Effective whole group literacy instruction for teaching English Language newcomers through Total Physical Response and the use of visuals

by

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A capstone submitted in partial fulfillment of the
Requirements for the degree of Master of Arts in Education

Hamline University
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Content Expert: Peg Wright
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Lessons

Lesson One

*All lesson plans are taken directly from Benchmark Literacy (2014) and adapted to better support EL newcomers.

UbD/DI Unit Plan Ask Questions/Identify Main Idea and Supporting Details
Stage 1 - Desired Results - Unit 1 - Day 1

**Established Goal(s):**

4.2.2.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.

**Understanding(s):**

*Students will understand that . . .*
- The students will understand that there is a main idea within each text.
- The students will understand that there are details to support the main idea.

**Essential Question(s):**

- What is the most important idea about the passage?
- What details tell you more about the important idea?

**Knowledge**

*Students will know . . .*
- Students will know a main idea is what a paragraph, article or story is about.
- Students will know that sometimes the author states the main idea directly. Other times readers use clues or evidence to identify the main idea.

**Skill**

*Students will be able to . . .*
- Students will be able to identify main ideas and supporting details in a text.
- Students will be able to ask questions about a text.
### Stage 2 - Assessment Evidence

<table>
<thead>
<tr>
<th><strong>Performance Task(s):</strong></th>
<th><strong>Other Evidence:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Students will turn and talk</td>
<td>- Highlight main idea and supporting details in, “Trace Fossils” with the teacher</td>
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<td>- Student will take notes on their, “Trace Fossils” worksheet</td>
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<td>- Record questions on chart paper as a whole class</td>
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### Stage 3 - Learning Plan

**Learning Activities:**

**Introduction:** To start the lesson, the class will go over three specific vocabulary words that will be addressed in today’s lesson. This will take no more than two minutes.

- **Snow:** The teacher will show an example picture of snow. The teacher will say the word and point to the snow on the pictures. Then the students will repeat the word and point to the snow.
- **Walked:** The teacher will say the word walk. The teacher will then walk. The students will say the word and do the action. The class will do that a couple of times and explain that when they come to the word in the story they will repeat the action.
- **Fossil:** The teacher will show pictures of fossils as an example. The teacher will say the word and then point to the fossil on the picture. The students will repeat the word and point to the fossil on the picture.

Any time one of these words come up in the story the teacher will either point to the picture now hanging in class or do the action that goes with the word. These pictures are located at the end of the lesson. Throughout the unit the class will build a list of vocabulary words.

The teacher will start by explaining a snow day. Giving many details about what students can do on a snow day: build snowman, drink hot chocolate, make snow angels, have snowball fight, and many more.

**Questions:** What is the most important idea about snow days? What details tell you more about the important idea?

**Turn and talk:** The students will pair up and share their favorite activity and why they like that activity. Then have the students provide three details to support their opinions.
Ask a few students to share with the whole group.

The teacher will then explain to the students that they just shared their main idea to their partner and provided details that gave more information about, or supported, the main idea.

Display Poster 1
Have students talk about the title, “Trace Fossils.” When the teacher says fossil they will point to the picture that has a fossil on it.

Explain: Good readers ask questions before, during and after they read. Asking questions helps readers understand better, clarify information, and stay interested in the text. I am going to show you how I ask questions about a text. The title of this passage makes me wonder what this article is about. I can ask a question about the title to ensure that I will understand what I’m reading. Let me show you how I ask questions about a text.

Think aloud. Say: The title “Trace Fossils” makes me wonder what this text is about. I can ask a question about the title to ensure that I will understand what I am reading. I know what a fossil is, but what is a trace fossil? Where can I find the answer to this question? What does the photo show? Will the photo help me figure out what a trace fossil is? Asking and answering questions can help me figure out the main idea of this article and the details that tell more about that idea.

Write your questions on chart paper. Ask the students to generate other questions they could ask, and add these to your list. Explore possible answers together.

Read aloud the poster passage with students.

Ask students to state the main idea of the passage in their own words. Ask them to share at least two details to support the main idea. Provide the following academic sentence frames to support ELLs and struggling students:

- The main idea was ________________________________.
- The details that support the main idea are ________________________.

Reveal the annotations so that students can confirm/revise their ideas. Point out that in this passage, the author directly states the main idea of each paragraph either in the first or last sentence of the paragraph.

Write down the main idea and details students came up with. Reread them as a group. Provide an opportunity for students to expand on their shared writing of the main idea.
and details.

Ask and discuss the following questions: Why is it important to identify a main idea and supporting details? How does this help you as a reader? How did asking questions help you understand what you read? Where did the author put the main ideas in the passage we read today? Where were the details for each main idea?

Connect and transfer. Say: When you read nonfiction in small group or independently, remember to ask yourself questions to help you think about the main ideas.

During guided reading groups, meet with your EL newcomers and go over the vocabulary words introduced today.

Snow:

*Figure 2. Cold Snow Forest Trees (Hausken, 2009).*
Figure 3. Heavy snow poor light (Hausken, 2009).

Fossil:

Figure 4. Fossil Fish Cockerellites Liops (2017).
Display Poster 1:

Figure 5. Trace Fossils (Benchmark Education Company, 2014, p. 2).
Lesson Two

*All lesson plans are taken directly from Benchmark Literacy (2014) and adapted to better support EL newcomers.

UbD/DI Unit Plan Ask Questions/Identify Main Idea and Supporting Details

Stage 1 - Desired Results - Unit 1 - Day 2

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<td>-How does identifying details help you recognize the main idea?</td>
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<td>-What is the most important idea about the passage?</td>
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<td>-What details tell you more about the important idea?</td>
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<tr>
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<td>-Students will be able to identify stated main ideas and supporting details in a text.</td>
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Stage 2 - Assessment Evidence

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Stage 3 - Learning Plan

**Learning Activities:**

**Introduction**- To start the lesson, the class will go over three specific vocabulary words that will be addressed in today’s lesson. This will take no more than two minutes.

Forest- The teacher will show an example picture of a forest. The teacher will say the word and point to the forest on the pictures. Then the students will repeat the word and point to the forest.

Rain- The teacher will say the word rain. The teacher will then show rain with their hands. The students will say the word and do the action. The class will do that a couple of times and explain that when they come to the word in the story they will do the action.

Medicine- The teacher will show an example picture of medicine. The teacher will say the word and then point to the medicine on the picture. The students will repeat the word and point to the medicine on the picture.

Any time one of these words come up in the story (Display Picture 2) the teacher will either point to the picture now hanging in class or do the action that goes with the word. These pictures are located at the end of the lesson. Throughout the unit the class will build a list of vocabulary words.

Display Poster 2

Read aloud text with students.

Explain: Yesterday I read the passage about trace fossils and asked myself questions to help me understand the passage. Let’s practice asking questions again today.

Read aloud paragraph 1. Think aloud: In the first paragraph, I read that a certain kind of
rain forest tree can treat malaria. What is malaria? How can a tree treat malaria? I will look for answers to these two questions as I read on.

Write the questions on chart paper.

Read aloud paragraphs 2 and 3

Think aloud: The first sentence in paragraph 2 answers my question about malaria. It also provides details about how malaria is spread. The third paragraph answers my question about how a tree can treat malaria.

