

# Teacher Guide

## Overview, Background, and Logistics

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### By the end of this lesson, students will be able to:

- Understand teachers' expectations around the Writing Lesson.
- Navigate a Writing Lesson and use the tools within the lesson to support their application of skills.
- Engage in discussion with peers about the Class Discussion Question of the Writing Module.
- Respond to a writing prompt, using evidence from the text in response.

### Before the lesson, students should have the following knowledge:

- Use the background-building resources found in the Teaching Resources Packet to support student content knowledge.

### Considerations for planning:

- Consider rearranging the classroom desks or tables to encourage peer and group discussion.
- For classrooms with fewer devices than students, encourage students to work with a partner for days 1 and 2.
- For the remaining days, have students work in a rotation model while other students work on other learning activities.

### Before the lesson, teachers should:

- Assign the Writing Lesson to each student based on the appropriate reading level. We recommend all students work on the same level for the first Writing Lesson.
- Arrange students to facilitate group work. If you choose to differentiate, arrange students in groups with classmates who are reading the same passage to facilitate discussion.

### After the lesson, teachers should:

- Grade and/or provide feedback on student writing.
- For targeted feedback, provide feedback on the specific component of writing.
- Assign a growth focus to guide the area of focus for student writing in the future.

# Planning the Module

Student Engagement Options		Day 1: Module Overview					
<ul style="list-style-type: none"> <li>Class Discussion</li> <li>Partner/Small Group Discussion</li> </ul>		1	Introduce the Module		2	Complete Topic Overview Step	
3	Longer Works		4	Additional Reading Practice			

Student Engagement Options		Day 2: Learn						
<ul style="list-style-type: none"> <li>Partner/Small Group Discussion</li> <li>Class Discussion</li> <li>Generating Questions</li> </ul>		1	Complete Learn Step		2	Complete Get Started Step		
3	Complete Read Step		4	Complete Analyze Step		5	Complete Check Step	
6	Longer Works		7	Additional Reading Practice		8	GUM Skills Instruction & Practice	

Student Engagement Options		Day 3: Plan						
<ul style="list-style-type: none"> <li>Partner/Small Group Discussion</li> <li>Class Discussion</li> </ul>		1	Complete Plan Step		2	Complete Summarize Step		
3	Complete Develop Step		4	Longer Works		5	Additional Reading Practice	
6	Analyze the Prompt							

## Participation Key:



Whole Class Instruction



Solo Activity



Whole Class Discussion



Offline



Partner Activity



Online

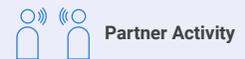
# Planning the Module

Student Engagement Options		Day 4: Create	
<ul style="list-style-type: none"> <li>Partner/Small Group Discussion</li> <li>Class Discussion</li> </ul>		<b>1</b>  Complete Create Step 	<b>2</b>  Complete Draft Step 
<b>3</b>  Complete Review Step 	<b>4</b>  Peer Review 	<b>5</b>  Final Revisions 	
<b>6</b>  Longer Works 	<b>7</b>  Additional Reading Practice 		

Student Engagement Options		Day 5: Class Discussion	
<ul style="list-style-type: none"> <li>Class Discussion</li> <li>Partner/Small Class Discussion</li> </ul>		<b>1</b>  Class Discussion 	<b>2</b>  Longer Works 
<b>3</b>  Additional Reading Practice 			

Specific Student Engagement Options and instructions can be found in the Teaching Resources Packet.

## Participation Key:





## WORKBOOK

### Introduce the Module

1. **Say:** *For this lesson, you will be reading \_\_\_\_\_ (an essay, article, poem, etc.) and then writing \_\_\_\_\_ (an argument, informative essay, or narrative). You will use the ideas you generate while reading and writing in a final class discussion.*
2. Discuss the module theme. Ask students to share what they think of first when they hear the module theme.
3. Point students to the title of their text. Ask students to turn to a partner and discuss what they might read about considering the title of their text.
4. Discuss the writing prompt. Explain that students will write \_\_\_\_\_ (an argument, informative essay, or narrative) to answer the question. Discuss words and phrases from the prompt that are unfamiliar. Remind students that they will analyze the prompt before writing to make sure they understand the writing task.
5. Share the Class Discussion Question. Discuss the meaning of the question and prompt a class discussion.

#### Differentiation

Students may wish to extend their research on the topics presented in this module. Questions and prompts to extend their thinking are located throughout this Teacher Guide. Developing bilingual supports for the lessons can also be found in the online lessons as teacher resources.

#### Student Engagement: Additional Reading Practice

Assign theme-related Reading Practice Lessons for additional comprehension, reading, and writing practice. You may wish to assign students multiple Reading Practice Lessons, but have them select one or two per module that interest them. Provide time in small groups for students to discuss the readings. You might additionally challenge students to write a short response to the question to assess understanding and practice writing.

#### Teacher Tip: Longer Works

We also suggest pairing novels and longer informational texts to connect to the Writing Module theme for independent, small group, or whole-class reading. You may wish to assign students a particular novel or have them choose one based on their interest level. Provide time for reading and discussion. Use the options in the sidebar to have students write about or discuss the books they are reading. Use the Novel Guide to help students discuss and write about the longer work.

