students (resolution).

Text Title \_\_\_\_\_

(Somebody) \_\_\_\_\_

(Wanted) \_\_\_\_\_

(But) \_\_\_\_\_

(So) \_\_\_\_\_

Summary

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Wormeli, R. (2005). *Summarization in any subject: 50 techniques to improve student learning*. Alexandria, VA: ASCD.

T-Chart: Comparison of Nonfiction and Fiction Text

Nonfiction	Fiction

## Grades 4-5

<b>Strategy: Focus:</b>	<b>Question-Answer Relationship (QAR) COMPREHENSION</b>
<b>ELA Standard:</b>          <b>ELA Indicator (by grade):</b>	<b>LA 10.1.6</b>  Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.          <b>LA 4/5.1.6.i</b>  Construct and/or answer literal and inferential questions and support answers with specific evidence from the text or additional sources.
<b>ELP Corresponding Standard(s):</b>	<b>4-5.2</b> Participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.  <b>4-5.5</b> Conduct research and evaluate and communicate findings to answer questions or solve problems.
<b>Objective/Learning Target:</b>	I can identify the sources of information needed to appropriately answer a question.
<b>Time Required:</b>	40 minutes
<b>Materials Needed:</b>	<ol style="list-style-type: none"> <li>1. Handout 1 (QAR Handout #1) – See Attached</li> <li>2. Handout 2 (QAR Handout #1) – See Attached</li> <li>3. Content-specific text (e.g., textbooks, article, etc.)</li> </ol>
<b>Strategy Overview and Rationale:</b>	<p>Question-Answer Relationship (QAR) is a questioning strategy that helps students identify the kinds of information required to answer questions, the sources of that information, and how to retrieve information from text. The two primary sources of information are in the book (text-based) and in the head (knowledge-based).</p> <p>Using QAR helps the reader search for and summarize information in the text as well as access and use background information</p>

<p><b>Step-By-Step Instructions:</b></p> <p><i>During instruction, adhere to a gradual release of responsibility. First, explain and model the strategy for students (ME) and then have the class complete the strategy together (WE). Next, put students into pairs to practice the strategy (TWO), and finally, have the students work independently to complete the strategy (YOU).</i></p>	<p>1. Prior to the lesson, create QAR questions from small sections of text (not longer than five sentences) for each of the four levels. Using these questions, model how each level of the QAR questions can be identified and answered. Discuss the differences between questions using the class textbook and subject exam questions.</p> <ul style="list-style-type: none"> <li>● <i>Right There:</i> the answer is found in the text, usually as a phrase contained within one sentence.</li> <li>● <i>Think and Search:</i> while the answer is in the text, the student is required to combine separate sections or pieces of text to answer the question.</li> <li>● <i>Author and You:</i> as the answer is not directly stated in the text, the student draws on prior knowledge as well as what the author has written to answer the question.</li> <li>● <i>On Your Own:</i> requires students to think about what is already known from their reading and experience (prior knowledge) to formulate an answer.</li> </ul> <p>2. Distribute sample questions to students to answer in pairs or small groups. Students identify which of the QAR levels they used.</p> <p>3. Students work independently on questions from longer passages. Students will examine the types of questions in their textbooks.</p>
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<b>Leveled Supports for English Learners</b>	Emerging	Progressing	Nearly Proficient
	<ul style="list-style-type: none"> <li>● Point to/highlight cue words.</li> <li>● Provide pictures or actions to correlate with cue words.</li> <li>● Color code boxes.</li> <li>● Provide shorter passages or leveled text.</li> <li>● Provide question strips for students to move into appropriate boxes.</li> <li>● Have student work in pairs.</li> <li>● Provide additional opportunities to practice.</li> </ul>	<ul style="list-style-type: none"> <li>● Provide a list of cue words for each box.</li> <li>● Show pictures or actions to correlate with cue words.</li> <li>● Provide leveled text to meet student needs.</li> <li>● Provide additional opportunities to practice.</li> </ul>	<ul style="list-style-type: none"> <li>● Provide a list of cue words for each box.</li> <li>● Provide additional opportunities to practice.</li> </ul>

<b>Resources:</b>	QAR Handouts (see attached)
<b>Meta Tagging:</b>	Reading, Comprehension, QAR

# Question-Answer Relationship (QAR)

IN THE BOOK	
<p><b>Right There</b></p> <p>The answer is in one place in the text. You can put your finger on it. Words from the question and words that answer the questions are often “right there” in the same sentence.</p> <p>Strategies:</p> <ul style="list-style-type: none"><li>· Reread</li><li>· Scan</li><li>· Look for keywords</li></ul>	<p><b>Think and Search</b></p> <p>The answer is in several places in the text. You put together (think and search) different parts of the text to find the answer.</p> <p>Strategies:</p> <ul style="list-style-type: none"><li>· Skim or reread</li><li>· Look for important information</li><li>· Piece together different parts from the text to answer the question</li></ul>
IN MY HEAD	
<p><b>Author and Me</b></p> <p>The answer is not explicitly in the text. You must combine previous knowledge with information in the text to create a response.</p> <p>Strategies:</p> <ul style="list-style-type: none"><li>· Reread</li><li>· Think about what you already know and what the text says</li></ul>	<p><b>On My Own</b></p> <p>The answer is not in the text. The answer comes from your own thoughts in your head.</p> <p>Strategies</p> <ul style="list-style-type: none"><li>· Think about what you already know</li><li>· Make connections to self, other texts, and the world</li><li>· Develop new ideas</li></ul>

# Question answer relationship

## In the Book Questions

Right There Questions

Cue Words: Who, When, Where, Identify, List

Think and Search Questions

Cue Words: Compare, Predict, Draw Conclusions

## In My Head Questions

Author and Me Questions

Cue Words: Interact, Relate to, Connect, Associate

On My Own Questions

Cue Words: Speculate, Apply, Hypothesize, Explore

## Grades 4-5

<b>Strategy:</b> <b>Focus:</b>	<b>WRITING ORGANIZER</b> <b>WRITING PROCESS</b>
<b>ELA Standard:</b>  <b>ELA Indicator (by grade):</b>	<b>LA 10.2.1</b> <p>Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.</p> <b>LA 4.2.1.b</b> <p>Generate a draft that develops a clear topic suited to the purpose and intended audience and organizational pattern, including a clear introduction, body, and conclusion with appropriate transitions.</p> <b>LA 5.2.1.b</b> <p>Generate a draft that develops a clear topic suited to the purpose and intended audience and organizational pattern, including a strong thesis, body, conclusion, and appropriate transitions linked to the purpose of the composition.</p>
<b>ELP Corresponding Standard(s):</b>	<p><b>4-5.4</b> Construct grade-appropriate oral and written claims and support them with reasoning and evidence.</p> <p><b>4-5.9</b> Create clear and coherent grade appropriate speech and text.</p> <p><b>4-5.10</b> Make accurate use of standard English to communicate in grade appropriate speech and writing.</p>
<b>Objective/Learning Target:</b>	<p>I can create a draft of my own writing that conveys complex ideas and critical thinking.</p>
<b>Time Required:</b>	<p>30-35 minutes</p>
<b>Materials Needed:</b>	<ol style="list-style-type: none"> <li>1. Projector, whiteboard, or another whole-class viewing device.</li> <li>2. Handout #1: Writing Organizer Template (two per student; one for class example essay and one for individual essay). See attached.</li> <li>3. Examples to model and examples for guided practice.</li> <li>4. Internet to research topics.</li> </ol>

<p><b>Strategy Overview and Rationale:</b></p>	<p>Writing organizer is a strategic tool that allows students to organize a complex argument for writing purposes. It provides guidance for students to see the effective flow of an essay that reflects their critical thinking and reveals complex ideas.</p>		
<p><b>Step-By-Step Instructions:</b></p> <p><i>During instruction, adhere to a gradual release of responsibility. First, explain and model the strategy for students (ME) and then have the class complete the strategy together (WE). Next, put students into pairs to practice the strategy (TWO), and finally, have the students work independently to complete the strategy (YOU).</i></p>	<ol style="list-style-type: none"> <li>1. Teacher predetermines a CLAIM (main argument of essay) to argue in the written piece. He/she will share with class on whole-class-viewing device.</li> <li>2. Teacher and whole group establishes a REASON to support the predetermined CLAIM. Working through the Essay Organizer worksheet, the group will then establish one piece of EVIDENCE to support the CLAIM.</li> <li>3. Students partner/trio-up with fellow students to produce the remaining two pieces of evidence proving the CLAIM. Students will acknowledge and respond to other perspectives on the subject.</li> <li>4. Students create a new Writing Organizer for their CLAIM they would like to argue in their writing. Use class example to guide their drafting.</li> </ol>		
<p><b>Leveled Supports for English Learners</b></p>	<p>Emerging</p>	<p>Progressing</p>	<p>Nearly Proficient</p>
	<ul style="list-style-type: none"> <li>• Provide sentence strips from the paragraph to glue under CLAIM.</li> <li>• Create a web.</li> <li>• Provide a word bank.</li> <li>• Color coordinate main ideas and supporting details.</li> <li>• Work with a partner.</li> <li>• Use images to support context.</li> </ul>	<ul style="list-style-type: none"> <li>• Fill in the blanks of partially completed sentences on graphic organizer.</li> <li>• Provide a word bank.</li> <li>• Highlight evidence within the text.</li> <li>• Color coordinate main ideas/supporting details, and evidence.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide sentence starters for evidence.</li> <li>• Have students highlight claim, reason and evidence first, then complete graphic organizer</li> </ul>

		<ul style="list-style-type: none"><li>• Work with a partner.</li></ul>	
<b>Resources:</b>	Burke, Jim. (2006). 50 Essential Lessons: tools and Techniques for Teaching English Language Arts. pp. 10.		
<b>Meta Tagging:</b>	Writing Organizer, Writing Process, Writing		

ESSAY ORGANIZER

**Claim**  
*What is the main point you will argue?*

--

**Reason**  
*Why should readers accept your claim?*

--

--

--

**Evidence**  
*facts, figures, statistics, observations, contextual support*

Evidence	Evidence	Evidence

**Acknowledge and Respond**  
*to other perspectives on the subject*

Acknowledge	Respond

## Grades 4-5

<b>Strategy:</b> <b>Focus:</b>	<b>ACCORDION PARAGRAPHING</b> <b>WRITING PROCESS</b>
<b>ELA Standard:</b>  <b>ELA Indicator (by grade):</b>	<b>LA 10.2.1</b> <p>Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.</p> <b>LA 4.2.1.d</b> <p>Compose paragraphs with grammatically correct sentences of varying length, complexity, and type.</p> <b>LA 5.2.1.d</b> <p>Compose paragraphs with grammatically correct simple, compound, and complex sentences of varying length, complexity, and type.</p>
<b>ELP Corresponding Standard(s):</b>	<b>4-5.4</b> Construct grade-appropriate oral and written claims and support them with reasoning and evidence  <b>4-5.9</b> Create clear and coherent grade-appropriate speech and text.
<b>Objective/Learning Target:</b>	<p>I can write a fully developed paragraph that contains a topic sentence, explanation sentences, and examples. (Supporting details, evidence from the text, facts).</p>
<b>Time Required:</b>	<p>20 minutes</p>
<b>Materials Needed:</b>	<ol style="list-style-type: none"> <li>1. Prepare strips of green, yellow, red paper.</li> <li>2. Definitions of “topic sentence,” “explanation sentence,” and “example.”</li> <li>3. List of transition words.</li> <li>4. 3 total sample paragraphs from the content area/model text (2 in paragraph form [one copy each], 1 is cut into sentence strips--with enough copies for pairs of students to have a copy of the cut up paragraph.</li> <li>5. Yellow, green, and red markers/highlights</li> </ol>