On chart paper, write these answers next to each question.

Ask students to generate other questions. Add their questions to the list on the chart paper. Post this Ask Questions anchor chart on the wall, or have students write the questions in their reading journals to use in the future.

Build academic oral language. Read the last paragraph. Encourage students to ask themselves about the main idea of the final paragraph, and to ask what details support that idea. Point out that the main idea is not always the first sentence in a paragraph. Have students describe how asking questions helped them identify the main idea and details in this paragraph. Reinforce the idea that good readers ask questions to understand the text better. Support EL students and struggling readers with the following sentence frames:

The main idea is _____________________________.
The supporting details are ______________________.
Asking questions helped me ________________.

Reread the poster text with students.

Say: Now think about the content of this passage. What was it mostly about?

If necessary, explain that the passage is mostly about a treatment for malaria that comes from rain forest trees. To describe the disease and the treatment. The author states a few main ideas and supporting details for each main idea. Remind students that the main idea is not always the first sentence of a paragraph.

Say: Let’s look closely at the text and find each stated main idea.

Write the main ideas that students identify in the prompt boxes.
Build academic oral language. Say: Sometimes details support a main idea by giving examples. Other times, they tell more about the main idea. Authors provide details to help readers understand a main idea. What details help you understand how serious malaria is?

Prompt students to identify other details. Remind them that sometimes details are examples of the main idea.

Record students’ responses in the Details boxes.

Ask and discuss the following questions:

- What does it mean to ask questions about a text? How does it help you as a reader?
- How does identifying details help you recognize a main idea?

How will you use what we have practiced today when you are reading on your own?

Forest:

*Figure 6. Appalachian cove forest on Baxter Creek Trail in Great Smoky Mountains National Park (Miguel, 2011).*
Figure 7. A cold medicine display at a local Target in New Hampshire (Buckawicki, 2013).
Display Poster 2

**A Rain Forest Medicine**

Rain forest trees contain some of the world’s most beautiful flowers. But did you know that one rain forest tree contains a treatment for malaria?

Malaria is a serious disease. It is spread by a certain type of mosquito. The mosquito lives in tropical and subtropical regions. People with malaria suffer from chills and high fevers.

The cinchona (sin-KOH-nuh) tree grows in the rain forests of the Andes Mountains in South America. For hundreds of years, native people of that region treated fevers with cinchona bark. They stripped bark from the tree, dried it in the sun, and then ground it into a powder. In 1639, Jesuit missionaries took the bark back to Europe. Soon cinchona bark became a widespread treatment for all types of fevers.

In 1820, two French chemists, Joseph Pelletier (PEL-tee-ay) and Joseph Bienalme (bee-EH-nuh-mee), experimented with cinchona bark. They wanted to know why cinchona reduced fevers. After many tests, they discovered the fever reducing ingredient quinine.

![Figure 8. A Rain Forest Medicine (Benchmark Education Company, 2014, p. 5).](image-url)
Lesson Three

*All lesson plans are taken directly from Benchmark Literacy (2014) and adapted to better support EL newcomers.

UbD/DI Unit Plan Ask Questions/Identify Main Idea and Supporting Details

Stage 1 - Desired Results - Unit 1 - Day 3

Established Goal(s):
4.2.2.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.

Understanding(s):
Students will understand that . . .
- The students will understand that there is a main idea within each text.
- The students will understand that there are details to support the main idea.

Essential Question(s):
- What kinds of text have you read that include main idea and details?
- Does a newspaper article have a main idea and details? How does identifying the main idea and details in an article help you understand it?
- Why is it important to understand the main idea and details?

Knowledge
Students will know . . .
- Students will know a main idea is what a paragraph, article or story is about.
- Students will know that sometimes the author states the main idea directly. Other times readers use clues or evidence to identify the main idea.

Skill
Students will be able to . . .
- Students will be able to ask questions about a text.
- Students will be able to identify unstated main ideas and supporting details in a text.
Stage 2 - Assessment Evidence

<table>
<thead>
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<th>Performance Task(s):</th>
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<tr>
<td>- Students will turn and talk</td>
<td>- Highlight main idea and supporting</td>
</tr>
<tr>
<td>- Student will take notes on their, “Land</td>
<td>details in, “Land Beneath the Waves”</td>
</tr>
<tr>
<td>Beneath the Waves” worksheet</td>
<td>with the teacher</td>
</tr>
<tr>
<td>- Record questions on chart paper as</td>
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<tr>
<td>a whole class</td>
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Stage 3 - Learning Plan

**Learning Activities:**

**Introduction**- To start the lesson, the class will go over three specific vocabulary words that will come up in today’s lesson. This will take no more than two minutes.

Ocean- The teacher will show an example picture of the ocean. The teacher will say the word and point to the ocean in the pictures. Then the students will repeat the word and point to the ocean.
Fly- The teacher will say the word fly. The teacher will then show fly by putting their hands straight out from their body and go around the classroom. The students will say the word and do the action. The class will do that a couple of times and explain that when they come to the word in the story they will do the action.
Beneath- The teacher will say the word beneath. The teacher will then show beneath by going under a chair and then a table, saying beneath as they do the action. The students will say the word and do the action. The class will do that a couple of times and explain that when they come to the word in the story they will do the action.

Any time one of these words come up in the story (Display Picture 3) the teacher will either point to the picture now hanging in class or do the action that goes with the word. These pictures are located at the end of the lesson. Throughout the unit the class will build a list of vocabulary words.

**Display Poster 3**

Say: Sometimes authors do not directly state a main idea in the text. To identify the main idea, readers identify the details, and use those details as clues to figure out the main idea. Today we’re going to practice identifying an unstated main idea using details. Remember that we can ask ourselves questions to help us.

Read aloud the first paragraph, and have students identify details. Record their responses.
on chart paper. Repeat with each paragraph. Remind them that details are clues to the
unstated main idea of a text. Now reveal the Details annotations. Ask. Did we find all
the details? Let’s compare lists.

Ask: What is the land in the ocean like? What are the three parts of the ocean?

Record students’ responses on chart paper. Say: Using the details we identified we can
figure out the main idea of this passage. What do you think is the main idea? Record
students’ ideas on chart paper. Then reveal the Unstated Main Idea annotations. Say:
Let’s compare our main idea to the one on the poster.

Reflect and Discuss
Ask and discuss the following questions:
  - What kinds of texts have you read that include a main idea and details?
  - Does a newspaper article have a main idea and details?
  - How does identifying the main idea and details in an article help you understand
    it?
  - Why is it important to understand the main idea and details?
Figure 9. Ocean Cancun Mexico Bird Waves (2016).
When you fly over land, you see geographic features such as canyons, mountains, and plains. The ocean floor has the same features as land. We can’t see them because they are hidden beneath the water.

Around the edges of the continents, the ocean gets deeper very slowly. This area, though underwater, is actually a part of a continent. It is the continental shelf. The continental shelf ends suddenly and makes a downward slope. This area is the continental slope. At its edge, the continental slope deepens quickly.

Beyond the continental shelf lies the deep ocean floor, or abyssal plain. Flat land covers most of the abyssal plain, but mountain ranges and valleys also exist in this deep water world. The abyssal plain covers almost one-half of Earth.