#### To support writing about all texts, you may wish to have students:

- Read like writers. Explain that students should determine why the author wrote each part and how the author organized the parts into a structure to achieve a purpose. Have students keep track of the unique elements of the writer's language and word choice.
- Write their own pieces in a similar style as the author. Students may appreciate the structure of writing one scene where they alter a specific element, such as changing the point of view, characters, or setting. Or, you could offer to have them work in an entirely different genre. Either way, require that students comment and reflect on the similarities between the original author's work and their own, as well as the unique choices that the students made for their own piece of writing.
- Create annotations using sticky notes. Teach students to stop and write what they are thinking about the writing and capture that moment on a sticky note to share with peers or formalize a response later.

#### To support discussing all texts, you may wish to have students:

- Create a calendar of the pages and/or chapters they will read each day. For students who are reading the same book, encourage students to align their calendars so they can discuss details together without confusing anyone or introducing spoilers.
- Read a section of the book together in class and instruct students to pause each other to ask questions, make predictions, and summarize what has been read. Work with groups to introduce quality reading strategies as they are reading together, and have students report on trying the same reading strategies independently.
- Create their own discussion questions. Model creating discussion questions with a short picture or wordless book, and encourage students to track the questions they would like to ask their classmates.
- Offer students choices about how they would like to read the book. Some students may choose to read independently, while others would prefer reading with a partner and/or listening to the book read aloud.



## ONLINE Overview

1. Go online and project the **Topic Overview** to read aloud as a class.
2. Ask students to share questions they think will be answered while reading.
3. Project and review the **Vocabulary**, including the definitions.

### Vocabulary Connection

Prompt students to build their own vocabulary.

- **Ask:** *Is there a word or phrase that is being used in a way you have not seen before? Is something from the text being compared to something else? Does the compared concept help you understand the meaning of the word or phrase you have not seen before?*
- Make a list of the words and phrases students mention. As they read this week, have them find more figurative language by identifying comparisons and unique uses of language to add to the class list.
- Provide dictionaries or other reference sources so students can check the meaning of figurative language.



## OFFLINE: VOCABULARY PRACTICE Frayer Model or Word Drawings

1. Have students review the definitions for the words and review each component of a Frayer Model or Word Drawings.
2. Circulate and help students complete the models or drawings as needed.

### Assess

If students are completing a Frayer Model, provide explicit feedback about the quality of responses you expect in each section. If students are creating Word Drawings, students should create a pictorial representation of the vocabulary word(s) and a well-written caption. As students discuss, make sure students use the correct definition. Use the online glossary to help.

### Differentiation: Frayer Model

**Extra Support:** Have students use a class example of a Frayer Model and assign students another word they should use to complete a Frayer Model. Choose a word that will help their comprehension of the text.

**Support:** Choose words that will help with comprehension and have students work together to jigsaw their Frayer Models and learn new words.

**Challenge:** Choose challenging words that relate to the concepts covered but are above grade level for students to use.

### Differentiation: Word Drawings

**Developing Bilinguals:** Turn the creation and review of Word Drawings into a game where pairs or small groups of students try to guess the vocabulary word being drawn by one of their classmates. Switch the person creating the Word Drawing after each round to ensure that each student has a chance to draw and to guess. After the game, invite students to view all the drawings to see multiple representations of each vocabulary word.

**Extra Support:** Complete one Word Drawing with individual students or a small group, and invite them to create the second Word Drawing individually or in a small group.

**Support:** Have students create vocabulary flashcards with the Word Drawings to review throughout this module and throughout the year.

**Challenge:** Have students re-examine their Word Drawings to determine whether they are accurately capturing the concept or connotation of the vocabulary word, as opposed to just the denotation. Encourage students to have discussions about the connotative implications of their Word Drawings.

### Teacher Tip

If students are unfamiliar with the Frayer Model, use a common vocabulary word to demonstrate each component. Model the type of answers students should create for each section.

### Student Engagement: Extend Learning

Invite students to challenge one another to learn additional vocabulary words from the glossary by filling in all the squares of a Frayer Model except for the word, and asking a classmate to determine the correct word being defined. Consider using strong examples as bell ringers and/or exit tickets.

**DIRECT INSTRUCTION/SKILLS LESSONS****Optional Targeted Instruction**

1. Choose a Direct Instruction lesson or Skills Lesson for students to complete based on recommendations in the lesson or using the sequence of Direct Instruction and Skills Lessons.
2. After students complete the lessons, review key ideas and terms with the whole class or in small groups.
3. Throughout the lesson, review the skills and assess students' application to decide whether to provide additional instruction.

**Differentiation: Direct Instruction**

**Developing Bilinguals:** Group students and either select or have students nominate a group captain to lead peers through the Direct Instruction lesson a second time. Encourage the group captain to lead the conversation, analyze the vocabulary terms, and break down the examples. Rotate the group captain in future activities.