	6. Classroom viewing device 7. Tape		
<b>Strategy Overview and Rationale:</b>	<p>Accordion Paragraphing is a writing strategy where students organize paragraphs that are logical, focused, and supported by evidence.</p> <p>This strategy provides students with practice identifying paragraph parts and shows them what an organized paragraph should include as well as giving them practice writing an organized paragraph.</p>		
<b>Step-By-Step Instructions*:</b>  <i>During instruction, adhere to a gradual release of responsibility. First, explain and model the strategy for students (ME) and then have the class complete the strategy together (WE). Next, put students into pairs to practice the strategy (TWO), and finally, have the students work independently to complete the strategy (YOU).</i>	<ol style="list-style-type: none"> <li>1. Identify topic sentence, explanation sentence, and example within the model text, highlighting the topic sentence (and summary statement, if applicable) green, explanation sentence (s) yellow, and example red.</li> <li>2. Students come to the front of the room and mark second model paragraph.</li> <li>3. Pairs of students identify topic sentence, explanation sentence, and example from cut up sample paragraph. Once complete, students color code sentences. Review as a class when everyone is finished.</li> <li>4. Before students write their own paragraph, generate a class paragraph as an example based on a shared topic that all students have knowledge of.</li> <li>5. Each student writes their own paragraph: individually, students write topic sentence (on green paper), explanation sentence (yellow paper), and example (red). Then they tape their paragraphs together.</li> </ol> <p>Assessment: Students share paragraphs with class.</p>		
<b>Leveled Supports for English Learners</b>	<b>Emerging</b>	<b>Progressing</b>	<b>Nearly Proficient</b>
	<ul style="list-style-type: none"> <li>● Work with student individually during pair work.</li> <li>● Instead of writing their own paragraph:               <ul style="list-style-type: none"> <li>○ Point to the topic sentence,</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Partner students to write the paragraph.</li> <li>● Provide sentences starters or transition words when they write the paragraph.</li> </ul>	<ul style="list-style-type: none"> <li>● Provide transition words or grammar structures necessary for the paragraph.</li> <li>● Build background information around topic.</li> </ul>

	<p>explanation sentence, and example.</p> <ul style="list-style-type: none"> <li>○ Order a different example on their own.</li> <li>● For individual paragraph: <ul style="list-style-type: none"> <li>○ Provide sentence starters and necessary vocabulary for individual paragraph.</li> <li>○ Build background information by using a graphic organizer to brainstorm ideas around the topic.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Build background information and generate ideas for paragraphs using graphic organizer.</li> <li>● Build in discussion around topic before writing to generate ideas and provide vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>● Allow time to discuss ideas before writing.</li> <li>● Offer a bilingual dictionary or thesaurus.</li> </ul>
<b>Resources:</b>	Auman, M. Step up to writing: Grades 6-8 (4th ed.). Dallas, TX: Voyager Sopris Learning		
<b>Meta Tagging:</b>	Accordion paragraphing, writing, writing process		

\*This lesson has been contextualized for students in this grade band.

## Grades 4-5

<b>Strategy: Focus:</b>	<b>SENTENCE IMITATION WRITING MODE</b>
<b>ELA Standard:</b>	<b>LA 10.2.2</b> Students will write in multiple modes for a variety of purposes and audiences across disciplines.
<b>ELA Indicator (by grade):</b>	<b>LA 4/5.2.2.e</b> Compare various mentor texts and/or exemplars to create similar pieces.
<b>ELP Corresponding Standard(s):</b>	<b>4-5.7</b> Adapt language choices to purpose, task, and audience when speaking and writing.
<b>Objective/Learning Target:</b>	I can look at a text (narrative fiction, informational report, persuasive argument, etc.), recognize its unique features, and then write my own piece that mimics as closely as possible the style of the original text.
<b>Time Required:</b>	Two 45---minute segments (2 days possibly)
<b>Materials Needed:</b>	<ol style="list-style-type: none"> <li>1. Exemplar text of teacher's choice that illustrates the kind of quality writing that is generally used and expected in the teacher's content area. *Check resource list at the bottom for examples.</li> <li>2. Overhead projector and screen</li> <li>3. Notebook paper</li> <li>4. A prewritten sample passage (based on the above exemplar text) completed by the teacher to be used as the first demonstration in class.</li> </ol>
<b>Strategy Overview and Rationale:</b>	Sentence imitation forces students to think critically about what makes good sentence writing. Students take a few sentences from an exemplar text, analyze the sentence structure, word choice, punctuation, etc., and then write a paragraph on a topic of their choosing that mimics as closely as possible the form, structure, and style of the original. The idea behind this strategy is that students can write well when they know what good writing looks like.
<b>Step-By-Step Instructions:</b>	1. The teacher displays sentences from an exemplar text on the projector. This passage --- from a novel, textbook, periodical, manual, etc --- should represent the kind of quality writing that is expected in

<p><i>During instruction, adhere to a gradual release of responsibility. First, explain and model the strategy for students (ME) and then have the class complete the strategy together (WE). Next, put students into pairs to practice the strategy (TWO), and finally, have the students work independently to complete the strategy (YOU).</i></p>	<p>that field, but, for the sake of time, this passage should be fairly short (1---2 sentences). The teacher reads the passage aloud, underlines key words or phrases, circles punctuation marks, etc. Then, on the board or screen, the teacher writes (or types) a new passage on a new topic, but one that is of equal length to the original and mimics its style. In other words, where the original author uses a verb, the teacher uses a verb. Where the original author uses a semicolon, the teacher uses a semicolon. [NOTE: This "new" passage should be written beforehand simply because the process can be time--- consuming, and the teacher should explain this before sharing the example.] As the example is being "written" and shared, the teacher should explain how it mimics the original, which should still be in view.</p> <p>2. As a class, the teacher and students should use another passage from the same exemplar text to create another mimic passage together on the board or screen. This is primarily student collaboration, but the teacher may want to contribute at times to keep things moving. Again, during the process, the teacher should point out how the passage mimics the original.</p> <p>3. Next, in pairs, students work on yet another passage from the same exemplar text. This passage should be a bit longer, approximately 3---4 sentences. Results should be shared class when all are finished.</p> <p>Second 45 minutes (Day 2 possibly)</p> <p>4. Finally, individual students work to complete the same strategy with a longer passage from the same exemplar text (entire paragraph, 5---8 sentences).</p>		
<p><b>Leveled Supports for English Learners</b></p>	<p>Emerging</p> <ul style="list-style-type: none"> <li>• Provide a breakdown of parts of speech.</li> <li>• Provide a word bank.</li> <li>• Create blanks in sentences for student to add words.</li> <li>• Have student work</li> </ul>	<p>Progressing</p> <ul style="list-style-type: none"> <li>• Provide a breakdown of parts of speech.</li> <li>• Provide a word bank.</li> <li>• Have student work in pairs</li> </ul>	<p>Nearly Proficient</p> <ul style="list-style-type: none"> <li>• Provide a breakdown of parts of speech.</li> <li>• Provide a word bank.</li> </ul>

	in pairs.		
<b>Resources:</b>	Berthoff, A., & Stephens, J. (1988). Forming, thinking, writing (1st ed.). Portsmouth, NH: Boynton/Cook Publishers. <a href="https://www.thoughtco.com/sentence-imitation-1691947">https://www.thoughtco.com/sentence-imitation-1691947</a>		
<b>Meta Tagging:</b>	Sentence Imitation, Writing Modes, Writing		

## Grades 4-5

<b>Strategy:</b> <b>Focus:</b>	<b>FOUR CORNERS</b> <b>RECIPROCAL COMMUNICATION</b>
<b>ELA Standard:</b>  <b>ELA Indicator (by grade):</b>	<b>LA 10.3.3</b> Student will develop, apply, and adapt reciprocal communications skills.  <b>LA 4/5.3.3.c</b> Apply conversations strategies to recognize and consider new information presented by others in relationship to one’s own ideas.
<b>ELP Corresponding Standard(s):</b>	<b>4-5.2</b> Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.  <b>4-5.6</b> Analyze and critique the arguments of others orally and in writing.
<b>Objective/Learning Target:</b>	I can use conversation strategies to recognize, consider, and evaluate new information presented by others in relationship to one’s own ideas.
<b>Time Required:</b>	10-15 minutes
<b>Materials Needed:</b>	1. Poster/Butcher Paper
<b>Strategy Overview and Rationale:</b>	Four Corners is a strategic speaking tool where students express their thoughts and opinions about a particular topic or concept. This tool provides students with an opportunity practice oral communication and be able to critique others’ thinking.
<b>Step-By-Step Instructions:</b>  <i>During instruction, adhere to a gradual release of responsibility. First, explain and model the strategy for students (ME) and then have the class complete the strategy together (WE). Next, put students into</i>	<ol style="list-style-type: none"> <li>1. Teacher creates four solutions that relate to a particular problem or issue being discussed. This tool works well when students are working towards a solution of a particular controversial problem or issue.</li> <li>2. The teacher then posts the solutions in four corners of the classroom.</li> <li>3. Then, students select one statement that most closely fits their opinion of the scenario.</li> <li>4. Finally, students develop a summary of their opinion to share with the rest of the class.</li> </ol>

<p><i>pairs to practice the strategy (TWO), and finally, have the students work independently to complete the strategy (YOU).</i></p>			
<p><b>Leveled Supports for English Learners</b></p>	<p>Emerging</p>	<p>Progressing</p>	<p>Nearly Proficient</p>
	<ul style="list-style-type: none"> <li>• Provide background knowledge of discussion topic.</li> <li>• Provide sentence starters for agreeing and disagreeing Examples: “I agree with you because _____” or “I respectfully disagree with you because.”</li> <li>• Provide sentence starters for explaining their reasoning Example: “I chose _____ because _____.”</li> <li>• Repeat and rephrase to simplify and model strategy.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide background knowledge of discussion topic.</li> <li>• Have peers repeat and rephrase to simplify and model strategy.</li> <li>• Provide sentence starters for agreeing and disagreeing.</li> <li>• Provide transition words.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide background knowledge of discussion topic.</li> <li>• Provide sentence starters for discourse.</li> </ul>
<p><b>Resources:</b></p>			
<p><b>Meta Tagging:</b></p>	<p>Reciprocal Communication, Speaking and Listening, Four Corners</p>		

## Grades 4-5

<b>Strategy: Focus:</b>	<b>I-CHART RECIPROCAL COMMUNICATION</b>
<b>ELA Standard:</b>	<b>LA 10.3.3</b> Students will develop, apply, and adapt reciprocal communication skills.
<b>ELA Indicator (by grade):</b>	<b>LA 4/5.3.3.d</b> Listen, ask clarifying questions, summarize, and explain information being communicated and consider its contribution to a topic, text, or issue under study.
<b>ELP Corresponding Standard(s):</b>	<b>4-5.2</b> Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions. <b>4-5.5</b> Conduct research and evaluate and communicate findings to answer questions or solve problems
<b>Objective/Learning Target:</b>	I can ask probing questions, conduct research, and build new understanding about a variety of topics.
<b>Time Required:</b>	45 minutes
<b>Materials Needed:</b>	<ol style="list-style-type: none"> <li>1. I-chart handout - one copy per student or distribute digitally (See attached).</li> <li>2. Chalkboard/whiteboard or butcher/flip-chart paper</li> <li>3. Color-coded sticky notes</li> <li>4. Computer/Internet access</li> <li>5. Whole-class viewing device</li> </ol>
<b>Strategy Overview and Rationale:</b>	For any given topic, students are bombarded by a deluge of information. Frequently, without the proper direction, they get lost in the sea of information that is not digitally available through the Internet. So, to help them to better make meaning from new information, students need to be taught to ask probing question, conduct carefully guided research, and then be able to write or speak about what they have learned. This strategy teaches them to do all three.
<b>Step-By-Step Instructions:</b>	1. Teacher selects a content-specific topic. Brainstorm with students things about this topic they might be interested in exploring in more depth. Students generate questions they would like to have answered.