Figure 10. Land Beneath the Waves (Benchmark Education Company, 2014, p. 8).
Lesson Four

*All lesson plans are taken directly from Benchmark Literacy (2014) and adapted to better support EL newcomers.

UbD/DI Unit Plan Ask Questions/Identify Main Idea and Supporting Details

Stage 1 - Desired Results - Unit 1 - Day 4

Established Goal(s):
4.2.2.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.

Understanding(s):
Students will understand that . . .
- The students will understand that there is a main idea within each text.
- The students will understand that there are details to support the main idea.

Essential Question(s):
- What strategy did we use to answer questions about the text?
- Notice how we looked for details to understand and answer questions, what were the important aspects?

Knowledge
Students will know . . .
- Students will know a main idea is what a paragraph, article or story is about.
- Students will know that sometimes the author states the main idea directly. Other times readers use clues or evidence to identify the main idea.

Skill
Students will be able to . . .
- Students will be able to learn strategies for analyzing questions and for finding answers, clues, or evidence in a text.
- Students will be able to identify main ideas and their supporting details in a text.
- Students will be able to answer text-dependent questions about the main idea and supporting details.
Stage 2 - Assessment Evidence

<table>
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<th>Performance Task(s):</th>
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<tbody>
<tr>
<td>Students will turn and talk</td>
<td>-Highlight main idea and supporting details in, “Soil” with the teacher</td>
</tr>
<tr>
<td>Student will take notes on their, “Soil” worksheet</td>
<td>-Answer four text-dependent questions related to, “Soil.”</td>
</tr>
<tr>
<td>Record questions on chart paper as a whole class</td>
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</table>

Stage 3 - Learning Plan

**Learning Activities:**

**Introduction:** To start the lesson, the class will go over three specific vocabulary words that will come up in today’s lesson. This will take no more than two minutes.

Soil- The teacher will show an example picture of soil. The teacher will say the word and point to the soil in the pictures. Then the students will repeat the word and point to the soil.

Handful- The teacher will say the word handful. The teacher will then show a handful of marbles and a handful of pencils. The students will say the word and do the action. The class will do that a couple of times and explain that when they come to the word in the story they will do that action.

Break- The teacher will say the word break. The teacher will then show the action of breaking something. The students will say the word and do the action. The class will do that a couple of times and explain that when they come to the word in the story they will do they action.

Any time one of these words come up in the story (Display Picture 4) the teacher will either point to the picture now hanging in class or do the action that goes with the word. These pictures are located at the end of the lesson. Throughout the unit the class will build a list of vocabulary words.

**Display Poster 4**

Based on your student’s needs and abilities, read aloud the passage, or have students read independently or with a partner. Remind students to ask questions to help them understand what they read.

Build academic oral language. When students have finished, ask individuals or partners to tell what the passage was mostly about. Encourage EL students or struggling readers
to use the academic sentence frame:

This passage was mostly about ______________________>

Say: Sometimes you need to answer questions about a passage you’ve read. And some questions require you to identify an unstated main idea. Today we’re going to read and answer questions about unstated main ideas.

Distribute Display Poster 5 and read Question 1 together. (“Why do plants need soil to grow?”) Ask: What is the question asking us to do? Is it asking us to identify a sequence of events? Is it asking us to compare? What strategy will we need to use? (identify unstated main idea)

Ask: Let’s think about how the words in the question can help us find the answer. We need to look at the question very closely. What words will help us? (plants, soil, grow)

Say: Now we’re ready to reread the paragraph to find the information we need. We need to find out what the details in the text tell us about soil, and what is in soil that plants need in order to grow. I see the words, plants and soil in the first paragraph. The text says that humans provide soil with nutrients. It also says that plants use nutrients to grow. These details help me understand that plants need soil because soil contains the nutrients plants need to grow. The exact answer was not in the text, but like a detective, I used evidence to figure out this unstated main idea. The answer makes sense. So I’ll choose A.

Have students work independently or with a partner to answer additional text-dependent questions on Display poster 5. While the other students are working, work one-on-one with your EL newcomer and review the 12 words for the week. You can either say the words and ask for the action or show the action/picture and ask for the word.

Review students’ answers and use the poster as needed to model analyzing questions and rereading to find answers in the text.

Ask and discuss the following:

What strategy did we use to answer questions about the text?

Connect and transfer. Say: Practice using these strategies. They can help you answer questions in all your subjects. They can also help you when you take tests.
Pick up a handful of soil. What do you see? Healthy soil is rich in humus, or decayed plant and animal material. Humus provides the soil with nutrients. Plants use the nutrients to grow.

Animals such as mice and snakes make their homes in soil. Soil is also home to millions of ants, beetles, worms, and other critters. It might not look like it, but even the smallest handful of soil is teeming with life. In fact, more organisms live in soil than in any other habitat on Earth.

If you look at a sample of soil through a microscope, you’ll discover fungi and bacteria. These life forms break down dead animals and plants into simpler things, which enrich the soil. Too small to see with an unaided eye, fungi and bacteria also find their homes in soil.

Figure 11. Soil (Benchmark Education Company, 2014, p. 10).
Soil

Figure 12. Soil Hand Farm Garden Fertilizer (Jing, 2015).
Soil: Comprehension Questions

1. Why do plants need soil to grow?
   A. Soil has nutrients and plants need nutrients to grow.
   B. Soil is home to millions of ants, beetles, and worms.
   C. Soil is warm.
   D. Soil has bacteria and plants need bacteria to grow.

2. Which detail supports the main idea that soil is home to living things?
   A. Mice and snakes make their homes in soil.
   B. More organisms live in soil than in any other habitat on Earth.
   C. Soil is home to millions of ants, beetles, worms, and other critters.
   D. All of the above

3. You can see fungi and bacteria through a microscope. What unstated main idea does this detail support?
   A. Fungi and bacteria are life forms.
   B. Fungi and bacteria are tiny.
   C. Fungi and bacteria live in soil.
   D. Fungi and bacteria break down dead animals and plants.

4. Which detail supports the unstated main idea that fungi and bacteria are important to keep soil healthy?
   A. Fungi and bacteria are too small to see with an unaided eye.
   B. Fungi and bacteria are in soil.
   C. Fungi and bacteria break down dead animals and plants into simpler things that enrich the soil.
   D. None of the above

Figure 13. Soil Comprehension Questions (Benchmark Education Company, 2014, p. 11).
Lesson Five

*All lesson plans are taken directly from Benchmark Literacy (2014) and adapted to better support EL newcomers.

UbD/DI Unit Plan Ask Questions/Identify Main Idea and Supporting Details

Stage 1 - Desired Results - Unit 1 - Day 5

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<td>-Students will be able to reflect orally on their strategy use.</td>
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<td>-Students will know that sometimes the author states the main idea directly. Other times readers use clues or evidence to identify the main idea.</td>
<td>-Students will be able to create a main idea and supporting details graphic organizer and write a paragraph based on it.</td>
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</tr>
<tr>
<td>-Record questions on chart paper as a</td>
<td></td>
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</tbody>
</table>


### Stage 3 - Learning Plan

**Learning Activities:**

**Introduction** - Today start with a review. Either hold up the picture of one of the vocabulary words from this week or do an action to one of the words. Give the students time to think and then have students turn and share with a partner their answer.