**ONLINE****Learn**

1. Have students log in and complete **Get Started**. Give students five minutes to read and answer the question. Then have students turn and talk to a partner about their answer.
2. Have students **Read** the text independently.

**Checkpoint**

To check students' understanding of the reading, ask them to tell you the claim the author makes in the text or to provide you with a summary of the text. Have students reread part or all of the text as needed.

**Teacher Tip**

Encourage students to reflect on the discussion they had about the module theme before they start to read. Explain that strong readers make connections between what they are reading and what they already know.

**Student Engagement: Generating Questions**

As students read and ask themselves questions, invite students to jot down these questions on sticky notes to affix to a class poster on *Asking Questions While Reading*. Model asking questions like *why, if, where, whether, what, or how* as you read the first paragraph, and formalize one of these questions on a sticky note.

**Differentiation: Reading Strategies**

**Support:** Model reading a paragraph and stopping to ask whether it makes sense to you. Have individual students or small groups of students explain when they are stopping as they read to check that they have understood something.

**Challenge:** Have students rate the effectiveness of what the author wrote. For example, have them rate the author's evidence. **Ask:** *Which pieces of evidence were the most effective in supporting the author's claim? Did the author use one type of evidence more often than others? Why might the authors use one type of evidence more than another type?* You may ask students to rate the effectiveness of other elements of the text: character or plot development, main ideas and details, author's craft or purpose.

**ONLINE****Learn**

1. Have students log in and complete **Analyze**. Have students share one highlight from each color that they think is the best example they found and tell why they think as they do.
2. Have students complete **Check** and complete an Error Analysis Chart.

**Checkpoint**

Circulate and review highlights. Ask students why they thought their highlights were good examples to confirm thinking.

**Teaching Tip**

If the class conversation seems to be veering off course or students are disrespectful to their peers, pause the conversation to walk through the Rules of Discussion Direct Instruction lesson.

# Plan



## ONLINE Plan

1. Have students log in and **Summarize** the text.

### Checkpoint

Review student summaries for length and content. They should be concise and include only central ideas and details.

2. Have students **Develop** their essays using the online graphic organizer.
3. Remind students to use their highlights and personal experience as their evidence.

### Differentiation: Summary

**Extra Support:** Create a summary with individual students or a small group. Model finding key ideas and details from the text and determining whether they should be included in a summary.

### Differentiation: Evidence

**Developing Bilinguals:** Have students connect to the concept of counterarguments by presenting them with potential situations for which they can have short debates. For example, ask pairs or small groups of students to pretend to be two friends who each want to see a different movie. From what they have learned about counterarguments, how could they present an argument for why they want to see their movie and address the counterclaim of their friends?

**Support:** Work with individual students or in small groups to identify the opposing argument to their claim. Discuss which parts of the counterclaim may be incomplete or weak and have students brainstorm examples of evidence to show why the counterclaim is incomplete or unsound. Remind students to restate why their own claim is stronger than the counterclaim.

**Challenge:** Ask students to identify the strategy the author uses to introduce the counterargument and how it is tied back to the original claim. If they wanted to extend this counterargument, what language would they use to reassert the writer's claim?

### Student Engagement: Gallery Walk

Consider having students participate in a quick Gallery Walk, where one partner stays to walk visitors through the lists created with their partner while the other partner walks around and hears from classmates about the lists they created. Provide time for students to share their learning with their partner. You may wish to have partners switch so both have the opportunity to learn from others.



## ONLINE Create

### 1. Draft

Have students log in and **Draft** their essays. Show students how to transfer the information from their graphic organizers to begin drafting. Then give them one or more of the focus suggestions below to finish their essays.

### 2. Review

Have students **Review** their individual essays and those of their peers.



## OFFLINE Review and Revise

### 1. Peer Review

Pair students to complete a peer review. Have them use the peer review Checklist. You may wish to focus the peer review on a particular skill, such as introductions and conclusions or using evidence.

### 2. Final Revisions

Direct students to complete their revisions, using notes from the peer review.

### 3. Student Growth

In the beginning of the year, students should focus on creating a well-written claim that is supported by at least one reason and at least one piece of evidence. Guide students in using elements of their summary in their introduction and revising their drafts for clarity.

#### Teacher Tip

Remind students that they are composing a piece of writing to help their readers appreciate their ideas or agree with their point of view. The language of their writing piece should specifically appeal to the audience for which they are writing.

#### Student Engagement: Purpose for Revision

Before students revise, direct them to talk to a partner about the purpose of their revision. Have them discuss whether they will be revising paragraphs to improve the organization of the sentences, or revising sentences to improve their clarity. Have the pairs of students brainstorm what an ideally organized or clear essay would include and compare their current draft to that description.