<p><i>During instruction, adhere to a gradual release of responsibility. First, explain and model the strategy for students (ME) and then have the class complete the strategy together (WE). Next, put students into pairs to practice the strategy (TWO), and finally, have the students work independently to complete the strategy (YOU).</i></p>	<p>Students choose three or four of the most interesting questions generated, which will provide direction for later student-conducted research.</p> <p>2. Model how to use an I-Chart graphic organizer. Teacher provides each student with blank I-Charts. Record the chosen questions in the boxes along the top, also transferring the questions to the butcher/flip-chart paper (one page per question).</p> <p>3. Brainstorm a pre-existing knowledge about the topic. Knowledge not relevant to the questions can be placed in the column labeled “Other Important Information.” Hopefully, this process uncovers any misconceptions about a topic that will be confronted as students learn more.</p> <p>4. Provide access to computers, or a variety of source materials, including websites and newspaper and magazine articles, for students to consult to answer their target questions. Students work in cooperative groups, with each group consulting a different source. The target questions will guide the students as they decide which material in a source is useful and which is unnecessary. Each group records their information on sticky notes, one fact per note, which are affixed to the chart paper or chalkboard under the appropriate question. Note: Color-coded sticky notes make it easier to identify from which source the information was taken.</p> <p>5. Students synthesize information from each question into a summary. Sometimes, contradictory material is uncovered, which also needs to be acknowledged. Summarization provides a transition from research to writing or speaking, as students decided on main idea statements for each questions and organize relevant details.</p> <p>6. Students are now ready to write or speak conversationally about their topic, and they can proceed to discuss each question and the information that relates to it. Each vertical column may comprise a paragraph. Students also may wish to respond to one or two additional questions that occurred to them as they delved into their resources, which can be added to either the “Other Important Information” or “New Questions” column.</p> <p>7. Debrief, together, as a class and discuss the information gleaned through the research/question-answering process.</p>		
<p><b>Leveled Supports for English Learners</b></p>	<p>Emerging</p>	<p>Progressing</p>	<p>Nearly Proficient</p>
	<ul style="list-style-type: none"> <li>• Break the chart into a</li> </ul>	<ul style="list-style-type: none"> <li>• Break the chart up</li> </ul>	<ul style="list-style-type: none"> <li>• Have pre-</li> </ul>

	<p>single row so they can look at one source at a time.</p> <ul style="list-style-type: none"> <li>• Have pre-generated question stems.</li> <li>• Chunk out research article.</li> <li>• Provide picture of content being researched.</li> <li>• Provide organizational tool for grouping research and questions in order to create paragraphs.</li> <li>• Have students work cooperatively either in partners or teacher guided.</li> <li>• Do frequent check-ins and model.</li> <li>• Highlight information in text versus writing in chart.</li> </ul>	<p>into fewer rows so they can look at a few sources at a time.</p> <ul style="list-style-type: none"> <li>• Have pre-generated question stems.</li> <li>• Provide organizational tool for grouping research and questions in order to create paragraphs.</li> </ul>	<p>generated question stems.</p> <ul style="list-style-type: none"> <li>• Provide organizational tool for grouping research and questions in order to create paragraphs.</li> </ul>
<p><b>Resources:</b></p>	<p>Buehl, D. (2001). Classroom strategies for interactive learning (1st ed.). Newark, Del.: International Reading Association.</p> <p>I-Chart Handout - See Attached</p> <p>Additional resources may be found at:</p> <p><a href="https://newsela.com/">https://newsela.com/</a></p> <p><a href="http://www.readwritethink.org/">http://www.readwritethink.org/</a></p> <p><a href="http://www.readwritethink.org/classroom-resources/printouts/chart-b-30775.html">http://www.readwritethink.org/classroom-resources/printouts/chart-b-30775.html</a></p>		
<p><b>Meta Tagging:</b></p>	<p>Reciprocal Communication, Speaking and Listening, I-Chart</p>		

# Inquiry Chart (I-Chart)



Topic : \_\_\_\_\_

	Question 1	Question 2	Question 3	Question 4	Other Interesting Facts	New Questions
Source 1						
Source 2						
Source 3						
Summary						

## Grades 6-8

<b>Strategy: Focus:</b>	<b>CLOSE READING COMPREHENSION</b>
<b>ELA Standard:</b>  <b>ELA Indicator (by grade):</b>	<b>LA 1.6</b> Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.  <b>LA 6.1.6.a</b> Analyze text to determine author’s purpose(s) and describe how author’s perspective influences text. <b>LA 7-8.1.6.a</b> Analyze the meaning, reliability, and validity of the text considering author’s purpose and perspective.
<b>ELP Corresponding Standard(s):</b>	<b>6-8.1</b> Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.  <b>6-8.8</b> Determine the meaning of words and phrases in oral presentations and literary and informational text.
<b>Objective/Learning Target:</b>	I can determine the author’s purpose for writing a text to help evaluate the meaning of text.
<b>Time Required:</b>	20-30 minutes 40-60 minutes (or broken over two lessons)
<b>Materials Needed:</b>	<ol style="list-style-type: none"> <li>1. Content-specific reading passages</li> <li>2. Highlighters or colored pencils</li> <li>3. Whole class viewing device.</li> <li>4. Create an anchor chart (poster) with close reading steps.</li> </ol>
<b>Strategy Overview and Rationale:</b>	<p>“Close reading is a careful and purposeful rereading of a text. IT’s an encounter with text where students really focus on what the author had to say, what the author’s purpose was, what the words mean, and what the structure of the text tells us.” (Douglas Fisher)</p> <p>Close reading is a strategy that will support students in developing critical reading skills.</p>
<b>Step-By-Step Instructions*:</b>	<ol style="list-style-type: none"> <li>1. The teacher introduces vocabulary terms (terms: evidence, annotate/annotation).</li> </ol>

<p><i>During instruction, adhere to a gradual release of responsibility. First, explain and model the strategy for students (ME) and then have the class complete the strategy together (WE). Next, put students into pairs to practice the strategy (TWO), and finally, have the students work independently to complete the strategy (YOU).</i></p>	<p>2. The teacher models the process of close reading with a short passage. (Can show this video to whole class: Close Reading of Nonfiction on Teachertube at: <a href="http://www.teachertube.com/video/close-reading-non-fiction-327829">http://www.teachertube.com/video/close-reading-non-fiction-327829</a>)</p> <p>While modeling, complete the following steps:</p> <ol style="list-style-type: none"> <li>a. Read the text (read with a pencil and record unknown words)</li> <li>b. Reread the text for a deeper purpose (annotate**,??, I think, I'm confused, This is important...) Create a visual aide (table tents, poster, bookmark, anchor chart – <b>see attached</b>) to display throughout lesson</li> <li>c. Write about the text (provide evidence to support ideas). While writing, reiterate or clarify the prompt to reflect author's purpose/perspective standard). Include use of sentence stems: <ol style="list-style-type: none"> <li>i. This shows that...</li> <li>ii. This means...</li> <li>iii. For example...</li> </ol> </li> <li>d. Teacher displays the annotated sample (freeze on doc camera, poster) for reference</li> </ol> <p>2. The students practice close reading as a whole class.</p> <p>3. The students work with a partner to do close reading. Possibly include different configurations, like think-pair-share or numbered heads together or make a larger group of four students</p> <p>4. The students do close reading independently using visual aides as support</p>		
<p><b>Leveled Supports for English Learners</b></p>	<p>Emerging</p> <ul style="list-style-type: none"> <li>• Highlight evidence from text.</li> <li>• Identify key words related author's purpose (word wall). Examples: <ul style="list-style-type: none"> <li>○ Persuade</li> <li>○ Inform</li> <li>○ Entertain</li> </ul> </li> </ul>	<p>Progressing</p> <ul style="list-style-type: none"> <li>• Provide a word bank related to author's purpose.</li> <li>• Identify author's purpose or choose examples from a list of choices from the text.</li> </ul>	<p>Nearly Proficient</p> <p>For writing piece:</p> <ul style="list-style-type: none"> <li>• Provide a paragraph frame for response to author's purpose/ Perspective.</li> </ul>

<b>Resources:</b>	Fisher and Frey, Literacy for Life at <a href="https://fisherandfrey.com/">https://fisherandfrey.com/</a> Douglas Fisher at <a href="http://mheccsstoobox-blog.tumblr.com/post/32335711597/what-is-close-reading">http://mheccsstoobox-blog.tumblr.com/post/32335711597/what-is-close-reading</a> RACER Stem worksheet and bookmark (attached)
<b>Meta Tagging:</b>	Close reading, Comprehension

\*This lesson has been contextualized for students at this grade band.

## RACER – For Text Dependent Analysis Prompt Response

<p><b>R</b> - Restate the prompt/create a thesis for the prompt.</p>	Introduction	
<p><b>A</b> - Answer the question using words from the question.</p>	Introduction	
<p><b>C</b> - Cite textual evidence for the passage to support your response to the question.</p> <ul style="list-style-type: none"> <li>- In the text, it says...</li> <li>- The author states...</li> <li>- In the article/poem/story, it says...</li> <li>- According to the text...</li> <li>- One example from the text is...</li> <li>- In paragraph ____, the author states...</li> </ul>	<p><b>E</b> – Explain the evidence</p> <ul style="list-style-type: none"> <li>- This is important because...</li> <li>- This shows...</li> <li>- This is significant because...</li> <li>- This proves...</li> <li>- This demonstrates...</li> <li>- This matters because...</li> <li>- The evidence shows...</li> </ul>	
<p>Body Paragraph #1 Tuck</p>	Body Paragraph #1	
<p>Body Paragraph #2</p>	Body Paragraph #2	
<p>Body Paragraph #3</p>	Body Paragraph #3	
<p><b>R</b> Restate the thesis to conclude the response.</p>	Conclusion	

# **RACER Writing Stems (bookmark)**

## **R**estate the main idea of the text

- Summarize what the text was about.

## **A**nswer the prompt

- Use words from the prompt to write this sentence.

## **C**ite textual evidence

- In the text, it says...
- The author states...
- In the article/poem/story, it says...
- According to the text...
- One example from the text is...
- In paragraph \_\_\_\_, the author states...

## **E**xplain the evidence

- This is important because...
- This shows...
- This is significant because...
- This proves...
- This demonstrates...
- This matters because...
- The evidence shows...

## **R**estate the thesis

- Reword your R+A to develop your conclusion.

## Grades 6-8

<b>Strategy:</b> <b>Focus:</b>	<b>SOMETHING HAPPENED BUT SO COMPREHENSION</b>
<b>ELA Standard:</b>  <b>ELA Indicator (by grade):</b>	<b>LA 10.1.6</b> Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.  <b>LA 6.1.6.d</b> Summarize and analyze a literary text and/or media, using key details to explain the theme. <b>LA 7.1.6.d</b> Summarize, analyze, and synthesize a literary text and/or media, using key details to support interpretation of the theme. <b>LA 8.1.6.d</b> Summarize, analyze and synthesize the development of a common theme between two literary text and/or media.
<b>ELP Corresponding Standard(s):</b>	<b>6.8.1</b> Construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading and writing.  <b>6.8.3</b> Speak and write about grade-appropriate complex literary and informational texts and topics
<b>Objective/Learning Target:</b>	I can make comparisons between a literary text and informational text in print, digital, and/or other media.
<b>Time Required:</b>	Whole class period
<b>Materials Needed:</b> <i>(additional materials in blue for ELs)</i>	<ol style="list-style-type: none"> <li>1. Whole-class viewing device (projector, document camera).</li> <li>2. Handouts with basic sequence and examples for both. (Handout #1). See Attached.</li> <li>3. Handout with T-Chart. (Handout #2). See Attached.</li> <li>4. Three sets of fiction and nonfiction texts with same topic.</li> <li>5. <i>Anchor chart with pictures</i></li> <li>6. <i>Books or video to use for teacher modeling (step 1)</i></li> <li>7. <i>Picture cards for sort with <i>Something Happened</i> template</i></li> </ol>
<b>Strategy Overview and Rationale:</b>	Something Happened And Then/Somebody Wanted But So are summarization techniques for nonfiction and fiction texts. The goal is to use these templates to support students as they write one-or two-

	<p>sentence summaries of longer text.</p> <p><b>Non-fiction Text:</b></p> <p><b>Something</b> (independent variable) - Main Idea  <b>Happened</b> (change in that independent variable) - Cause/Change  <b>And</b> (effect on the dependent variable) - Effects  <b>Then</b> (conclusion) - Conclusion/Examples</p> <p><b>Fiction Text:</b></p> <p><b>Somebody</b> (characters)  <b>Wanted</b> (plot motivation)  <b>But</b> (conflict)  <b>So</b> (resolution)</p>
<p><b>Step-By-Step Instructions*:</b></p> <p><i>During instruction, adhere to a gradual release of responsibility. First, explain and model the strategy for students (ME) and then have the class complete the strategy together (WE). Next, put students into pairs to practice the strategy (TWO), and finally, have the students work independently to complete the strategy (YOU). Ideas in blue are considerations for English Learners.</i></p>	<ol style="list-style-type: none"> <li>1. Teacher models the process of identifying the characters, plot motivation, conflict, and resolution for a story familiar to all students using the template Somebody Wanted But So (<a href="#">consider either a video or a book with visuals</a>). The teacher then models the process of identifying the independent variable (identify the main idea), the change in that independent variable (the cause or change), the effect on the dependent variable (the effects of the change), and the conclusion for a nonfiction text with a similar topic (known by all students) using the template Something Happened And Then. Include a check for understanding. The teacher then models the process of making comparisons between the themes and main ideas using the T-Chart.</li> <li>2. Divide the class into two groups. In the two groups, students work with a partner. <a href="#">Strategically partner ELL students considering academic and language level. Option 2: consider a triad and have ELL student join a pair.</a> Half of the students work on a fiction text with the template Somebody Wanted But So, and the other half work on a nonfiction text with the template Something Happened And Then. Students combine to make a group of four and complete the T-Chart comparing the theme and main idea of their fiction and nonfiction texts. <a href="#">Consider doing all fiction or all non-fiction texts.</a></li> <li>3. Students work with a partner so that one has a fiction text and the other has a nonfiction text. <a href="#">Suggestion: ELLs compare fiction to fiction, then fiction to non-fiction.</a> Students complete the templates independently. <a href="#">Do one or two, then share with a partner.</a> Students will share the template and work together with a partner to complete the T-Chart.</li> </ol>