Ask students to reflect on their learning this week. What did they learn? How will they use the strategies in the future? What do they still need to practice, and how can they do this?

Have students share their reflections in one of the following ways: conduct a whole-class discussion; have students turn and talk to a neighbor and then share their ideas with the class; or ask students to record their thoughts in their reading journals or notebooks.

Distribute copies of the Constructed Written Response (Display Poster 6) and ask students to state a main idea on a subject they are very familiar with, such as a sport or hobby. Then have student’s list three details to support their main ideas.

Ask students to write a paragraph based on their main idea and details. All the details should support the most important point of the paragraph to help readers identify main idea.

Ask students to use the checklist at the bottom of the Display Poster 6 to evaluate their work. While students are working on their work, work with your EL newcomer on the vocabulary words. For assessment you will show 6 words to them in action or picture and record their responses and you will have the students show the action or point to a picture for the other 6 words. This is the end of the unit assessment for the EL newcomers.
Figure 14. Constructed Written Response (Benchmark Education Company, 2014, p. 13).
Lesson Six

*All lesson plans are taken directly from Benchmark Literacy (2014) and adapted to better support EL newcomers.

UbD/DI Unit Plan Determine Text Importance/Identify Sequence of Events

Stage 1 - Desired Results - Unit 2 - Day 1

<table>
<thead>
<tr>
<th>Established Goal(s):</th>
<th>Essential Question(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.2.3.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. 4.2.5.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</td>
<td>- Why is it important to recognize a sequence of events? How does this help you as a reader? - How did determining important information help you understand the pictures? - What are some signal words for sequence of events that we used today?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Understanding(s):</th>
<th>Essential Question(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will understand that . . .</td>
<td>- Why is it important to recognize a sequence of events? How does this help you as a reader?</td>
</tr>
<tr>
<td>- The students will understand that there are signal words for sequence of events. - The students will understand that there can be an order to events called sequence of events.</td>
<td>- How did determining important information help you understand the pictures? - What are some signal words for sequence of events that we used today?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Skill</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will know . . .</td>
<td>Students will be able to . . .</td>
</tr>
<tr>
<td>- Students will know the order in which events happen is called sequence of events. - Students will know signal language, such as first, next, then, after, and finally, can help readers recognize and understand sequence of events. - Students will know that recognizing sequence helps readers follow directions, learn steps in a new process, or understand how events unfold over time.</td>
<td>- Students will be able to identify the sequence of events in pictures and text. - Students will be able to identify and use signal language for sequence of events. - Students will be able to determine important information in text.</td>
</tr>
</tbody>
</table>
Stage 2 - Assessment Evidence

<table>
<thead>
<tr>
<th>Performance Task(s):</th>
<th>Other Evidence:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will turn and talk</td>
<td>Highlight sequence of events in, “The Water Cycle” with the teacher.</td>
</tr>
<tr>
<td>Student will take notes on their, “The Water Cycle” worksheet</td>
<td></td>
</tr>
<tr>
<td>Record questions on chart paper as a whole class</td>
<td></td>
</tr>
</tbody>
</table>

Stage 3 - Learning Plan- Unit 2 Day 1

Learning Activities:

**Introduction**- To start the lesson, the class will go over three specific vocabulary words that will come up in today’s lesson. This will take no more than two minutes.

Water- The teacher will show an example picture of water and have a 3D visual of water in a cup. The teacher will say the word and point to the water in the picture and cup. Then the students will repeat the word and point to the water.

School- The teacher will show an example picture of a school. The teacher will say the word and point to the school in the picture. Then the students will repeat the word and point to the water.

Arrow- The teacher will show an example picture of an arrow. The teacher will say the word and point to the arrow in the picture. Then the students will repeat the word and point to the arrow.

Any time one of these words come up in the story/explanation the teacher will either point to the picture now hanging in class or do the action that goes with the word. These pictures are located at the end of the lesson. Throughout the unit, the class will build a list of vocabulary words.

Say: *Each day after I come home from school, I do the same things. First I change into my play clothes. Next I go to my desk. Then I do my homework. When my homework is done, I can go out to play.*

Ask: *What things do you do every day after school? In what order do you do these things?*

**Turn and talk.** Ask students to turn to a partner and share at least three things they do after school and the order in which they do them. Ask a few students to share with the whole group.

**Explain:** *You have described a sequence of events to your partner. When you talk to*
people, you often describe things that happened in a certain order. Writers do this, too. Good readers know how to recognize a sequence of events in fiction and nonfiction texts. We're going to practice recognizing sequence of events this week.

Display Poster 1.

Draw students' attention to the water cycle. (Whiteboard users can use the highlighter tool.)

**Explain:** When I look at the picture, the first thing I need to do is figure out what it's showing me. One way I can help myself is to think about what the important information is. One way I can do that is by paying attention to specific details, such as the arrows and the arrangement of the illustrations. Figuring out what information is important makes things clearer in my mind. Let me show you how I do it.

**Think aloud:** I see that the bottom left part of the picture shows evaporation with arrows going toward the clouds. I think this means I should follow the arrows in a certain order. Another arrow points from the first two clouds to the cloud labeled condensation, the next arrow points to the precipitation where it is raining, and another points back to the water where evaporation begins again. Following the arrows helps me identify the sequence, or order, of the events.

Write what you have determined is important information on chart paper. Ask students to share other important information about the poster. Add their ideas to your list.

Post these ideas on the wall as a Determining Text Importance anchor chart, or invite students to write them in their reading journals or notebooks to use in the future.

Ask students to use the pictures to articulate the sequence of events in the water cycle.

Point out the signal language students naturally use as they verbally describe each step. Prompt them with signal words, such as first, next, then, and last, if they don't use any.

Provide the following academic sentence frames to support ELLs and struggling students:

- The first step is __________.
- The second step is __________.
- The last step is __________.
- Clues that help me identify the sequence of events are __________.

Write down the steps students describe and reread them as a group. Underline the signal language. Give students the opportunity to expand on their shared writing of the sequence of events.

Ask and discuss the following questions:
Why is it important to recognize a sequence of events? How does this help you as a reader?

How did determining important information help you understand the pictures?

What are some signal words for sequence of events that we used today?

**Connect and transfer.** Say: Remember, you can look for sequence of events in a text, too. Tomorrow, we will practice looking for sequence of events in a text.

During guided reading groups, meet with your EL newcomers and go over the vocabulary words introduced today.

Display Poster 1-Unit 2

*Figure 15. The Water Cycle (Benchmark Education Company, 2014, p. 2).*
Water

*Figure 16. Raindrops on Water (Brooks, 2013).*
Figure 17. School Bus (Kargwal, 2015).
Figure 18. Arrow Southeast (Sigler, 2006).
Lesson Seven

*All lesson plans are taken directly from Benchmark Literacy (2014) and adapted to better support EL newcomers.