## OFFLINE: CLOSING ACTIVITY (RULES OF DISCUSSION)

### Class Discussion

1. Invite a student to read the discussion question aloud.
2. Explain that students will use the Rules of Discussion to answer the question as a class. Remind students of the guidelines for great collaborative discussion from the Rules of Discussion Direct Instruction lesson. They should both speak and listen during the following discussion.
3. Circulate and encourage students to use evidence from the text they have read and their personal experience. Help students make connections between ideas that were shared. **Ask:** *Which ideas helped you gain a different perspective on the question? What ideas helped you clarify your own understanding? What ideas helped you understand why others agreed or disagreed with you?*
4. Ask students to summarize the important ideas from their small group discussions and share them with the larger class. Use the summaries to help the class create a class answer to the module's essential question. Make sure students have reflected on the idea posed in their conversations.
5. Invite students to share any additional insights, questions, or ideas that might not be connected to the small group discussion to make sure all perspectives are reflected when answering the class discussion question. Use them to create a more complete answer as appropriate.

#### Vocabulary Connection

Encourage students to use vocabulary words from the lesson as they write and discuss the prompt.

#### Assess

Students should stay focused on the material for this class discussion. They should be taking notes to keep track of what they are learning. Students should listen actively and carefully to the discussion in order to respond respectfully to what other classmates are saying.

#### Differentiation: Class Discussion

To support all learners, define the goals for the class discussion ahead of time. Ask students to define the point of the conversation and the kind of results they hope to achieve through the discussion.

**Developing Bilinguals:** Create and print a question sheet of the questions that you plan to ask students and hand them out to students the day before leading the class conversation. Encourage students to read the questions and think about potential answers before participating in the class discussion. Work with students individually or in small groups to clarify their answers. Give them guiding prompts like *Tell me more about this idea*. Model providing support for answers by using evidence from the text to support an idea that they share.

#### Differentiation (Continued)

**Extra Support:** Provide time for students to reread the text with a partner and brainstorm talking points for the class discussion question. Help students craft their claims by asking them to convince you of their ideas. Pair two students with opposing claims to have them talk through their claims and generate counterclaims for each other.

**Support:** Provide sentence frames for students to use in their conversation. Direct students to think about the same topic from another person's perspective. Encourage them to think about what they would say to someone who believed the opposite of what they believed.

**Challenge:** Encourage students to use citations as they share their evidence. For example: In the article \_\_\_\_\_, we read that \_\_\_\_\_, which helps to explain \_\_\_\_\_.



## OFFLINE: CLOSING ACTIVITY (SOCRATIC DISCUSSION)

### Class Discussion

1. Teach students how to have a Socratic Discussion using the Socratic Discussion materials. Work through the Direct Instruction lesson and use the teacher resources to support students throughout this discussion.
2. Give students time to write notes about the unit essential question using evidence from the text and their own background knowledge.
3. Review the steps of a Socratic Discussion with students.

#### Teaching Tip

As students are reflecting on the texts they read from the module and their personal experiences, walk around asking probing questions such as *Why is that important?* or *Can you give me an example?*



## OFFLINE

### Class Discussion

1. Group students into several discussion groups and have them share their individual thinking. Remind students that all members of the group should share.
2. Then, have students individually think about the initial discussion and record their thoughts.
3. Help students make connections between ideas. Prompt them to use one or two of their questions to connect ideas.
4. Ask students to summarize the important ideas from the discussion. Use the summaries to help the class create a class answer to the class discussion question.
5. After creating the summaries, have a **Fishbowl Discussion**.

#### Fishbowl Discussion

- Have students sit in two circles, one inside the other.
  - Invite one group to share their responses to a given question. Give students two minutes to take notes about what they heard and their reaction.
  - Then invite the other group to share and provide time for taking notes.
  - Invite students to share any additional ideas they had as a result of the discussion.
6. Invite students to share any additional insights, disagreements or agreements, and additional questions or ideas that might not be connected to the fishbowl discussion, including additional ideas from their small group discussions, but that are helpful in giving different perspectives when answering the essential question.

#### Teacher Tip

Ask small groups probing questions such as *How can you prove your original assumption?* or *Do you agree or disagree with your classmates?*

#### Differentiation

**Extra Support:** Small group discussions may benefit from predefined roles, such as discussion leader (who ensures that everyone participates), active listener (who helps connect what one person said to what another person said), and deep thinker (who creates new questions to challenge the group).

**Challenge:** Nominate students to sit in a “hot seat” during the fishbowl discussion, where they must be ready to clarify a statement, correct an inaccurate statement, point out a topic that has not been discussed yet, or redirect the conversation to the original topic.



### Reflect

1. Give students time to reflect on their learning during the module. This is an important skill to learn and practice because it gives students ownership over what they learned and how they learned it. You might ask students to reflect in writing or in a conference with you. Be sure to ask students to tell you what they did well using evidence from the the online lesson, their writing, or the discussions.

#### Differentiation

**Support:** After creating individual reflections, have students pair and share their reflections to continue adding onto their understanding and experience.

# Narrative Teacher Guide

## Overview, Background, and Logistics

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### By the end of this lesson, students will be able to:

- Understand teachers' expectations around the Narrative Writing Lesson.
- Navigate a Narrative Writing Lesson and use the tools within the lesson to support their application of skills.
- Engage in discussion with peers about the Class Discussion Question of the Writing Module.
- Respond to a narrative writing prompt, using personal experiences and beliefs in the response.