	4. Have students work independently to complete each template, one for a fiction text and one for a nonfiction text. Students independently complete a T-Chart comparing the two texts.		
<b>Leveled Supports for English Learners</b>  <i>Considerations for English Learners have been inserted throughout the step-by-step instructions (in blue). Additionally, supports have been added here for students by proficiency levels.</i>	Emerging	Progressing	Nearly Proficient
	<ul style="list-style-type: none"> <li>Complete a picture match to <i>Something Happened</i> template (following teacher model – step 1).</li> <li>Provide sentence strips for students to use to make the T chart with the fiction and nonfiction</li> </ul>	<ul style="list-style-type: none"> <li>T to a partner to discuss template using sentence frames provided by teacher (following teacher model – step 1).</li> <li>Turn and talk using sentence frames prior to the T chart.</li> </ul>	<ul style="list-style-type: none"> <li>Turn to a partner for check with understanding using <i>Something Happened</i> template (following teacher model – step 1).</li> <li>Turn and talk using complete sentences with academic language from the previous <i>Something happened</i> graphic organizer.</li> </ul>
<b>Resources:</b>	Wormeli, R (2005). <i>Summarization in any subject: 50 techniques to improve student learning</i> . Alexandria, VA: ASCD.  <i>Something Happened And Then/Somebody Wanted But So</i> Handouts (see attached)  T-Chart (see attached)		
<b>Meta Tagging:</b>	Reading, Comprehension		

\*This lesson has been contextualized for students in this grade band.

**Something Happened And Then/ Somebody Wanted But So**

- Something** (independent variable) - Main Idea
- Happened** (change in that independent variable) - Cause/Change
- And** (effect on the dependent variable) - Effects
- Then** (conclusion) - Conclusion/Examples

Nonfiction Example:

After reading a text about water erosion, their might might look something like this.

Heavy rains (independent variable) washed away the soil (change in that independent variable) making it nearly impossible (effect on the dependent variable) for plants to grow there (conclusion).

Text Title \_\_\_\_\_

(Something) \_\_\_\_\_

(Happened) \_\_\_\_\_

(And) \_\_\_\_\_

(Then) \_\_\_\_\_

Summary

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## Somebody Wanted But So

**Somebody** (characters)

**Wanted** (plot motivation)

**But** (conflict)

**So** (resolution)

Fiction Example:

After reading Harry Potter and the Sorcerer's Stone, their summary might look something like this.

Herione (character) wanted to be accepted as a respected student at Hogwarts School for Witchcraft and Wizardry (plot motivation), *but* those who resented her muggle ancestry constantly thwarted her efforts (conflict), *so* she worked twice as hard to be better than everyone else in her students (resolution).

Text Title \_\_\_\_\_

(Somebody) \_\_\_\_\_

(Wanted) \_\_\_\_\_

(But) \_\_\_\_\_

(So) \_\_\_\_\_

Summary

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Wormeli, R. (2005). *Summarization in any subject: 50 techniques to improve student learning*. Alexandria, VA: ASCD.

T-Chart: Comparison of Nonfiction and Fiction Text

Nonfiction	Fiction

## Grades 6-8

<b>Strategy: Focus:</b>	<b>Question-Answer Relationship (QAR) COMPREHENSION</b>
<b>ELA Standard:</b>	<b>LA 10.1.6</b> Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.
<b>ELA Indicator (by grade):</b>	<b>LA 6-8.1.6.i</b> Construct and/or answer literal, inferential, critical, and interpretive questions and support answers with explicit evidence from the text or additional sources.
<b>ELP Corresponding Standard(s):</b>	<b>6-8.1</b> Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.  <b>6-8.2</b> Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.
<b>Objective/Learning Target:</b>	I can identify the sources of information needed to appropriately answer a question.
<b>Time Required:</b>	40 minutes
<b>Materials Needed:</b>	1. Handout 1 (QAR Handout #1) – See Attached 2. Handout 2 (QAR Handout #1) – See Attached 3. Content-specific text (e.g., textbooks, article, etc.)
<b>Strategy Overview and Rationale:</b>	Question-Answer Relationship (QAR) is a questioning strategy that helps students identify the kinds of information required to answer questions, the sources of that information, and how to retrieve information from text. The two primary sources of information are in the book (text-based) and in the head (knowledge-based).  Using QAR helps the reader search for and summarize information in the text as well as access and use background information
<b>Step-By-Step Instructions*:</b>	1. Prior to the lesson, teacher creates a variety of QAR questions from sections of text for each of the four levels. 2. Using these questions, model how each level of the QAR questions

<p><i>During instruction, adhere to a gradual release of responsibility. First, explain and model the strategy for students (ME) and then have the class complete the strategy together (WE). Next, put students into pairs to practice the strategy (TWO), and finally, have the students work independently to complete the strategy (YOU).</i></p>	<p>can be identified and answered. Discuss the differences between questions using the text.</p> <ul style="list-style-type: none"> <li>● <i>Right There</i>: the answer is found in the text, usually as a phrase contained within one sentence.</li> <li>● <i>Think and Search</i>: while the answer is in the text, the student is required to combine separate sections or pieces of text to answer the question.</li> <li>● <i>Author and You</i>: as the answer is not directly stated in the text, the student draws on prior knowledge as well as what the author has written to answer the question.</li> <li>● <i>On Your Own</i>: requires students to think about what is already known from their reading and experience (prior knowledge) to formulate an answer.</li> </ul> <p>3. Distribute sample questions to students in pairs or small groups to identify types of QAR question and apply given strategies to formulate answers.</p> <p>4. Students work independently to identify the type of QAR questions and apply given strategies to formulate answers.</p>		
<p><b>Leveled Supports for English Learners</b></p>	<p>Emerging</p>	<p>Progressing</p>	<p>Nearly Proficient</p>
	<ul style="list-style-type: none"> <li>● Practice scan/skim skills – find the words.</li> <li>● Provide modified/leveled text.</li> <li>● Add images to the QAR handout and cards.</li> </ul>	<ul style="list-style-type: none"> <li>● Have audio version of text or read text aloud.</li> <li>● Do the question identification as a sorting activity.</li> <li>● Pre-teach vocabulary: Ex: Multiple Meaning words like: “draw” conclusions.</li> <li>● Add a “<i>Text Features</i>” mini-lesson.</li> <li>● Provide sentence frames (if/then...because/so)</li> </ul>	<ul style="list-style-type: none"> <li>● Pre-teach vocabulary/QAR relationship words: Ex. Synonyms &amp; Antonyms</li> <li>● Combine the two handouts (include the Cue Words from handout p. 2 with the strategies listed on handout #1).</li> <li>● Include a sample question on each of the 4. For example: Right There “How old is Mary?”</li> </ul>

			On My Own “How would it be different if Mary _____?”
<b>Resources:</b>	QAR Handouts (see attached)		
<b>Meta Tagging:</b>	Reading, Comprehension, QAR		

\*This lesson was contextualized for students in this grade-band.

# Question-Answer Relationship (QAR)

IN THE BOOK	
<p><b>Right There</b></p> <p>The answer is in one place in the text. You can put your finger on it. Words from the question and words that answer the questions are often “right there” in the same sentence.</p> <p>Strategies:</p> <ul style="list-style-type: none"><li>· Reread</li><li>· Scan</li><li>· Look for keywords</li></ul>	<p><b>Think and Search</b></p> <p>The answer is in several places in the text. You put together (think and search) different parts of the text to find the answer.</p> <p>Strategies:</p> <ul style="list-style-type: none"><li>· Skim or reread</li><li>· Look for important information</li><li>· Piece together different parts from the text to answer the question</li></ul>
IN MY HEAD	
<p><b>Author and Me</b></p> <p>The answer is not explicitly in the text. You must combine previous knowledge with information in the text to create a response.</p> <p>Strategies:</p> <ul style="list-style-type: none"><li>· Reread</li><li>· Think about what you already know and what the text says</li></ul>	<p><b>On My Own</b></p> <p>The answer is not in the text. The answer comes from your own thoughts in your head.</p> <p>Strategies</p> <ul style="list-style-type: none"><li>· Think about what you already know</li><li>· Make connections to self, other texts, and the world</li><li>· Develop new ideas</li></ul>

# Question answer relationship

## In the Book Questions

Right There Questions

Cue Words: Who, When, Where, Identify, List

Think and Search Questions

Cue Words: Compare, Predict, Draw Conclusions

## In My Head Questions

Author and Me Questions

Cue Words: Interact, Relate to, Connect, Associate

On My Own Questions

Cue Words: Speculate, Apply, Hypothesize, Explore

## Grades 6-8

<b>Strategy:</b> <b>Focus:</b>	<b>WRITING ORGANIZER</b> <b>WRITING PROCESS</b>
<b>ELA Standard:</b>  <b>ELA Indicator (by grade):</b>	<b>LA 10.2.1</b> Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.  <b>LA 6.2.1.b</b> Generate a draft that develops a clear topic suited to the purpose and intended audience and organizational pattern, including a strong thesis, body, conclusion, and appropriate transitions linked to the purpose of the composition. <b>LA 7-8.2.1.b</b> Generate a draft that conveys complex ideas through analysis and use of organizational patterns that are suited to the purpose and intended audience and includes a strong thesis, body, conclusion, and appropriate transitions linked to the purpose of the composition.
<b>ELP Corresponding Standard(s):</b>	<b>6-8.4</b> Construct grade-appropriate oral and written claims and support them with reasoning and evidence  <b>6-8.7</b> Adapt language choices to purpose, task, and audience when speaking and writing
<b>Objective/Learning Target:</b>	I can create a draft of my own writing that conveys complex ideas and critical thinking.
<b>Time Required:</b>	30-35 minutes
<b>Materials Needed:</b>	<ol style="list-style-type: none"> <li>1. Projector, whiteboard, or another whole-class viewing device.</li> <li>2. Handout #1: Writing Organizer Template (two per student; one for class example essay and one for individual essay). See attached.</li> <li>3. Examples to model and examples for guided practice.</li> <li>4. Internet to research topics.</li> </ol>
<b>Strategy Overview and Rationale:</b>	Writing organizer is a strategic tool that allows students to organize a complex argument for writing purposes. It provides guidance for students to see the effective flow of an essay that reflects their critical

	thinking and reveals complex ideas.		
<p><b>Step-By-Step Instructions:</b></p> <p><i>During instruction, adhere to a gradual release of responsibility. First, explain and model the strategy for students (ME) and then have the class complete the strategy together (WE). Next, put students into pairs to practice the strategy (TWO), and finally, have the students work independently to complete the strategy (YOU).</i></p>	<ol style="list-style-type: none"> <li>1. Teacher predetermines a CLAIM (main argument of essay) to argue in the written piece. He/she will share with class on whole-class-viewing device.</li> <li>2. Teacher and whole group establishes a REASON to support the predetermined CLAIM. Working through the Essay Organizer worksheet, the group will then establish one piece of EVIDENCE to support the CLAIM.</li> <li>3. Students partner/trio-up with fellow students to produce the remaining two pieces of evidence proving the CLAIM. Students will acknowledge and respond to other perspectives on the subject.</li> <li>4. Students <b>independently complete</b> a new Writing Organizer for a CLAIM they would like to argue in their writing. Use class example to guide their drafting.</li> </ol>		
<p><b>Leveled Supports for English Learners</b></p>	<p>Emerging</p> <ul style="list-style-type: none"> <li>• Provide sentence stems for language of claims: I think _____. I believe _____. I feel _____.</li> <li>• Do a mix up activity with a completed graphic organizer.</li> <li>• Give student the evidence and have student determine which claim it supports.</li> <li>• Provide an Oxford Picture Dictionary for vocabulary support.</li> </ul>	<p>Progressing</p> <ul style="list-style-type: none"> <li>• Brainstorm possible claims orally.</li> <li>• Provide sentence frames for “acknowledging and responding to other perspectives.” Examples: I agree/disagree with _____ because _____. According to _____.</li> <li>• Provide supplemental and/or leveled resources in advance.</li> </ul>	<p>Nearly Proficient</p> <ul style="list-style-type: none"> <li>• Brainstorm possible claims orally.</li> <li>• Create a <a href="#">Quiz/Quiz Trade (Kagan)</a>-as a way to build language and ideas.</li> <li>• Provide list of possible CLAIMS for students to choose from.</li> <li>• Provide reasons for/against for student to complete a T-chart.</li> </ul>