**UbD/DI Unit Plan Determine Text Importance/Identify Sequence of Events**

**Stage 1 - Desired Results - Unit 2 - Day 2**

<table>
<thead>
<tr>
<th>Established Goal(s):</th>
<th>Essential Question(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students will know</strong> . . .</td>
<td>-What does it mean to determine text importance, and how does this help you as a reader?</td>
</tr>
<tr>
<td>-Students will know the order in which events happen is called sequence of events.</td>
<td>-How does identifying a sequence of events help you understand what you are reading?</td>
</tr>
<tr>
<td>-Students will know signal language, such as first, next, then, after, and finally, can help readers recognize and understand sequence.</td>
<td>-How do signal words help you recognize the events in a sequence?</td>
</tr>
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<td>-Students will know that recognizing sequence helps readers follow directions, learn steps in a new process, or understand how events unfold over time.</td>
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<tr>
<th>Understanding(s):</th>
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<tr>
<td><strong>Students will understand that . . .</strong></td>
<td><strong>Students will be able to . . .</strong></td>
</tr>
<tr>
<td>-The students will understand that there are signal words for sequence of events.</td>
<td>-Students will be able to identify the sequence of events in a passage.</td>
</tr>
<tr>
<td>-The students will understand that there can be an order to events called sequence of events.</td>
<td>-Students will be able to identify and use signal language for sequence of events.</td>
</tr>
<tr>
<td></td>
<td>-Students will be able to determine important information in text.</td>
</tr>
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</table>
Stage 2 - Assessment Evidence

<table>
<thead>
<tr>
<th>Performance Task(s):</th>
<th>Other Evidence:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Students will turn and talk</td>
<td>- Highlight sequence of events in, “Treating Insect Bites and Stings” with the teacher.</td>
</tr>
<tr>
<td>- Student will take notes on their, “Treating Insect Bites and Stings” worksheet</td>
<td></td>
</tr>
<tr>
<td>- Record questions on chart paper as a whole class</td>
<td></td>
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</tbody>
</table>

Stage 3 - Learning Plan- Unit 2 Day 2

**Learning Activities:**

**Introduction:** To start the lesson the class will go over three specific vocabulary words that will come up in today’s lesson. This will take no more than two minutes.

Breathing- The teacher will say the word breathing. The teacher will then breathe in and out slowly. The students will say the word and do the action. The class will do that a couple of times and explain that when they come to the word in the story they will do that action.

Bites- The teacher will say the word bites. The teacher will demonstrate bite with an apple or ice cube. The students will say the word and do the action. The class will do that a couple of times and explain that when they come to the word in the story they will do that action.

Bee- The teacher will show an example picture of a bee. The teacher will say the word and point to the picture. Then the teacher will say the word and have the students point to the picture of a bee.

Any time one of these words come up in the story (Display Picture 2) the teacher will either point to the picture now hanging in class or do the action that goes with the word. These pictures are located at the end of the lesson. Throughout the unit, the class will build a list of vocabulary words.

Display Poster 2 with annotations hidden.

Read aloud the text with students.

**Explain:** *Yesterday when I looked at “The Water Cycle” poster, I determined the most important information in the picture to help me understand. To determine text importance, I pay attention to specific words. Some words help us know which details are most important. I’ll show you how I pay attention to certain words.*

Reread paragraphs 1 and 2. **Think aloud:** *These paragraphs focus on an insect bite and what you should do. I pay attention to the word first in paragraph 2. This word lets me*
know that I'm about to read the first step in what to do for an insect bite. I should pull out the stinger. Then I should wash the area with soap. The word next lets me know that I should apply ice or a cold pack. Then the text tells me to apply a paste of baking soda and water to stop the itching.

Reread paragraph 3. Think aloud: This paragraph has some general information, but it has the last step. It tells me to see a doctor if I have an allergic reaction.

Build academic oral language. Reread paragraphs 2 and 3. Ask students to think about words and phrases that help them determine the most important information. Invite them to describe how determining text importance helped them identify the sequence of events in these paragraphs. Reinforce the idea that good readers determine text importance because figuring out what information is most important can help them better understand what they are reading. Support ELLs and struggling readers with the following sentence frames:

The first step is ___________.
The second step is ___________.
The third step is ___________.
The fourth step is ___________.
The last step is ___________.
Clues that help me identify the sequence of events are ___________.

Reread the poster text with students, annotations still hidden.

Say: Now think about why the author wrote this passage. What information was he or she trying to communicate?

If necessary, point out that the author wanted readers to understand what to do if someone is stung by a bee or bitten by an ant. To explain this process, the author described a sequence of events. 

Say: Let's look more closely at the text and find the first event in the sequence. What is the first event you can find?

Write the event that students identify. Then reveal the first Sequence of Events annotation. Ask: Did we find the first event in the sequence? Let's compare our event to the event on the poster.

Build academic oral language. Say: A sequence of events has multiple events. Signal words can help us identify the individual events and their order in the sequence. Now let's look for signal words for the first step in treating a bee sting. What is the first step? (pull out the stinger) What signal word lets us know this? (first)

Prompt students to identify each subsequent event in the sequence and any signal
language that helped them identify it. Students should understand that sometimes events in a sequence are not identified by signal words.

Record students' ideas on chart paper. Then reveal the remaining Sequence of Events annotations.

**Say:** *Let's compare our sequence of events to the sequence of events on the poster.* Allow time for discussion.

Ask and discuss the following questions:

- **What does it mean to determine text importance, and how does this help you as a reader?**
- **How does identifying a sequence of events help you understand what you are reading?**
- **How do signal words help you recognize the events in a sequence?**

**Connect and transfer. Ask:** *How will you use what we have practiced today when you read on your own?*
A bee sting or an ant bite can be painful. You should know what to do when an insect stings or bites you. The first thing to do is remove the stinger. Pull it out with a pair of tweezers. Wash the area with soap and water. Next, apply ice or a cold pack for several minutes. Apply a paste of baking soda and water to relieve the pain and itching.

Some people are allergic to insect bites and stings. Go to see a doctor if you have an allergic reaction. Symptoms of an allergic reaction include a rash, difficulty breathing, or dizziness. With a little care, stings and bites are quickly and safely treatable.

**Figure 19.** Treating Insect Bites and Stings (Benchmark Education Company, 2014, p. 5).
Figure 20. A Solitary Bee (Gaspar, 2007).
**Lesson Eight**

*All lesson plans are taken directly from Benchmark Literacy (2014) and adapted to better support EL newcomers.*

UbD/DI Unit Plan Determine Text Importance/ Identify Sequence of Events

Stage 1 - Desired Results - Unit 2 - Day 3

<table>
<thead>
<tr>
<th>Established Goal(s):</th>
<th>Essential Question(s):</th>
</tr>
</thead>
</table>
| 4.2.3.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.  
4.2.5.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. | -What kinds of texts have you read that include a sequence of events?  
-Would a biography have a sequence of events? Why or Why not?  
-Why is it important to understand sequence of events? |

<table>
<thead>
<tr>
<th>Understanding(s):</th>
<th>Skill</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Students will understand that...</em></td>
<td><em>Students will be able to...</em></td>
</tr>
</tbody>
</table>
| -The students will understand that there are signal words for sequence of events.  
-The students will understand that there can be an order to events called sequence of events. | -Students will be able to identify the sequence of events in a passage.  
-Students will be able to identify and use signal language for sequence of events.  
-Students will be able to determine important information in text. |
Stage 2 - Assessment Evidence

<table>
<thead>
<tr>
<th>Performance Task(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Students will turn and talk</td>
</tr>
<tr>
<td>- Student will take notes on their, “Nikola Tesla” worksheet</td>
</tr>
<tr>
<td>- Record questions on chart paper as a whole class</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other Evidence:</th>
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</thead>
<tbody>
<tr>
<td>- Highlight sequence of events in, “Nikola Tesla” with the teacher.</td>
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</table>

Stage 3 - Learning Plan - Unit 2 Day 3

**Learning Activities:**

**Introduction**: To start the lesson, the class will go over three specific vocabulary words that will come up in today’s lesson. This will take no more than two minutes.