### Before the lesson, students should build background:

- Use the background-building resources found in the Teaching Resources Packet to support student content knowledge.

### Considerations for planning:

- Consider rearranging the classroom desks or tables to encourage peer and group discussion.
- For classrooms with fewer devices than students, encourage students to work with a partner for days 1 and 2.
- For the remaining days, have students work in a rotation model while other students work on other learning activities.

### Before the lesson, teachers should:

- Assign the Narrative Writing Lesson to each student based on the appropriate reading level. We recommend all students work on the same level for the first Narrative Writing Lesson.
- Arrange students to facilitate group work. If you choose to differentiate, arrange students in groups with classmates who are reading the same passage to facilitate discussion.

### After the lesson, teachers should:

- Grade and/or provide feedback on student writing.
- For targeted feedback, provide feedback on the specific component of writing.
- Assign a growth focus to guide the area of focus for student writing in the future.

# Planning the Module

Student Engagement Options		Day 1: Module Overview					
<ul style="list-style-type: none"> <li>Class Discussion</li> <li>Partner/Small Group Discussion</li> </ul>		1	Introduce the Module		2	Complete Topic Overview Step	
3	Longer Works	4	Additional Reading Practice				

Student Engagement Options		Day 2: Learn					
<ul style="list-style-type: none"> <li>Partner/Small Group Discussion</li> <li>Class Discussion</li> <li>Generating Questions</li> </ul>		1	Complete Learn Step		2	Complete Get Started Step	
3	Complete Read Step	4	Complete Analyze Step		5	Complete Check Step	
6	Longer Works						

Student Engagement Options		Day 3: Plan					
<ul style="list-style-type: none"> <li>Partner/Small Group Discussion</li> <li>Class Discussion</li> </ul>		1	Complete Plan Step		2	Complete Develop Step	
3	Longer Works	4	Additional Reading Practice		5	Analyze the Prompt	

## Participation Key:



Whole Class Instruction



Solo Activity



Whole Class Discussion



Offline



Partner Activity



Online

# Planning the Module

Student Engagement Options		Day 4: Create	
<ul style="list-style-type: none"> <li>Partner/Small Group Discussion</li> <li>Class Discussion</li> </ul>		<b>1</b>  Complete Create Step 	<b>2</b>  Complete Draft Step 
<b>3</b>  Complete Review Step 	<b>4</b>  Peer Review 	<b>5</b>  Final Revisions 	
<b>6</b>  Longer Works 	<b>7</b>  Additional Reading Practice 		

Student Engagement Options		Day 5: Class Discussion	
<ul style="list-style-type: none"> <li>Partner/Small Group Discussion</li> <li>Class Discussion</li> </ul>		<b>1</b>  Class Discussion 	<b>2</b>  Longer Works 
<b>3</b>  Additional Reading Practice 			

Specific Student Engagement Options and instructions can be found in the [Teaching Resources Packet](#).

## Participation Key:





## WORKBOOK

### Introduce the Module

1. **Say:** *For this lesson, you will be reading a text and then writing a narrative. You will use the ideas you generate while reading and writing in a final class discussion.*
2. Discuss the module theme. Ask students to share what they think of first when they hear the module theme.
3. Point students to the title(s) of the text(s). Ask students to turn to a partner and discuss what they might read about.
4. Discuss the writing prompt. Explain that students will write a narrative in response to a prompt. Discuss words and phrases from the prompt that are unfamiliar. Remind students that they will analyze the prompt before writing to make sure they understand the writing task.
5. Share the Class Discussion Question. Discuss the meaning of the question and prompt a class discussion.

#### Differentiation

Students may wish to extend their research on the topics presented in this module. Questions and prompts to extend their thinking are located throughout this Teacher Guide. Developing bilingual supports for the lessons can also be found in the online lessons as teacher resources.

#### Student Engagement: Additional Reading Practice

Assign theme-related Reading Practice Lessons for additional comprehension, reading, and writing practice. You may wish to assign students multiple Reading Practice Lessons, but have them select one or two per module that interest them. Provide time for students to discuss the readings in small groups. You might additionally challenge students to write a short response to the question to assess understanding and practice writing.

#### Teacher Tip: Longer Works

We also suggest pairing novels and longer informational texts to connect to the Writing Module theme for independent, small group, or whole-class reading. You may wish to assign students a particular novel or have them choose one based on their interest level. Provide time for reading and discussion. Select from the options in the sidebar to have students write about or discuss the books they are reading. Use the [Novel Guide](#) to help students discuss and write about the longer work.

#### To support writing about all texts, you may wish to have students:

- Read like writers. Explain that students should determine why the author wrote each part and how the author organized the parts into a structure to achieve a purpose. Have students keep track of the unique elements of the writer's language and word choice.
- Write their own pieces in a similar style as the author. Students may appreciate the structure of writing one scene where they alter a specific element, such as changing the point of view, characters, or setting. Or, you could offer to have them work in an entirely different genre. Either way, require that students comment and reflect on the similarities between the original author's work and their own, as well as the unique choices that the students made for their own piece of writing.
- Create annotations using sticky notes. Teach students to stop and write what they are thinking about the writing and capture that moment on a sticky note to share with peers or formalize a response later.