<b>Resources:</b>	Burke, Jim. (2006). 50 Essential Lessons: tools and Techniques for Teaching English Language Arts. pp. 10. <a href="#">Kagan – Cooperative Learning Structures</a>  Oxford Picture Dictionary – Daily Activities (Blacklines)
<b>Meta Tagging:</b>	

ESSAY ORGANIZER

**Claim**

*What is the main point you will argue?*

**Reason**

*Why should readers accept your claim?*

**Evidence**

*facts, figures, statistics, observations, contextual support*

Evidence

Evidence

Evidence

**Acknowledge and Respond**

*to other perspectives on the subject*

Acknowledge

Respond

## Grades 6-8

<b>Strategy: Focus:</b>	<b>SENTENCE IMITATION WRITING MODE</b>
<b>ELA Standard:</b>	<b>LA 10.2.2</b> Students will write in multiple modes for a variety of purposes and audiences across disciplines.
<b>ELA Indicator (by grade):</b>	<b>LA 6-8.2.2.e</b> Compare various mentor texts and/or exemplars to create similar pieces.
<b>ELP Corresponding Standard(s):</b>	<b>ELP 6-8.7</b> Adapt language choices to purpose, task, and audience when speaking and writing.
<b>Objective/Learning Target:</b>	I can look at a text (narrative fiction, informational report, persuasive argument, etc.), recognize its unique features, and then write my own piece that mimics as closely as possible the style of the original text.
<b>Time Required:</b>	Two 45---minute segments (2 days possibly)
<b>Materials Needed:</b> (Materials in blue needed for EL supports)	<ol style="list-style-type: none"> <li>1. Exemplar text of teacher's choice that illustrates the kind of quality writing that is generally used and expected in the teacher's content area.</li> <li>2. Overhead projector and screen</li> <li>3. Notebook paper</li> <li>4. A prewritten sample passage (based on the above exemplar text) completed by the teacher to be used as the first demonstration in class.</li> <li>5. Anchor chart</li> <li>6. Attributes of each type of writing and graphic organizer that pertains.</li> </ol>
<b>Strategy Overview and Rationale:</b>	Sentence imitation forces students to think critically about what makes good writing good. Students take a passage from an exemplar text, analyze the passage's sentence structure, word choice, punctuation, etc., and then write a paragraph on a topic of their choosing that mimics as closely as possible the form, structure, and style of the original. The idea behind this strategy is that students can write well when they know what good writing looks like.
<b>Step-By-Step Instructions:</b>  <i>During instruction,</i>	1. The teacher displays a passage from an exemplar text on the projector. This passage --- from a novel, textbook, periodical, manual, etc --- should represent the kind of quality writing that is expected in that field, but, for the sake of time, this passage should be fairly short

<p><i>adhere to a gradual release of responsibility. First, explain and model the strategy for students (ME) and then have the class complete the strategy together (WE). Next, put students into pairs to practice the strategy (TWO), and finally, have the students work independently to complete the strategy (YOU).</i></p> <p><i>Additional support for ELs in blue.</i></p>	<p>(1---2 sentences). The teacher reads the passage aloud, underlines key words or phrases, circles punctuation marks, etc. Then, on the board or screen, the teacher writes (or types) a new passage on a new topic, but one that is of equal length to the original and mimics its style. In other words, where the original author uses a verb, the teacher uses a verb. Where the original author uses a semicolon, the teacher uses a semicolon. [NOTE: This "new" passage should be written beforehand simply because the process can be time--- consuming, and the teacher should explain this before sharing the example.] As the example is being "written" and shared, the teacher should explain how it mimics the original, which should still be in view. <i>For ELLs, the teacher should write in front of the class- showing the struggles and how it is similar and different. The teacher would have a visual representing mentor texts that students would match with a passage to that type of text to determine the differences in texts. Teacher makes an attribute chart that shows the text features for every mode.</i></p> <p>2. As a class, the teacher and students should use another passage from the same exemplar text to create another mimic passage together on the board or screen. This is primarily student collaboration, but the teacher may want to contribute at times to keep things moving. Again, during the process, the teacher should point out how the passage mimics the original. <i>Use a word bank to help with the modeling.</i></p> <p>3. Next, in pairs, <i>strategic pairing</i> students work on yet another passage from the same exemplar text. This passage should be a bit longer, approximately 3---4 sentences. Results should be shared class when all are finished. <i>Fishbowl, sharing, then in partners.</i></p> <p>Second 45 minutes (Day 2 possibly)</p> <p>4. Finally, individual students work to complete the same strategy with a longer passage from the same exemplar text (entire paragraph, 5---8 sentences).</p>		
<p><b>Leveled Supports for English Learners:</b> <i>Considerations for English Learners have been inserted throughout the step-by-step instructions (in blue). Additionally, supports have been added for students by</i></p>	<p>Emerging</p> <ul style="list-style-type: none"> <li>• Modify the length of the text.</li> <li>• Provide sentence frames or drop down of answer choices.</li> </ul>	<p>Progressing</p> <ul style="list-style-type: none"> <li>• Provide synonyms or word banks depending on the mentor text.</li> </ul>	<p>Nearly Proficient</p> <ul style="list-style-type: none"> <li>• Provide synonyms or word banks depending on the mentor text.</li> </ul>

<i>proficiency levels.</i>			
<b>Resources:</b>	Berthoff, A., & Stephens, J. (1988). <i>Forming, thinking, writing</i> (1st ed.). Portsmouth, NH: Boynton/Cook Publishers.  <a href="https://www.thoughtco.com/sentence-imitation-1691947">https://www.thoughtco.com/sentence-imitation-1691947</a>		
<b>Meta Tagging:</b>	Sentence Imitation, Writing Modes, Writing		

## Grades 6-8

<b>Strategy: Focus:</b>	<b>FOUR CORNERS RECIPROCAL COMMUNICATION</b>
<b>ELA Standard:</b>	<b>LA 10.3.3</b> Student will develop, apply, and adapt reciprocal communications skills.
<b>ELA Indicator (by grade):</b>	<b>LA 6-8.3.3.c</b> Apply conversation strategies to recognize, consider, and explain new information presented by others in relationship to one’s own ideas.
<b>ELP Corresponding Standard(s):</b>	<b>ELP 6-8.2</b> Participate in grade appropriate oral and written exchanges of information, ideas, and analyses responding to peer, audience or reader comments and questions <b>ELP 6-8.9</b> Create clear and coherent grade appropriate speech and text
<b>Objective/Learning Target:</b>	I can use conversation strategies to recognize, consider, and evaluate new information presented by others in relationship to one’s own ideas.
<b>Time Required:</b>	10-15 minutes
<b>Materials Needed:</b>	<ol style="list-style-type: none"> <li>1. Poster/Butcher Paper</li> <li>2. Visuals (if needed for ELLs)</li> </ol>
<b>Strategy Overview and Rationale:</b>	Four Corners is a strategic speaking tool where students express their thoughts and opinions about a particular topic or concept. This tool provides students with an opportunity
<b>Step-By-Step Instructions*:</b>  <i>During instruction, adhere to a gradual release of responsibility. First, explain and model the strategy for students (ME) and then have the class complete the strategy together (WE). Next, put students into pairs to practice the strategy (TWO), and finally, have the students work</i>	<ol style="list-style-type: none"> <li>1. Teacher creates four solutions that relate to a particular problem or issue being discussed. This tool works well when students are working towards a solution of a particular controversial problem or issue. <b>Problem and solution is accompanied with familiar visuals. Pre-teach academic vocabulary such as: issue, problem and solution, opinion, fact</b></li> <li>2. The teacher then post the solutions (<b>and visuals</b>) in four corners of the classroom.</li> <li>3. Then, students select one statement that most closely fits their opinion of the scenario. <b>Provide think time- time for student to write down their choice</b></li> <li>4. Move to the corner with your number choice. Turn to a partner to explain why you chose this using signal or transition words. <b>Provide signal and transition words for ELLs.</b></li> <li>5. Finally, students develop a group summary of their opinion to share with the rest of the class.</li> </ol>

<p><i>independently to complete the strategy (YOU).</i></p> <p><i>Supports for ELs in blue.</i></p>			
<p><b>Leveled Supports for English Learners:</b></p> <p><i>Considerations for English Learners have been inserted throughout the step-by-step instructions (in blue). Additionally, supports have been added for students by proficiency levels.</i></p>	<p>Emerging</p>	<p>Progressing</p>	<p>Nearly Proficient</p>
	<ul style="list-style-type: none"> <li>• Provide signal words.</li> <li>• Allow for more think time.</li> <li>• Provide sentence starters. Example: I think ... (reason)</li> </ul>	<ul style="list-style-type: none"> <li>• Provide signal words</li> <li>• Allow for more think time.</li> <li>• Provide sentence starters. Example: I think ...because ...</li> </ul>	<ul style="list-style-type: none"> <li>• Provide signal words.</li> <li>• Allow for think time.</li> <li>• Provide sentence starters. Examples include: In my opinion, Based on these facts, I think</li> </ul>

## Grades 6-8

<b>Strategy: Focus:</b>	<b>I-CHART RECIPROCAL COMMUNICATION</b>
<b>ELA Standard:</b>  <b>ELA Indicator (by grade):</b>	<b>LA 10.3.3</b> Students will develop, apply, and adapt reciprocal communication skills.  <b>LA 6.3.3.d</b> Listen, ask probing questions, summarize, and explain information being communicated and consider its contribution to a topic, text, or issue under study. <b>LA 7-8.3.3.d</b> Listen, ask probing questions, and interpret information being communicated and consider its contribution to a topic, text, or issue under study.
<b>ELP Corresponding Standard(s):</b>	<b>6-8.2</b> Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.  <b>6-8.5</b> Conduct research and evaluate and communicate findings to answer questions or solve problems
<b>Objective/Learning Target:</b>	I can ask probing questions, conduct research, and build new understanding about a variety of topics.
<b>Time Required:</b>	45 minutes *May be used over a unit rather than in one lesson
<b>Materials Needed:</b>	<ol style="list-style-type: none"> <li>1. I-chart handout - one copy per student or distribute digitally (See attached).</li> <li>2. Chalkboard/whiteboard or butcher/flip-chart paper</li> <li>3. Computer/Internet access</li> <li>4. Whole-class viewing device</li> </ol>
<b>Strategy Overview and Rationale:</b>	For any given topic, students are bombarded by a deluge of information. Frequently, without the proper direction, they get lost in the sea of information that is not digitally available through the Internet. So, to help them to better make meaning from new information, students need to be taught to ask probing question, conduct carefully guided research, and then be able to write or speak about what they have learned. This strategy teaches them to do all three.

**Step-By-Step  
Instructions\*:**

*During instruction, adhere to a gradual release of responsibility. First, explain and model the strategy for students (ME) and then have the class complete the strategy together (WE). Next, put students into pairs to practice the strategy (TWO), and finally, have the students work independently to complete the strategy (YOU).*

1. Teacher selects a content-specific topic. Brainstorm pre-existing knowledge about the topic. Knowledge not relevant to the questions can be placed in the column labeled “Other Interesting Facts.” Brainstorm with students things about this topic they might be interested in exploring in more depth. Students generate questions they would like to have answered. Students choose three or four of the most interesting questions generated, which will provide direction for later student-conducted research.
2. Model how to use an I-Chart graphic organizer. Teacher provides each student with blank I-Charts. Record the chosen questions in the boxes along the top, also transferring the questions to the butcher/flip-chart paper (one page per question).
3. Provide access to computers, or a variety of source materials, including websites and newspaper and magazine articles, for students to consult to answer their target questions. Students work in cooperative groups, with each group consulting a different source. The target questions will guide the students as they decide which material in a source is useful and which is unnecessary.
4. Each group records their information on sticky notes, one fact per note, which are affixed to the chart paper or chalkboard under the appropriate question. Note: Color-coded sticky notes make it easier to identify from which source the information was taken.
- 4.5 As a class, determine if the sticky notes with facts are place appropriately. Then students complete their copy of the I Chart.
5. Students synthesize information from each question into a summary. Summarization provides a transition from research to speaking.
6. Students are now ready to speak conversationally about their topic, and they can proceed to discuss each question and the information that relates to it. *Sometimes, contradictory material is uncovered, which also needs to be acknowledged.* Students also may wish to respond to one or two additional questions that occurred to them as they delved into their resources, which can be added to either the “Other Important Information” or “New Questions” column.
7. Debrief, together, as a class and discuss the information gleaned through the research/question-answering process.