Boat- The teacher will show an example picture of a boat. The teacher will say the word and point to the boat in the pictures. Then the students will repeat the word and point to the boat.

Light- The teacher will say the word light. The teacher will then go over to the light switch and turn on the lights. The students will say the word and repeat the action. The class will do that a couple of times and the teacher will explain that when they come to the word in the story they will do that action.

Quickly- The teacher will say the word quickly. The teacher will then show the action of quickly running with their hands. The teacher will also quickly sit on the ground. The students will say the word and do the action. The class will do that a couple of times and explain that when they come to the word in the story they will do the action.

Any time one of these words come up in the story (Display Picture 3) the teacher will either point to the picture now hanging in class or do the action that goes with the word. These pictures are located at the end of the lesson. Throughout the unit, the class will build a list of vocabulary words.

Display Poster 3.

Say: *Today you're going to practice reading and identifying sequence of events in a text. Remember to use what you've learned. You can focus on the most important ideas in the text to help you understand. You can also use signal words to help you identify events in the sequence.*

Based on students' needs and abilities, ask them to read the passage independently or with a partner. Tell them to locate and write the events in the numbered sequence of events boxes. Remind students to underline, circle, or flag key information, including
signal language for sequence of events.

Invite individual students or pairs to share the events and signal words they identified. Record students' findings on the poster. See the sample annotations.

While using the poster, note students who demonstrate understanding of the concepts and those who seem to struggle. Use appropriate responsive prompting to help students who need modeling or additional guidance, or to validate students who demonstrate mastery.

**Goal Oriented**
- I am going to read slowly to notice any signal language for sequence of events.
- The words ______ let me know when these events happened.

**Directive and Corrective Feedback**
- Does that word (phrase) tell about time order?
- What words help you know when something happened?
- What event happened first? How do you know?

**Self-Monitoring and Reflection**
- What could you do to help yourself understand sequence of events better?
- What questions could you ask yourself?
- What words helped you identify the most important information?

**Validating and Confirming**
- You really understand what steps the author was describing.
- You really picked up on the signal language for sequence of events. Good job!
- I like the way you identified the sequence of events even when there were no signal words to help you.

Ask and discuss the following questions:
- What kinds of texts have you read that include a sequence of events?
- Would a biography have a sequence of events? Why or why not?
- Why is it important to understand sequence of events?

**Connect and transfer.** Say: Remember that many nonfiction texts require readers to identify sequence of events. Look for sequence of events today when you read in small groups. Focus on the most important information to help you figure out the sequence of events.
Figure 21. Nikola Tesla (Benchmark Education Company, 2014, p. 8).
Figure 22. Rodney Boat (Bulgin, 2006).
Lesson Nine

*All lesson plans are taken directly from Benchmark Literacy (2014) and adapted to better support EL newcomers.

UbD/DI Unit Plan Determine Text Importance/ Identify Sequence of Events

Stage 1 - Desired Results - Unit 2 - Day 4

<table>
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<tbody>
<tr>
<td>4.2.3.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</td>
<td>-What strategy did we use to answer questions about the text?</td>
</tr>
<tr>
<td>4.2.5.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</td>
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</table>

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<tr>
<th>Understanding(s):</th>
<th>Knowledge</th>
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<tr>
<td>Students will understand that . . .</td>
<td>Students will know . . .</td>
</tr>
<tr>
<td>-The students will understand that there are signal words for sequence of events.</td>
<td>-Students will know the order in which events happen is called sequence of events.</td>
</tr>
<tr>
<td>-The students will understand that there can be an order to events called sequence of events.</td>
<td>-Students will know signal language, such as first, next, then, after, and finally, can help readers recognize and understand sequence.</td>
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</table>

<table>
<thead>
<tr>
<th>Skill</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to . . .</td>
<td>-Students will be able to identify the sequence of events in a text.</td>
</tr>
<tr>
<td>Students will be able to identify the sequence of events in a text.</td>
<td>-Students will be able to answer text-dependent sequence of events questions.</td>
</tr>
<tr>
<td>Students will be able to answer text-dependent sequence of events questions.</td>
<td></td>
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</tbody>
</table>
Stage 2 - Assessment Evidence

<table>
<thead>
<tr>
<th>Performance Task(s):</th>
<th>Other Evidence:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Students will turn and talk</td>
<td>- Highlight the sequence of events in, “A Need to Build” with the teacher</td>
</tr>
<tr>
<td>- Student will take notes on their, “A Need to Build” worksheet</td>
<td>- Answer four text-dependent questions related to, “A Need to Build”</td>
</tr>
<tr>
<td>- Record questions on chart paper as a whole class</td>
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</table>

Stage 3 - Learning Plan- Unit 2 Day 4

**Learning Activities:**

**Introduction**- To start the lesson the class will go over three specific vocabulary words that will come up in today’s lesson. This will take no more than two minutes.

Timber- The teacher will show an example picture of timber. The teacher will say the word and point to the timber in the pictures Then the students will repeat the word and point to the timber.

Roof- The teacher will show an example picture of roof. The teacher will say the word and point to the roof in the picture. Then the students will repeat the word and point to the roof.

Straw- The teacher will show an example picture of straw. The teacher will say the word and point to the straw in the picture. Then the students will repeat the word and point to the straw.

Any time one of these words come up in the story (Display Picture 4) the teacher will either point to the picture now hanging in class or do the action that goes with the word. These pictures are located at the end of the lesson. Throughout the unit the class will build a list of vocabulary words.

Display Poster 4.

Based on students’ needs and abilities, ask them to read the passage independently or with a partner. Remind students to determine the most important information in the text to help them understand what they read.

**Build academic oral language.** When students have finished, ask individuals or pairs to tell the sequence of events. Encourage ELLs or struggling readers to use the academic sentence frame:
The first (second, third, fourth, fifth, sixth) event is ________.

Say: Sometimes you need to answer questions about a passage you’ve read. Some questions require you to identify a sequence of events. Today we’re going to read and answer questions about sequence of events.

Distribute Display Poster 5 and read Question 1 together. (“What do the Puritans do after they fill the cracks?”)

Ask: What is the question asking us to do? If students can’t tell you, ask: Is the question asking us to make an inference? Is it asking us to make a prediction? What strategy will we need? (identify sequence of events) How do you know? (The question is asking what event happens after another event.)

Say: Now think about what words in the question can help us find the answer in the passage. Let’s look at the question more closely. What words will help us? (crack, fill)

Say: Now we’re ready to reread the passage to find the information we need. We know we need to find out what happens after the cracks are filled. I’ll skim the first two paragraphs to see if cracks are mentioned. I see the word crack in the second paragraph. The passage says, “Then they filled the cracks between the boards …” I read the rest of the paragraph and found the information I’m looking for. So that must be the answer. The answer was right in the text, and I found it by searching for the clue words from the question. The answer makes sense. So I’ll choose C.