#### To support discussing all texts, you may wish to have students:

- Create a calendar of the pages and/or chapters they will read each day. For students who are reading the same book, encourage students to align their calendars so they can discuss details together without confusing anyone or introducing spoilers.
- Read a section of the book together in class and instruct students to pause each other to ask questions, make predictions, and summarize what has been read. Work with groups to introduce quality reading strategies as they are reading together, and have students report on trying the same reading strategies independently.
- Create their own discussion questions. Model creating discussion questions with a short picture or wordless book, and encourage students to track the questions they would like to ask their classmates.
- Offer students choices about how they would like to read the book. Some students may choose to read independently, while others would prefer reading with a partner and/or listening to the book read aloud.



# Overview

Students should be familiar enough with the vocabulary to understand what they are reading and to use the terms in their writing.



## ONLINE Overview

1. Go online and project the **Topic Overview** to read aloud as a class.
2. Ask students to share questions they think will be answered while reading.
3. Project and review the **Vocabulary**, including the definitions.

### Vocabulary Connection

Prompt students to build their own vocabulary.

- **Ask:** *Is there a word or phrase that is being used in a way you have not seen before? Is something from the text being compared to something else? Does the compared concept help you understand the meaning of the word or phrase you have not seen before?*
- Make a list of the words and phrases students mention. As they read this week, have them find more figurative language by identifying comparisons and unique uses of language to add to the class list.
- Provide dictionaries or other reference sources so students can check the meanings of unknown words and phrases.



## OFFLINE: VOCABULARY PRACTICE Frayer Model or Word Drawings

1. Have students review the definitions for the words and review each component of a [Frayer Model or Word Drawings](#) graphic organizer.
2. Circulate and help students complete the models or drawings as needed.

### Assess

If students are completing a Frayer Model, provide explicit feedback about the quality of responses you expect in each section. If students are creating Word Drawings, students should create a pictorial representation of the vocabulary word(s) and a well-written caption. As students discuss, make sure students use the correct definition. Use the online glossary to help.

### Differentiation: Frayer Model

**Extra Support:** Have students use a class example of a Frayer Model and assign students another word they should use to complete a Frayer Model. Choose a word that will support their comprehension of the text.

**Support:** Choose words that will help with comprehension and have students work together to jigsaw their Frayer Models and learn new words.

**Challenge:** Choose challenging words for students to use that relate to the concepts covered but are above grade level.

### Differentiation: Word Drawings

**Developing Bilinguals:** Turn the creation and review of Word Drawings into a game in which pairs or small groups of students try to guess the vocabulary word being drawn by one of their classmates. Switch the person creating the Word Drawing after each round to ensure that each student has a chance to draw and to guess. After the game, invite students to view all the drawings to see multiple representations of each vocabulary word.

**Extra Support:** Complete one Word Drawing with individual students or a small group, and invite them to create the second Word Drawing individually or in a small group.

**Support:** Have students create vocabulary flashcards with the Word Drawings to review throughout this module and throughout the year.

**Challenge:** Have students re-examine their Word Drawings to determine whether they are accurately capturing the concept or connotation of the vocabulary word, as opposed to just the denotation. Encourage students to have discussions about the connotative implications of their Word Drawings.

### Teacher Tip

If students are unfamiliar with the Frayer Model, use a common vocabulary word to demonstrate each component. Model the type of answers students should create for each section.

### Student Engagement: Extend Learning

Invite students to challenge one another to learn additional vocabulary words from the glossary by filling in all the squares of a Frayer Model except for the word, and asking a classmate to determine the correct word being defined. Consider using strong examples as bell ringers and/or exit tickets.



## DIRECT INSTRUCTION/SKILLS LESSON INSTRUCTION

### Optional Targeted Instruction

1. Choose a Direct Instruction lesson or Skills Lesson for students to complete based on recommendations in the lesson or using the sequence of Direct Instruction and Skills Lessons. Consider using ones that support the reading, writing, language, and speaking/listening skills students will need in the lesson.
2. After students complete the lessons, review key ideas and terms with the whole class or in small groups.
3. Throughout the lesson, review the skills and assess students' application to decide whether to provide additional instruction.

#### Differentiation: Direct Instruction

**Developing Bilinguals:** Group students and either select or have students nominate a group captain to lead peers through the Direct Instruction lesson a second time. Encourage the group captain to lead the conversation, analyze the vocabulary terms, and break down the examples. Rotate the group captain in future activities.



## ONLINE

### Learn

1. Have students log in and complete the **Get Started** Step. Give students 5–7 minutes to read and answer the question. Then, have students turn and talk to a partner about their answer.
2. Have students **Read** the text independently.

#### Checkpoint

To check students' understanding of the reading, ask them to summarize the text. Have students reread part or all of the text as needed.

#### Teacher Tip

Encourage students to reflect on the discussion they had about the module theme before they start to read. Explain that strong readers make connections between what they are reading and what they already know.