<b>Leveled Supports for English Learners</b>	Emerging	Progressing	Nearly Proficient
	<ul style="list-style-type: none"> <li>• Provide controlled, leveled sources.</li> <li>• Categorize facts into correct question column.</li> <li>• Modify I Chart to include fewer questions.</li> <li>• Provide sentence frames: I agree/I disagree... I wonder...</li> <li>• Provide question frames: Who? What? Why?</li> </ul>	<ul style="list-style-type: none"> <li>• Provide controlled, leveled sources provided.</li> <li>• Modify I Chart to include fewer questions.</li> <li>• Provide sentence frames: I agree/I disagree... I wonder...</li> <li>• Provide question frames: Who? What? Why?</li> <li>• Provide time for small group to complete summary section.</li> <li>• Practice in advance of oral summaries.</li> </ul>	<ul style="list-style-type: none"> <li>• Determine focus of lesson (probing questions, research, or summarizing).</li> </ul>
<b>Resources:</b>	<p>Buehl, D. (2001). Classroom strategies for interactive learning (1st ed.). Newark, Del.: International Reading Association.</p> <p>I-Chart Handout - See Attached</p> <p>Additional resources may be found at:  <a href="http://www.readwritethink.org/">http://www.readwritethink.org/</a>  <a href="http://www.readwritethink.org/classroom-resources/printouts/chart-b-30775.html">http://www.readwritethink.org/classroom-resources/printouts/chart-b-30775.html</a></p>		
<b>Meta Tagging:</b>	Reciprocal Communication, Speaking and Listening, I-Chart		

\*This lesson was contextualized for students at this grade band.

# Inquiry Chart (I-Chart)



Topic : \_\_\_\_\_

	Question 1	Question 2	Question 3	Question 4	Other Interesting Facts	New Questions
Source 1						
Source 2						
Source 3						
Summary						

## Grades 9-12

<b>Strategy: Focus:</b>	<b>CLOSE READING COMPREHENSION</b>
<b>ELA Standard:</b>  <b>ELA Indicator (by grade):</b>	<b>LA 1.6</b> Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.  <b>LA 9-10.1.6.a</b> Evaluate the meaning, reliability, and validity of text considering author’s purpose, perspective, and contextual influences. <b>LA 11-12.1.6.a</b> Evaluate the meaning, reliability, and validity of text considering author’s purpose, perspective, rhetorical style, and contextual influences.
<b>ELP Corresponding Standard(s):</b>	<b>9-12.1</b> Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing  <b>9-12.4</b> Construct grade-appropriate oral and written claims and support them with reasoning and evidence.  <b>9-12.6</b> Analyze and critique the arguments of others orally and in writing
<b>Objective/Learning Target:</b>	I can determine the author’s purpose for writing a text to help evaluate the meaning of text.
<b>Time Required:</b>	20-30 minutes
<b>Materials Needed:</b>	<ol style="list-style-type: none"> <li>1. Content-specific reading passages</li> <li>2. Highlighters or colored pencils</li> <li>3. Whole class viewing device.</li> <li>4. Create an anchor chart (poster) with close reading steps.</li> </ol>
<b>Strategy Overview and Rationale:</b>	<p>“Close reading is a careful and purposeful rereading of a text. IT’s an encounter with text where students really focus on what the author had to say, what the author’s purpose was, what the words mean, and what the structure of the text tells us.” (Douglas Fisher)</p> <p>Close reading is a strategy that will support students in developing critical reading skills.</p>
<b>Step-By-Step Instructions*:</b>	<ol style="list-style-type: none"> <li>1. The teacher models the process of close reading with a short passage. (Can show this video to whole class: Close Reading of</li> </ol>

<p><i>During instruction, adhere to a gradual release of responsibility. First, explain and model the strategy for students (ME) and then have the class complete the strategy together (WE). Next, put students into pairs to practice the strategy (TWO), and finally, have the students work independently to complete the strategy (YOU).</i></p>	<p>Nonfiction on Teachertube at:  <a href="http://www.teachertube.com/video/close-reading-non-fiction-327829">http://www.teachertube.com/video/close-reading-non-fiction-327829</a></p> <p>While modeling, complete the following steps:</p> <ol style="list-style-type: none"> <li>a. Read the text (read with a pencil and record unknown words)</li> <li>b. Reread the text for a deeper purpose (annotate**, ??, I think, I'm confused, This is important..., )</li> <li>c. Read a third time to determine author's purpose</li> <li>d. Write <i>and speak</i> about the text (provide evidence to support ideas). Option: Allow time for small groups to talk before they write about the text.</li> </ol> <p>(Post in the room and students have a copy of the process, annotations, possible sentence starters, and transitions) – <b>See RACER writing stems attachment as option</b></p> <ol style="list-style-type: none"> <li>2. The students practice close reading as a whole class. Repeat process from step 1.</li> <li>3. The students work with a partner to do close reading.</li> <li>4. The students do close reading independently.</li> </ol>		
<p><b>Leveled Supports for English Learners</b></p>	<p>Emerging</p> <ul style="list-style-type: none"> <li>• Work with the student (teacher or para) or strategically pair with another student (during pair work).</li> <li>• Provide native language support.</li> <li>• Practice strategy with a section of the reading/text.</li> <li>• Find an adaptive resource that may help student understand the content in order to practice the skill.</li> </ul>	<p>Progressing</p> <ul style="list-style-type: none"> <li>• Use language frames for discussion and to support writing.</li> <li>• Supply a graphic organizer.</li> <li>• Provide resources to students to look up new words</li> <li>• Build background as needed.</li> <li>• Preteach vocabulary.</li> </ul>	<p>Nearly Proficient</p> <ul style="list-style-type: none"> <li>• Model the process using a think aloud.</li> <li>• Supply key for annotations.</li> <li>• Allow time for discussing before writing.</li> <li>• Provide discourse and transitions for discussion.</li> <li>• Provide bilingual dictionary or thesaurus.</li> <li>• Provide key academic language to help support writing and speaking.</li> </ul>

	<ul style="list-style-type: none"> <li>● Model the skills with an instructional level text.</li> <li>● Support students by practicing sentence starters with them (writing and speaking).</li> <li>● Provide students with two choices to locate Close Reading Strategies (e.g. author's purpose, annotations). Students will choose between selected sentences that show author's purpose.</li> <li>● Build background as needed.</li> <li>● Preteach vocabulary.</li> </ul>		<ul style="list-style-type: none"> <li>● Build background knowledge around a topic.</li> </ul>
<b>Resources:</b>	Fisher and Frey, Literacy for Life at <a href="https://fisherandfrey.com/">https://fisherandfrey.com/</a> Douglas Fisher at <a href="http://mheccsstoobox-blog.tumblr.com/post/32335711597/what-is-close-reading">http://mheccsstoobox-blog.tumblr.com/post/32335711597/what-is-close-reading</a>		
<b>Meta Tagging:</b>	Close reading, Comprehension		

\*This lesson has been contextualized for students at this grade band.

# **RACER Writing Stems (bookmark)**

## **R**estate the main idea of the text

- Summarize what the text was about.

## **A**nswer the prompt

- Use words from the prompt to write this sentence.

## **C**ite textual evidence

- In the text, it says...
- The author states...
- In the article/poem/story, it says...
- According to the text...
- One example from the text is...
- In paragraph \_\_\_\_, the author states...

## **E**xplain the evidence

- This is important because...
- This shows...
- This is significant because...
- This proves...
- This demonstrates...
- This matters because...
- The evidence shows...

## **R**estate the thesis

- Reword your R+A to develop your conclusion.

## Grades 9-12

<b>Strategy: Focus:</b>	<b>SOMETHING HAPPENED BUT SO COMPREHENSION</b>
<b>ELA Standard:</b>          <b>ELA Indicator (by grade):</b>	<b>LA 10.1.6</b> Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.  <b>LA 9-10.1.6.d</b> Summarize, analyze, and synthesize the themes and main ideas between a literary and informational work (print, digital, and/or other media). <b>LA 11-12.1.6.d</b> Summarize, analyze, and synthesize the themes and main ideas between multiple literary and informational works (print, digital, and/or other media).
<b>ELP Corresponding Standard(s):</b>	<b>9-12.1</b> Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing <b>9-12.3</b> Speak and write about grade-appropriate complex literary and informational texts and topics
<b>Objective/Learning Target:</b>	I can make comparisons between a literary text and informational text in print, digital, and/or other media. I can summarize and compare a literary text and informational text in print, digital, and/or other media.
<b>Time Required:</b>	Whole class period
<b>Materials Needed:</b>	<ol style="list-style-type: none"> <li>1. Whole-class viewing device (projector, document camera).</li> <li>2. Handouts with basic sequence and examples for both. (Handout #1). See Attached.</li> <li>3. Handout with T-Chart. (Handout #2). See Attached.</li> <li>4. Three sets of fiction and nonfiction texts with same topic.</li> </ol>
<b>Strategy Overview and Rationale:</b>	Something Happened And Then/Somebody Wanted But So are summarization techniques for nonfiction and fiction texts. The goal is to use these templates to support students as they write one-or two-sentence summaries of longer text.  <b><i>Non-fiction Text:</i></b>

	<p><b>Something</b> (independent variable) - Main Idea  <b>Happened</b> (change in that independent variable) - Cause/Change  <b>And</b> (effect on the dependent variable) - Effects  <b>Then</b> (conclusion) - Conclusion/Examples</p> <p><b>Fiction Text:</b></p> <p><b>Somebody</b> (characters)  <b>Wanted</b> (plot motivation)  <b>But</b> (conflict)  <b>So</b> (resolution)</p>		
<p><b>Step-By-Step Instructions:</b></p> <p><i>During instruction, adhere to a gradual release of responsibility. First, explain and model the strategy for students (ME) and then have the class complete the strategy together (WE). Next, put students into pairs to practice the strategy (TWO), and finally, have the students work independently to complete the strategy (YOU).</i></p>	<ol style="list-style-type: none"> <li>1. Teacher models the process of identifying the characters, plot motivation, conflict, and resolution for a story familiar to all students using the template Somebody Wanted But So. The teacher then models the process of identifying the independent variable (identify the main idea), the change in that independent variable (the cause or change), the effect on the dependent variable (the effects of the change), and the conclusion for a nonfiction text with a similar topic (known by all students) using the template Something Happened And Then. The teacher then models the process of making comparisons between the themes and main ideas using the T-Chart.</li> <li>2. Divide the class into two groups. In the two groups, students work with a partner. Half of the students work on a fiction text with the template Somebody Wanted But So, and the other half work on a nonfiction text with the template Something Happened And Then. Students combine to make a group of four and complete the T-Chart comparing the theme and main idea of their fiction and nonfiction texts.</li> <li>3. Students work with a partner so that one has a fiction text and the other has a nonfiction text. Students complete the templates independently. Students will share the template and work together with a partner to complete the T-Chart.</li> <li>4. Have students work independently to complete each template, one for a fiction text and one for a nonfiction text. Students independently complete a T-Chart comparing the two texts.</li> </ol>		
<p><b>Leveled Supports for English Learners</b></p>	<p>Emerging</p>	<p>Progressing</p>	<p>Nearly Proficient</p>
	<ul style="list-style-type: none"> <li>• Use short video clips or shorter chunks of texts in</li> </ul>	<ul style="list-style-type: none"> <li>• Provide graphic organizers with keywords or sentence frames.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide graphic organizers with a few key words.</li> </ul>

	<p>place of long passages.</p> <ul style="list-style-type: none"> <li>• Use a known story or something that is created by the students.</li> <li>• Have student work one-on-one, in a small group, with teacher or para.</li> <li>• Provide visuals to help explain.</li> <li>• Students create visuals that illustrate their understanding.</li> <li>• Choose a text for students that they can easily identify with.</li> <li>• Provide graphic with sentence stems and word bank.</li> <li>• Provide opportunity for students to discuss with other students using keywords and sentence frames.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide opportunity for students to discuss the fiction or nonfiction text with keywords to guide discussion (during group work).</li> <li>• Provide samples of summaries that students can deconstruct in order to understand and identify the pieces required in the summary.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide opportunity for students to discuss the fiction or nonfiction text (during group work).</li> </ul>
<p><b>Resources:</b></p>	<p>Wormeli, R (2005). Summarization in any subject: 50 techniques to improve student learning. Alexandria, VA: ASCD.          Something Happened And Then/Somebody Wanted But So Handouts (see attached)          T-Chart (see attached)          Newsela</p>		
<p><b>Meta Tagging:</b></p>	<p>Reading, Comprehension</p>		

**Something Happened And Then/ Somebody Wanted But So**

- Something** (independent variable) - Main Idea
- Happened** (change in that independent variable) - Cause/Change
- And** (effect on the dependent variable) - Effects
- Then** (conclusion) - Conclusion/Examples

Nonfiction Example:

After reading a text about water erosion, their might might look something like this.