Have students work independently or with a partner to answer additional text-dependent questions on Display poster 5. While the other students are working, work one-on-one with your EL newcomer and review the 12 words for the week. You can either say the words and ask for the action or show the action/picture and ask for the word.

Review students’ answers and use the poster as needed to model analyzing questions and rereading to find answers in the text.

Ask and discuss the following:

- What strategy did we use to answer questions about the text?
- Notice how we followed a sequence of events to understand and answer questions.

Connect and transfer. Say: Practice identifying sequences of events. This strategy can help you understand the information in many kinds of nonfiction texts as well as the plots in fictional stories. It can also help you when you take tests.
Display Poster 4

Figure 23. A Need to Build (Benchmark Education Company, 2014, p. 10).
A Need to Build: Comprehension Questions

Directions: Use information from the poster to answer questions 1-4.

1. What do the Puritans do after they fill the cracks?
   ① Find land filled with timber.
   ② Place beams and posts to hold up the roof.
   ③ Put clapboard on the house.
   ④ Cut the trees into boards.

2. What is the first thing Puritans do after they find the land with timber?
   ① The Puritans come to America in search of a home and religious freedom.
   ② The Puritans live in the new houses they build with the timber.
   ③ The Puritans chop down the trees to make boards and posts.
   ④ The Puritans make a mixture of clay and straw to put on the house.

3. Which event comes right before filling the cracks?
   ① The Puritans cover the roof with straw.
   ② The Puritans make a sturdy frame.
   ③ The Puritans chop down the trees.
   ④ The Puritans find land in America.

4. What is the last step in making the house?
   ① The Puritans make a frame with beams and posts.
   ② The Puritans fill the cracks to keep out water and wind.
   ③ The Puritans cut the trees to make boards and posts.
   ④ The Puritans cover the roof with straw.

Figure 24. A Need to Build: Comprehension Questions (Benchmark Education Company, 2014, p. 11).
Figure 25. Timber stacks on Beechen Lane, New Forest (Champion, 2006).
Roof

Figure 26. Hip Roof Dormer (Schroeder, 2012).
Figure 27. Straw Field (Aussi, 2008).
Lesson Ten

*All lesson plans are taken directly from Benchmark Literacy (2014) and adapted to better support EL newcomers.

UbD/DI Unit Plan Determine Text Importance/ Identify Sequence of Events

Stage 1 - Desired Results - Unit 2 - Day 5

Established Goal(s):
4.2.3.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
4.2.5.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

Understanding(s):
Students will understand that . . .
- The students will understand that there are signal words for sequence of events.
- The students will understand that there can be an order to events called sequence of events.

Essential Question(s):
- What is the benefit of using sequence of events?

Knowledge
Students will know . . .
- Students will know the order in which events happen is called sequence of events.
- Students will know signal language, such as first, next, then, after, and finally, can help readers recognize and understand sequence.
- Students will know that recognizing sequence helps readers follow directions, learn steps in a new process, or understand how events unfold over time.

Skill
Students will be able to . . .
- Students will be able to reflect orally on their strategy used.
- Students will be able to create a sequence of events graphic organizer and write a paragraph based on it.
Stage 2 - Assessment Evidence

<table>
<thead>
<tr>
<th>Performance Task(s):</th>
<th>Other Evidence:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Students will turn and talk</td>
<td></td>
</tr>
<tr>
<td>- Student will take notes on their, “Constructed Written Response” worksheet</td>
<td></td>
</tr>
<tr>
<td>- Record questions on chart paper as a whole class</td>
<td></td>
</tr>
<tr>
<td>- Highlight sequence of events in, “Constructed Written Response” with the teacher.</td>
<td></td>
</tr>
</tbody>
</table>

Stage 3 - Learning Plan- Unit 2 Day 5

Learning Activities:

**Introduction**- Today start with a review. Either hold up the picture of one of the vocabulary words from this week or do an action to one of the words. Give the students time to think and then have students turn and share with a partner their answer.

Ask students to reflect on their use of metacognitive and comprehension strategies this week. What did they learn? How will they use the strategies in the future? What do they still need to practice, and how can they do this?

Invite students to share their reflections in one of the following ways: conduct a whole-class discussion; ask students to turn and talk to a partner and then share their ideas with the class; or ask students to record their thoughts in their journals or notebooks.

Distribute copies of Constructed Written Response (Display Poster 6) and ask students to think of the major steps they follow to do a research report. Students should write the events in the order in which they do things in the boxes on the flowchart.

Work with students individually. Ask students to write a paragraph or two based on the sequence of events on their graphic organizer. Encourage them to use signal language that would help a reader understand and follow the sequence of events.

Read aloud the checklist at the bottom of Display Poster 6 to help students evaluate their work.

**Challenge activity.** Students who are able to may also write a passage about a favorite project for math, science, or social studies, telling how the project was done and showing the sequence of events. Remind them to use sequence signal words.

**Support activity.** If students cannot think of events or put them in order, read a classic short story and ask them to draw pictures of three major events in the story and then help them put the pictures in time order. Ask students to tell you about their pictures, using the signal words **first**, **next**, and **then**. Reinforce the idea that by using time order and
these signal words, students have created a sequence of events.

Ask students to use the checklist at the bottom of the display poster 6 to evaluate their work. While students are working, meet with your EL newcomers on the vocabulary words. For assessment you will show 6 words to them in action or picture and record their responses and you will have the students show the action or point to a picture for the other 6 words. This is the end of the unit assessment for EL newcomers.
Display Poster 6

Figure 28. Constructed Written Response: Sequence of Events (Benchmark Education Company, 2014, p. 13).
Lesson Eleven

*All lesson plans are taken directly from Benchmark Literacy (2014) and adapted to better support EL newcomers.

UbD/DI Unit Plan Visualize/Make Inferences
Stage 1 - Desired Results - Unit 3 - Day 1

<table>
<thead>
<tr>
<th>Established Goal(s):</th>
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</thead>
<tbody>
<tr>
<td>4.1.1.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Understanding(s):</th>
<th>Essential Question(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Students will understand that</em> . . .</td>
<td>-Why is it important to make inferences? How does this help you?</td>
</tr>
<tr>
<td>-The students will understand that there are clues to help identify the inferences.</td>
<td>-How did visualizing help you understand the photograph?</td>
</tr>
<tr>
<td>-The students will understand that there are inferences in pictures and texts.</td>
<td>-How does the title of the poster help you make an inference?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Skill</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Students will know . . .</em></td>
<td><em>Students will be able to . . .</em></td>
</tr>
<tr>
<td>-Students will know to make an inference is to figure out something that is not stated directly in a text.</td>
<td>-Students will be able to make inferences about a picture.</td>
</tr>
<tr>
<td>-Students will know an inference is based on one or two clues in the text</td>
<td>-Students will be able to identify clues that support the inferences</td>
</tr>
<tr>
<td>-Students will know authors cannot tell readers everything, but they include clues that readers can put together for themselves.</td>
<td>-Students will be able to visualize feelings and actions based on pictures.</td>
</tr>
<tr>
<td>-Students will know making inferences helps readers make sense of a text and think about what an author is communicating.</td>
<td>-Students will be able to use academic sentence frames to discuss strategies.</td>
</tr>
</tbody>
</table>
Stage 2 - Assessment Evidence

<table>
<thead>
<tr>
<th>Performance Task(s):</th>
<th>Other Evidence:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Students will turn and talk</td>
<td>- Highlight the details that support an inference in, “The Trouble with Spring” with the teacher</td>
</tr>
<tr>
<td>- Student will take notes on their, “The Trouble with Spring” worksheet</td>
<td></td>
</tr>
<tr>
<td>- Record questions on chart paper as a whole class</td>
<td></td>
</tr>
</tbody>
</table>

Stage 3 - Learning Plan

Learning Activities:

**Introduction**- To start the lesson, the class will go over three specific vocabulary words that will come up in today’s lesson. This will take no more than two minutes.