#### Student Engagement: Generating Questions

As students read and ask themselves questions, invite students to jot down these questions on sticky notes to affix to a class poster on *Asking Questions While Reading*. Model asking questions like *why, if, where, whether, what, or how* as you read the first paragraph, and formalize one of these questions on a sticky note.

#### Differentiation: Reading Strategies

**Support:** Model reading a paragraph and stopping to ask whether it makes sense to you. Have individual students or small groups of students explain when they are stopping as they read to check that they have understood something.

**Challenge:** Have students rate the effectiveness of what the author wrote. For example, have them rate the author's character development. **Ask:** *How believable are the author's characters? Do they seem like they could be real people?*



## ONLINE

### Learn

1. Have students log in and complete the **Analyze** Step. Have students share one highlight from each color that they think is the best example they found and explain why they think as they do.
2. Have students complete the **Check** step and complete an Error Analysis Chart.

#### Checkpoint

Circulate and review highlights. Ask students why they thought their highlights were good examples to confirm thinking.

#### Teacher Tip

If the class conversation seems to be veering off course or students are disrespectful to their peers, pause the conversation to walk through the [Rules of Discussion Direct Instruction lesson](#).



# Plan



## ONLINE Plan

1. Have students log in and read the first instructions in the **Develop** Step. Have students generate their list of ideas in an offline brainstorm. Remind students of the writing they did in the **Get Started** Step. Provide time for students to discuss their ideas with partners for feedback.
2. Have students download the graphic organizer or student packet in the **Develop** Step. Invite a student to read aloud the instructions on the organizer.
3. Have students complete the graphic organizer or student packet. You may wish to have students work with it online or print it out and complete it on paper. Point students to the information in the **Develop** Step that gives more questions students can answer to complete the graphic organizer or student packet.
4. Have students use the work in their graphic organizers or student packets to respond in the writing box in the **Develop** Step.

### Checkpoint

Review student graphic organizers and responses in the **Develop** Step. Students' work should be concise and include vivid details that they can use in their responses.

### Differentiation: Analyzing the Mentor Text

**Developing Bilinguals:** Create a summary of the mentor text with individual students or in a small group. Model how to find key details in the text and use them to create a summary. Introduce students to transition words like *first*, *next*, and *then*. Ask students to use the words while speaking before writing with them in the summary.

**Support:** Create a summary of the mentor text with individual students or in a small group. Model how to find key details in the text and use them to create a summary.

**Challenge:** Students should write a short critique of the mentor text. Show students examples of a book review from the New York Times or GoodReads.

### Teacher Tip

If you have assigned the Writing Lesson in the ThinkCERCA Classic Experience, the graphic organizer or student packet can be found in the **Think** Step.

### Differentiation: Point of View

**Developing Bilinguals:** Show students examples of sentences written in first and third person. Ask what the differences are between the two points of view.

**Support:** Define first-, second-, and third-person point of view. Ask students to create a graphic organizer to show the definition and examples of each point of view. Then, ask students to discuss what point of view will be best to tell their story.

**Challenge:** Ask students to write about their experience from the point of view of someone else who was there. Students should include vivid details about how the situation looked and felt from the other point of view.



## ONLINE Create

- 1. Draft**  
Have students log in and **Draft** their narratives. Show students how to transfer the information from their graphic organizers to begin drafting. Then give them one or more focus suggestion to finish their narratives.
- 2. Review**  
Have students **Review** their individual narratives and those of their peers.



## OFFLINE Review and Revise

- 1. Peer Review**  
Pair students to complete a peer review. Have them use the peer review Checklist. You may wish to focus the peer review on a particular skill, such as introductions and endings or using dialogue.
- 2. Final Revisions**  
Direct students to complete their revisions, using notes from the peer review.
- 3. Student Growth**  
Students should write narratives that convey experience using vivid details and descriptions. Guide students in using their work in the graphic organizer in their draft and in revising their drafts for clarity and development.

### Teacher Tip

Remind students that they are composing a piece of writing to help their readers understand and appreciate the experiences of the characters. The language of their writing piece should specifically appeal to the audience for whom they are writing.

### Teacher Tip

Use the concept of snapshots and thoughtshots to help students clarify details and begin drafting. Explain that like taking a picture, writing a snapshot is imagining what is happening. When an author takes a snapshot of an event, he or she captures not only what people are doing and what the event looks like, but also what it smells and sounds like. Taking a thoughtshot means writing down what is in everyone's head during the event, revealing what we can't see in a snapshot. Once students have chosen an event, have them do a freewrite to capture a snapshot of the moment. Then, have them do a freewrite to capture a thoughtshot of the moment. Compare the two and have students find details from both that help them respond to the writing prompt.

### Student Engagement: Purpose for Revision

Before students revise, direct them to talk to a partner about the purpose of their revision. Have them discuss whether they will be revising paragraphs to improve the organization of the sentences or revising sentences to improve their clarity. Have the pairs of students brainstorm what an ideally organized or clear narrative would include and compare their current draft to that description.