Heavy rains (independent variable) washed away the soil (change in that independent variable) making it nearly impossible (effect on the dependent variable) for plants to grow their (conclusion).

Text Title \_\_\_\_\_

(Something) \_\_\_\_\_

(Happened) \_\_\_\_\_

(And) \_\_\_\_\_

(Then) \_\_\_\_\_

Summary

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**Somebody Wanted But So**

- Somebody** (characters)
- Wanted** (plot motivation)
- But** (conflict)
- So** (resolution)

Fiction Example:

After reading Harry Potter and the Sorcerer’s Stone, their summary might look something like this.

Herione (character) wanted to be accepted as a respected student at Hogwarts School for Witchcraft and Wizardry (plot motivation), *but* those who resented her muggle ancestry constantly thwarted her efforts (conflict), *so* she worked twice as hard to be better than everyone else in her students (resolution).

Text Title \_\_\_\_\_

(Somebody) \_\_\_\_\_

(Wanted) \_\_\_\_\_

(But) \_\_\_\_\_

(So) \_\_\_\_\_

Summary

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Wormeli, R. (2005). *Summarization in any subject: 50 techniques to improve student learning*. Alexandria, VA: ASCD.

T-Chart: Comparison of Nonfiction and Fiction Text

Nonfiction	Fiction

## Grades 9-12

<b>Strategy: Focus:</b>	<b>Question-Answer Relationship (QAR) COMPREHENSION</b>
<b>ELA Standard:</b>  <b>ELA Indicator (by grade):</b>	<b>LA 10.1.6</b> Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.  <b>LA 9-12.1.6.i</b> Construct and/or answer literal, inferential, critical, and interpretive questions, analyzing and synthesizing evidence from the text and additional sources to support answers.
<b>ELP Corresponding Standard(s):</b>	<b>9-12.1</b> Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing. <b>9-12.2</b> Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.
<b>Objective/Learning Target:</b>	I can identify the sources of information needed to appropriately answer a question.
<b>Time Required:</b>	40 minutes
<b>Materials Needed:</b>	<ol style="list-style-type: none"> <li>1. Handout 1 (QAR Handout #1) – See Attached</li> <li>2. Handout 2 (QAR Handout #1) – See Attached</li> <li>3. Content-specific text (e.g., textbooks, article, etc.)</li> </ol>
<b>Strategy Overview and Rationale:</b>	<p>Question-Answer Relationship (QAR) is a questioning strategy that helps students identify the kinds of information required to answer questions, the sources of that information, and how to retrieve information from text. The two primary sources of information are in the book (text-based) and in the head (knowledge-based).</p> <p>Using QAR helps the reader search for and summarize information in the text as well as access and use background information</p>
<b>Step-By-Step Instructions:</b>  <i>During instruction, adhere to a gradual</i>	<ol style="list-style-type: none"> <li>1. Prior to the lesson, create QAR questions from small sections of text (not longer than five sentences) for each of the four levels. Using these questions, model how each level of the QAR questions can be identified and answered. Discuss the differences between questions using the class textbook and subject exam questions.</li> </ol>

<p><i>release of responsibility. First, explain and model the strategy for students (ME) and then have the class complete the strategy together (WE). Next, put students into pairs to practice the strategy (TWO), and finally, have the students work independently to complete the strategy (YOU).</i></p>	<ul style="list-style-type: none"> <li>● <i>Right There:</i> the answer is found in the text, usually as a phrase contained within one sentence.</li> <li>● <i>Think and Search:</i> while the answer is in the text, the student is required to combine separate sections or pieces of text to answer the question.</li> <li>● <i>Author and You:</i> as the answer is not directly stated in the text, the student draws on prior knowledge as well as what the author has written to answer the question.</li> <li>● <i>On Your Own:</i> requires students to think about what is already known from their reading and experience (prior knowledge) to formulate an answer.</li> </ul> <p>2. Distribute sample questions to students to answer in pairs or small groups. Students identify which of the QAR levels they used.</p> <p>3. Students work independently on questions from longer passages. Students will examine the types of questions in their textbooks. (clarify to make task more clear)</p>
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<b>Leveled Supports for English Learners</b>	Emerging	Progressing	Nearly Proficient
	<ul style="list-style-type: none"> <li>● Have students explore types of question with question sort (closed question sort) with visuals and simple sentences.</li> <li>● Adapt questions to ensure they are accessible to emerging students (include info) but make sure to include all 4 types of questions.</li> <li>● Use non-linguistic representations to define type of questions.</li> <li>● Use an anchor chart to define</li> </ul>	<ul style="list-style-type: none"> <li>● Have students explore types of question with question sort (closed question sort) with more simple sentences.</li> <li>● Use language frames for responding to types of questions.</li> <li>● Use appropriately leveled text.</li> <li>● Use an anchor chart to define verbs that correspond with QAR question types.</li> <li>● Build background as needed for vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>● Have student explore types of question with question sort (closed question sort) with more complex structures.</li> <li>● Build background as needed for vocabulary.</li> </ul>

	<p>verbs that correspond with QAR question types.</p> <ul style="list-style-type: none"> <li>• Use kinesthetic gestures to use with QAR vocab.</li> <li>• Use language frames for responding to types of questions.</li> <li>• Use appropriately leveled text.</li> <li>• Build background as needed for vocabulary.</li> </ul>		
<b>Resources:</b>	<p>QAR Handouts (see attached)  ANCHOR CHART  TIERED QUESTION CHART (CITWELL)</p>		
<b>Meta Tagging:</b>	<p>Reading, Comprehension, QAR</p>		

## Question-Answer Relationship (QAR)

IN THE BOOK	
<p><b>Right There</b></p> <p>The answer is in one place in the text. You can put your finger on it. Words from the question and words that answer the questions are often “right there” in the same sentence.</p> <p>Strategies:</p> <ul style="list-style-type: none"><li>· Reread</li><li>· Scan</li><li>· Look for keywords</li></ul>	<p><b>Think and Search</b></p> <p>The answer is in several places in the text. You put together (think and search) different parts of the text to find the answer.</p> <p>Strategies:</p> <ul style="list-style-type: none"><li>· Skim or reread</li><li>· Look for important information</li><li>· Piece together different parts from the text to answer the question</li></ul>
IN MY HEAD	
<p><b>Author and Me</b></p> <p>The answer is not explicitly in the text. You must combine previous knowledge with information in the text to create a response.</p> <p>Strategies:</p> <ul style="list-style-type: none"><li>· Reread</li><li>· Think about what you already know and what the text says</li></ul>	<p><b>On My Own</b></p> <p>The answer is not in the text. The answer comes from your own thoughts in your head.</p> <p>Strategies</p> <ul style="list-style-type: none"><li>· Think about what you already know</li><li>· Make connections to self, other texts, and the world</li><li>· Develop new ideas</li></ul>

# Question answer relationship

## In the Book Questions

Right There Questions

Cue Words: Who, When, Where, Identify, List

Think and Search Questions

Cue Words: Compare, Predict, Draw Conclusions

## In My Head Questions

Author and Me Questions

Cue Words: Interact, Relate to, Connect, Associate

On My Own Questions

Cue Words: Speculate, Apply, Hypothesize, Explore

## Grades 9-12

<b>Strategy:</b> <b>Focus:</b>	<b>WRITING ORGANIZER</b> <b>WRITING PROCESS</b>
<b>ELA Standard:</b>  <b>ELA Indicator (by grade):</b>	<b>LA 10.2.1</b> Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level. <b>LA 9-10.2.1.b</b> Generate a draft that conveys complex ideas and critical thinking through analysis, reflection, and use of effective organizational patterns that are appropriate to the purpose and intended audience. <b>LA 11-12.2.1.b</b> Generate a draft that interprets complex ideas, raises relevant questions, solves problems, or evaluates ideas through synthesis, analysis, reflection, and use of effective organizational patterns that are appropriate to the purpose and intended audience.
<b>ELP Corresponding Standard(s):</b>	<b>9-12.4</b> Construct grade-appropriate oral and written claims and support them with reasoning and evidence <b>9-12.9</b> Create clear and coherent grade-appropriate speech and text
<b>Objective/Learning Target:</b>	I can create a draft of my own writing that conveys complex ideas and critical thinking.
<b>Time Required:</b>	30-35 minutes
<b>Materials Needed:</b>	<ol style="list-style-type: none"> <li>1. Projector, whiteboard, or another whole-class viewing device.</li> <li>2. Handout #1: Writing Organizer Template (two per student; one for class example essay and one for individual essay). See attached.</li> <li>3. Examples to model and examples for guided practice.</li> <li>4. Internet to research topics.</li> </ol>
<b>Strategy Overview and Rationale:</b>	Writing organizer is a strategic tool that allows students to organize a complex argument for writing purposes. It provides guidance for students to see the effective flow of an essay that reflects their critical thinking and reveals complex ideas.
<b>Step-By-Step Instructions:</b> <i>During instruction, adhere to a gradual release of responsibility. First, explain and model</i>	<ol style="list-style-type: none"> <li>1. Teacher predetermines a CLAIM (main argument of essay) to argue in the written piece. He/she will share with class on whole-class-viewing device.</li> <li>2. Teacher and whole group establishes a REASON to support the predetermined CLAIM. Working through the Essay Organizer worksheet, the group will then establish one piece of EVIDENCE to</li> </ol>

<p><i>the strategy for students (ME) and then have the class complete the strategy together (WE). Next, put students into pairs to practice the strategy (TWO), and finally, have the students work independently to complete the strategy (YOU).</i></p>	<p>support the CLAIM.</p> <p>3. Students partner/trio-up with fellow students to produce the remaining two pieces of evidence proving the CLAIM. Students will acknowledge and respond to other perspectives on the subject.</p> <p>4. Students create a new Writing Organizer for their CLAIM they would like to argue in their writing. Use class example to guide their drafting.</p>		
<p><b>Leveled Supports for English Learners</b></p>	<p>Emerging</p> <ul style="list-style-type: none"> <li>• Come up with a new claim with a teacher or para.</li> <li>• Provide all the evidence needed.</li> <li>• Provide an opportunity for students to discuss with keywords and sentence frames.</li> <li>• Provide native language translations (if available).</li> <li>• Provide deconstructed paragraph(s) and students sort by claim and evidence.</li> </ul>	<p>Progressing</p> <ul style="list-style-type: none"> <li>• Provide evidence- some of the evidence may not be relevant and the students have to choose which fits best.</li> <li>• Provide opportunity for students to discuss with keywords.</li> <li>• Provide translations and bilingual dictionaries.</li> <li>• Provide deconstructed paragraph(s) with missing words and students sort by claim and evidence and fill in missing words.</li> </ul>	<p>Nearly Proficient</p> <ul style="list-style-type: none"> <li>• Have the student read draft aloud to another student, adult, oneself or put draft through a dictation software to listen for grammar errors.</li> <li>• Provide opportunity for students to discuss ideas during group work.</li> <li>• Provide bilingual dictionaries and thesaurus.</li> </ul>
<p><b>Resources:</b></p>	<p>Burke, Jim. (2006). 50 Essential Lessons: tools and Techniques for Teaching English Language Arts. pp. 10.</p>		
<p><b>Meta Tagging:</b></p>	<p>Writing Organizer, Writing Process, Writing</p>		