## OFFLINE: CLOSING ACTIVITY (RULES OF DISCUSSION)

### Class Discussion

1. Invite a student to read the Discussion Question aloud.
2. Explain that students will use the Rules of Discussion to answer the question as a class. Remind students of the guidelines for great collaborative discussion from the [Rules of Discussion Direct Instruction lesson](#). They should both speak and listen during the following discussion.
3. Circulate and encourage students to use evidence from the text they have read and their personal experience. Help students make connections between ideas that were shared. **Ask:** *Which ideas helped you gain a different perspective on the question? What ideas helped you clarify your own understanding? What ideas helped you understand why others agreed or disagreed with you?*
4. Ask students to summarize the important ideas from their small group discussions and share them with the larger class. Use the summaries to help the class create a class answer to the Discussion Question. Make sure students have reflected on the idea posed in their conversations.
5. Invite students to share any additional insights, questions, or ideas that might be connected to the small group discussion to make sure all perspectives are reflected when answering the class Discussion Question. Use them to create a more complete answer as appropriate.

#### Vocabulary Connection

Encourage students to use vocabulary words from the lesson as they write about and discuss the question.

#### Assess

Students should stay focused on the material for this class discussion. They should be taking notes to keep track of what they are learning. Students should listen actively and carefully to the discussion in order to respond respectfully to what other classmates are saying.

#### Differentiation: Class Discussion

To support all learners, define the goals for the class discussion ahead of time. Ask students to define the point of the conversation and the kind of results they hope to achieve through the discussion.

**Developing Bilinguals:** Create and print a question sheet of the questions that you plan to ask students and hand them out to students the day before leading the class conversation. Encourage students to read the questions and think about potential answers before participating in the class discussion. Work with students individually or in small groups to clarify their answers. Give them guiding prompts like *Tell me more about this idea*. Model providing support for answers by using evidence from the text to support an idea that they share.

#### Differentiation (Continued)

**Extra Support:** Provide time for students to reread the text with a partner and brainstorm talking points for the class discussion question. Help students craft their claims by asking them to convince you of their ideas. Pair two students with opposing claims to have them talk through their claims and generate counterclaims for each other.

**Support:** Provide sentence frames for students to use in their conversation. Direct students to think about the same topic from another person's perspective. Encourage them to think about what they would say to someone who believed the opposite of what they believed.

**Challenge:** Encourage students to use citations as they share their evidence. For example: *In the article \_\_\_\_\_, we read that \_\_\_\_\_, which helps to explain \_\_\_\_\_.*



## OFFLINE: CLOSING ACTIVITY (SOCRATIC DISCUSSION)

### Class Discussion

1. Teach students how to have a [Socratic Discussion](#) using the Socratic Discussion materials. Work through the Direct Instruction lesson and use the teacher resources to support students throughout this discussion.
2. Give students time to write notes about the Discussion Question using evidence from the text and their own background knowledge.
3. Review the steps of a Socratic Discussion with students.

#### Teacher Tip

As students are reflecting on the texts they read from the module and their personal experiences, walk around asking probing questions such as *Why is that important?* or *Can you give me an example?*



## OFFLINE

### Class Discussion

1. Group students into several discussion groups and have them share their individual thinking. Remind students that all members of the group should share.
2. Then, have students individually think about the initial discussion and record their thoughts.
3. Help students make connections between ideas. Prompt them to use one or two of their questions to connect ideas.
4. Ask students to summarize the important ideas from the discussion. Use the summaries to help the class create a class answer to the Discussion Question.
5. After creating the summaries, have a **Fishbowl Discussion**.

#### Fishbowl Discussion

- Have students sit in two circles, one inside the other.
  - Invite one group to share their responses to a given question. Give students two minutes to take notes about what they heard and their reaction.
  - Then invite the other group to share and provide time for taking notes.
  - Invite students to share any additional ideas they had as a result of the discussion.
6. Invite students to share any additional insights, disagreements or agreements, and additional questions or ideas that might not be connected to the fishbowl discussion, including additional ideas from their small group discussions, but that are helpful in giving different perspectives when answering the Discussion Question.

#### Teacher Tip

Ask small groups probing questions such as *How can you prove your original assumption?* or *Do you agree or disagree with your classmates?*

#### Differentiation

**Extra Support:** Small group discussions may benefit from predefined roles, such as discussion leader (who ensures that everyone participates), active listener (who helps connect what one person said to what another person said), and deep thinker (who creates new questions to challenge the group).

**Challenge:** Nominate students to sit in a “hot seat” during the fishbowl discussion, where they must be ready to clarify a statement, correct an inaccurate statement, point out a topic that has not been discussed yet, or redirect the conversation to the original topic.



### Reflect

1. Give students time to reflect on their learning during the module. This is an important skill to learn and practice because it gives students ownership over what they learned and how they learned it. You might ask students to reflect in writing or in a conference with you. Be sure to ask students to tell you what they did well using evidence from the online lesson, their writing, or the discussions.

#### Differentiation

**Support:** After creating individual reflections, have students pair and share their reflections to continue adding onto their understanding and experience.