ESSAY ORGANIZER

**Claim**

*What is the main point you will argue?*

**Reason**

*Why should readers accept your claim?*

**Evidence**

*facts, figures, statistics, observations, contextual support*

Evidence

Evidence

Evidence

**Acknowledge and Respond**

*to other perspectives on the subject*

Acknowledge

Respond

## Grades 9-12

<b>Strategy: Focus:</b>	<b>SENTENCE IMITATION WRITING MODE</b>
<b>ELA Standard:</b>	<b>LA 10.2.2</b> Students will write in multiple modes for a variety of purposes and audiences across disciplines.
<b>ELA Indicator (by grade):</b>	<b>LA 9-12.2.2.e</b> Compare various mentor texts and/or exemplars to create similar pieces.
<b>ELP Corresponding Standard(s):</b>	<b>9-12.7</b> Adapt language choices to purpose, task, and audience when speaking and writing  <b>9-12.10</b> Make accurate use of standard English to communicate in grade-appropriate speech and writing
<b>Objective/Learning Target:</b>	I can look at a text (narrative fiction, informational report, persuasive argument, etc.), recognize its unique features, and then write my own piece that mimics as closely as possible the style of the original text.
<b>Time Required:</b>	Two 45---minute segments (2 days possibly)
<b>Materials Needed:</b>	<ol style="list-style-type: none"> <li>1. Exemplar text of teacher's choice that illustrates the kind of quality writing that is generally used and expected in the teacher's content area.</li> <li>2. Overhead projector and screen</li> <li>3. Notebook paper</li> <li>4. A prewritten sample passage (based on the above exemplar text) completed by the teacher to be used as the first demonstration in class.</li> </ol>
<b>Strategy Overview and Rationale:</b>	Sentence imitation forces students to think critically about what makes good writing good. Students take a passage from an exemplar text, analyze the passage's sentence structure, word choice, punctuation, etc., and then write a paragraph on a topic of their choosing that mimics as closely as possible the form, structure, and style of the original. The idea behind this strategy is that students can write well when they know what good writing looks like.
<b>Step-By-Step Instructions:</b>  <i>During instruction,</i>	1. The teacher displays a passage from an exemplar text on the projector. This passage --- from a novel, textbook, periodical, manual, etc --- should represent the kind of quality writing that is expected in that field, but, for the sake of time, this passage should be fairly short

<p><i>adhere to a gradual release of responsibility. First, explain and model the strategy for students (ME) and then have the class complete the strategy together (WE). Next, put students into pairs to practice the strategy (TWO), and finally, have the students work independently to complete the strategy (YOU).</i></p>	<p>(1---2 sentences). The teacher reads the passage aloud, underlines key words or phrases, circles punctuation marks, etc. Then, on the board or screen, the teacher writes (or types) a new passage on a new topic, but one that is of equal length to the original and mimics its style. In other words, where the original author uses a verb, the teacher uses a verb. Where the original author uses a semicolon, the teacher uses a semicolon. [NOTE: This "new" passage should be written beforehand simply because the process can be time--- consuming, and the teacher should explain this before sharing the example.] As the example is being "written" and shared, the teacher should explain how it mimics the original, which should still be in view.</p> <p>2. As a class, the teacher and students should use another passage from the same exemplar text to create another mimic passage together on the board or screen. This is primarily student collaboration, but the teacher may want to contribute at times to keep things moving. Again, during the process, the teacher should point out how the passage mimics the original.</p> <p>3. Next, in pairs, students work on yet another passage from the same exemplar text. This passage should be a bit longer, approximately 3---4 sentences. Results should be shared as a class when all are finished.</p> <p>Second 45 minutes (Day 2 possibly)</p> <p>4. Finally, individual students work to complete the same strategy with a longer passage from the same exemplar text (entire paragraph, 5---8 sentences).</p>		
<p><b>Leveled Supports for English Learners</b></p>	<p>Emerging</p> <ul style="list-style-type: none"> <li>• Write a shared paragraph with teacher support using transition words.</li> <li>• Use appropriately leveled text/resources.</li> <li>• Use parts of speech anchor chart.</li> </ul>	<p>Progressing</p> <ul style="list-style-type: none"> <li>• Provide discourse and transition words for writing.</li> </ul>	<p>Nearly Proficient</p> <ul style="list-style-type: none"> <li>• Provide discourse and transition words for writing.</li> </ul>

	<ul style="list-style-type: none"><li>• Color code parts of speech.</li></ul>		
<b>Resources:</b>	Berthoff, A., & Stephens, J. (1988). <i>Forming, thinking, writing</i> (1st ed.). Portsmouth, NH: Boynton/Cook Publishers.  <a href="https://www.thoughtco.com/sentence-imitation-1691947">https://www.thoughtco.com/sentence-imitation-1691947</a>		
<b>Meta Tagging:</b>	Sentence Imitation, Writing Modes, Writing		

## Grades 9-12

<b>Strategy:</b> <b>Focus:</b>	<b>FOUR CORNERS</b> <b>RECIPROCAL COMMUNICATION</b>
<b>ELA Standard:</b>  <b>ELA Indicator (by grade):</b>	<b>LA 10.3.3</b> Student will develop, apply, and adapt reciprocal communications skills.  <b>LA 9-10.3.3.c</b> Apply conversation strategies to recognize, consider, and explain new information presented by others in relationship to one’s own ideas. <b>LA 11-12.3.3.c</b> Apply conversation strategies to recognize, consider, and evaluate new information presented by others in relationship to one’s owns ideas.
<b>ELP Corresponding Standard(s):</b>	<b>9-12.2</b> Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions  <b>9-12.6</b> Analyze and critique the arguments of others orally and in writing
<b>Objective/Learning Target:</b>	I can use conversation strategies to recognize, consider, and evaluate new information presented by others in relationship to one’s own ideas.
<b>Time Required:</b>	10-15 minutes
<b>Materials Needed:</b>	1. Poster/Butcher Paper
<b>Strategy Overview and Rationale:</b>	Four Corners is a strategic speaking tool where students express their thoughts and opinions about a particular topic or concept. This tool provides students with an opportunity
<b>Step-By-Step Instructions:</b>  <i>During instruction, adhere to a gradual release of responsibility. First, explain and model the strategy for students (ME) and then have the class complete the strategy together (WE).</i>	<ol style="list-style-type: none"> <li>1. Teacher creates four solutions that relate to a particular problem or issue being discussed. This tool works well when students are working towards a solution of a particular controversial problem or issue.</li> <li>2. The teacher then posts the solutions in four corners of the classroom.</li> <li>3. Then, students select one statement that most closely fits their opinion of the scenario, and move to that corner of the room to talk and share ideas.</li> <li>4. Finally, students develop a summary of their opinion to share with the rest of the class.</li> </ol>

<p><i>Next, put students into pairs to practice the strategy (TWO), and finally, have the students work independently to complete the strategy (YOU).</i></p>			
<p><b>Leveled Supports for English Learners</b></p>	<p>Emerging</p>	<p>Progressing</p>	<p>Nearly Proficient</p>
	<ul style="list-style-type: none"> <li>• Provide modified choices such as “What’s your favorite season?”</li> <li>• Provide sentence stems, graphic organizers, visuals, and keywords.</li> <li>• Allow students to use home language.</li> <li>• Pair with another student to help as a scribe.</li> <li>• Work one-on-one with student (teacher or para).</li> </ul>	<ul style="list-style-type: none"> <li>• Provide sentence stems, graphic organizers, visuals, and keywords.</li> </ul>	<ul style="list-style-type: none"> <li>• Project written summary example for all students to see.</li> </ul>
<p><b>Resources:</b></p>			
<p><b>Meta Tagging:</b></p>	<p>Reciprocal Communication, Speaking and Listening, Four Corners</p>		

## Grades 9-12

<b>Strategy: Focus:</b>	<b>I-CHART RECIPROCAL COMMUNICATION</b>
<b>ELA Standard:</b>  <b>ELA Indicator (by grade):</b>	<b>LA 10.3.3</b> Students will develop, apply, and adapt reciprocal communication skills.  <b>LA 9-12.3.3.d</b> Listen, ask probing questions, and consider information to generate new ideas and challenge assumptions to a topic, text, or issue under study.
<b>ELP Corresponding Standard(s):</b>	<b>9-12.5</b> Conduct research and evaluate and communicate findings to answer questions or solve problems
<b>Objective/Learning Target:</b>	I can ask probing questions, conduct research, and build new understanding about a variety of topics.
<b>Time Required:</b>	45 minutes
<b>Materials Needed:</b>	<ol style="list-style-type: none"> <li>1. I-chart handout - one copy per student or distribute digitally (See attached).</li> <li>2. Chalkboard/whiteboard or butcher/flip-chart paper</li> <li>3. Computer/Internet access</li> <li>4. Whole-class viewing device</li> </ol>
<b>Strategy Overview and Rationale:</b>	For any given topic, students are bombarded by a deluge of information. Frequently, without the proper direction, they get lost in the sea of information that is not digitally available through the Internet. So, to help them to better make meaning from new information, students need to be taught to ask probing question, conduct carefully guided research, and then be able to write or speak about what they have learned. This strategy teaches them to do all three.
<b>Step-By-Step Instructions:</b>  <i>During instruction, adhere to a gradual release of responsibility. First, explain and model the strategy for students</i>	<ol style="list-style-type: none"> <li>1. Teacher selects a content-specific topic. Brainstorm with students things about this topic they might be interested in exploring in more depth. Students generate questions they would like to have answered. Students choose three or four of the most interesting questions generated, which will provide direction for later student-conducted research.</li> <li>2. Model how to use an I-Chart graphic organizer. Teacher provides</li> </ol>

<p><i>(ME) and then have the class complete the strategy together (WE). Next, put students into pairs to practice the strategy (TWO), and finally, have the students work independently to complete the strategy (YOU).</i></p>	<p>each student with blank I-Charts. Record the chosen questions in the boxes along the top, also transferring the questions to the butcher/flip-chart paper (one page per question).</p> <p>3. Brainstorm a pre-existing knowledge about the topic. Knowledge not relevant to the questions can be placed in the column labeled “Other Important Information.” Hopefully, this process uncovers any misconceptions about a topic that will be confronted as students learn more.</p> <p>4. Provide access to computers, or a variety of source materials, including websites and newspaper and magazine articles, for students to consult to answer their target questions. Students work in strategically created cooperative groups, with each group consulting a different source. The target questions will guide the students as they decide which material in a source is useful and which is unnecessary. Each group records their information on sticky notes, one fact per note, which are affixed to the chart paper or chalkboard under the appropriate question. Note: Color-coded sticky notes make it easier to identify from which source the information was taken.</p> <p>5. Students synthesize information from each question into a summary. Sometimes, contradictory material is uncovered, which also needs to be acknowledged. Summarization provides a transition from research to writing or speaking, as students decided on main idea statements for each questions and organize relevant details.</p> <p>6. Students are now ready to write or speak conversationally about their topic, and they can proceed to discuss each question and the information that relates to it. Each vertical column may comprise a paragraph. Students also may wish to respond to one or two additional questions that occurred to them as they delved into their resources, which can be added to either the “Other Important Information” or “New Questions” column.</p> <p>7. Debrief, together, as a class and discuss the information gleaned through the research/question-answering process.</p>		
<p><b>Leveled Supports for English Learners</b></p>	<p>Emerging</p>	<p>Progressing</p>	<p>Nearly Proficient</p>
	<ul style="list-style-type: none"> <li>• Use appropriately leveled texts/resources.</li> </ul>	<ul style="list-style-type: none"> <li>• Limit number of resources.</li> <li>• Use language and question frames to</li> </ul>	<ul style="list-style-type: none"> <li>• Students use resources such as bilingual</li> </ul>

	<ul style="list-style-type: none"> <li>• Limit number of resources.</li> <li>• Help students target where they will find answers in selected resources.</li> <li>• Allow for students to work in small groups.</li> <li>• Write a shared paragraph with teacher support.</li> <li>• Use language and question frames with visuals to build questions.</li> <li>• Build background to generate questions.</li> </ul>	<p>build questions and help answer questions.</p> <ul style="list-style-type: none"> <li>• Build background to generate questions.</li> <li>• Use a graphic organizer to help summarize research.</li> </ul>	<p>dictionaries to look up new words.</p> <ul style="list-style-type: none"> <li>• Build background to generate questions.</li> <li>• Use a graphic organizer to help summarize research.</li> </ul>
<p><b>Resources:</b></p>	<p>Buehl, D. (2001). Classroom strategies for interactive learning (1st ed.). Newark, Del.: International Reading Association.</p> <p>I-Chart Handout - See Attached</p> <p>Additional resources may be found at:  <a href="http://www.readwritethink.org/">http://www.readwritethink.org/</a>  <a href="http://www.readwritethink.org/classroom-resources/printouts/chart-b-30775.html">http://www.readwritethink.org/classroom-resources/printouts/chart-b-30775.html</a></p>		
<p><b>Meta Tagging:</b></p>	<p>Reciprocal Communication, Speaking and Listening, I-Chart</p>		

# Inquiry Chart (I-Chart)



Topic : \_\_\_\_\_

	Question 1	Question 2	Question 3	Question 4	Other Interesting Facts	New Questions
Source 1						
Source 2						
Source 3						
Summary						