- Flowers- The teacher will show an example picture of flowers. The teacher will say the word and point to the flowers on the picture. Then the students will repeat the word and point to the flowers.
- Sneeze- The teacher will say the word sneeze. The teacher will then sneeze. The students will say the word and do the action. The class will do that a couple of times and explain that when they come to the word in the story they will do the action.
- Nose- The teacher will say nose. The teacher will then point to their nose. The students will say the word and do the action. The class will do that a couple of times and explain that when they come to the word in the story they will do the action.

Any time one of these words come up in the picture the teacher will either point to the picture now hanging in class or do the action that goes with the word. These pictures are located at the end of the lesson. Throughout the unit the class will build a list of vocabulary words.

**Say:** Bluebirds have nested in a tree beside Mari’s back door, and Mama bluebird has been sitting on the nest for weeks. This morning, Mari hears little peeping noises coming from the nest.

**Ask:** What could you infer, or figure out, about what has happened?

**Turn and talk.** Ask students to turn to a partner and share their inferences. Ask a few students to share with the whole group.

**Explain:** I would infer that the bluebird babies have hatched out of their eggs. When you make an inference, you use one or two clues or pieces of evidence to state a fact. A pair of bluebirds had built a nest in a tree by the back door, and the mother bluebird has
been sitting on the nest. Good readers know how to make inferences in fiction and nonfiction texts. We’re going to practice making inferences this week.

Display Poster 1.

Draw students’ attention to the blossoms and the sneezing woman. (Whiteboard users can use the highlighter tool.)

**Explain:** When I look at this picture, the first thing I need to do is figure out what it is trying to show me about the woman. One way I can do that is by visualizing. I imagine what the woman is feeling by visualizing, or making pictures in my mind of, what she is doing. Let me show you how I do it.

**Think aloud:** The picture shows the woman outside among blossoming bushes. Her eyes are closed and she is holding a tissue. She looks uncomfortable. I can visualize the woman covering her mouth and nose with the tissue and then sneezing. I visualize other people sneezing too when they are outdoors in spring. Visualizing what is happening can help me understand how the woman feels and what the trouble with spring is.

Write your visualization on chart paper. Ask students to generate other visualizations they could make about the picture, and add these to your list.

Post these visualizations on the wall as a Visualize anchor chart, or invite students to write them in their reading journals or notebooks to use in the future.

Ask students to make an inference about why the woman is sneezing. Point out that the title of the poster, “The Trouble with Spring,” can help them make an inference.

Ask students to tell what kinds of information in the photo helped them make an inference about why the woman is sneezing.

Provide the following academic sentence frames to support ELLs and struggling students:

- My inference about the woman is ________.
- The clues that help me make this inference are ________.
- Visualizing _________ helped me make my inference.

Write down the inferences students make and reread them as a group. Then write the clues students used to make the inference. Give students the opportunity to expand on their shared writing.

Ask and discuss the following questions:

- Why is it important to make inferences? How does this help you?
- How did visualizing help you understand the photograph?
- How does the title of the poster help you to make an inference?
Connect and transfer. Say: Remember, you can make inferences based on clues in a text, too. Tomorrow, we will practice making inferences based on clues in a text.

During guided reading groups meet with your EL newcomers and go over the vocabulary words introduced today.

Display Poster 1

*Figure 29. The Trouble with Spring (Benchmark Education Company, 2014, p. 2).*
Figure 30. Flowers (Dhanokar, 2012).
Lesson Twelve

*All lesson plans are taken directly from Benchmark Literacy (2014) and adapted to better support EL newcomers.

UbD/DI Unit Plan Visualize/ Make Inferences
Stage 1 - Desired Results - Unit 3 - Day 2

<table>
<thead>
<tr>
<th>Established Goal(s):</th>
<th>Understanding(s):</th>
</tr>
</thead>
</table>
| 4.1.1.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. | **Students will understand that** . . . 
- The students will understand that there are clues to help identify the inferences. 
- The students will understand that there are inferences in pictures and texts. |

<table>
<thead>
<tr>
<th>Essential Question(s):</th>
<th>Knowledge</th>
</tr>
</thead>
</table>
| - What does it mean to visualize, how does this help you as a reader? 
- How does making inferences help you understand what you are reading? 
- How do clues help you make inferences? | **Students will know** . . . 
- Students will know to make an inference is to figure out something that is not stated directly in a text. 
- Students will know an inference is based on one or two clues in the text 
- Students will know authors cannot tell readers everything, but they include clues that readers can put together for themselves. 
- Students will know making inferences helps readers make sense of a text and think about what an author is communicating. |

<table>
<thead>
<tr>
<th>Skill</th>
<th><strong>Students will be able to</strong> . . .</th>
</tr>
</thead>
</table>
| - Students will be able to identify clues that suggest meanings the author has not stated directly. 
- Students will be able to make inferences based on clues in a text. 
- Students will be able to visualize to understand a text. 
- Students will be able to use academic sentence frames to discuss strategies. |
Stage 2 - Assessment Evidence

<table>
<thead>
<tr>
<th>Performance Task(s):</th>
<th>Other Evidence:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Students will turn and talk</td>
<td>- Highlight the details that support an inference in, “A Trip to the Archives” with the teacher</td>
</tr>
<tr>
<td>- Student will take notes on their, “A Trip to the Archives” worksheet</td>
<td></td>
</tr>
<tr>
<td>- Record questions on chart paper as a whole class</td>
<td></td>
</tr>
</tbody>
</table>

Stage 3 - Learning Plan

Learning Activities:

Introduction- To start the lesson the class will go over three specific vocabulary words that will come up in today’s lesson. This will take no more than two minutes.

Car- The teacher will show an example picture of a car. The teacher will say the word and point to the car on the picture. Then the students will repeat the word and point to the car.

Lightbulb- The teacher will say the word lightbulb. The teacher will then show a 3D lightbulb. The students will say the word and point to the lightbulb. The class will do that a couple of times and explain that when they come to the word in the story they will do the action.

Bill of Rights- The teacher will show an example picture of the Bill of Rights. The teacher will say the word and then point to the Bill of Rights on the picture. The students will repeat the word and point to the Bill of Rights on the picture.

Any time one of these words come up in the story (Display Picture 2) the teacher will either point to the picture now hanging in class or do the action that goes with the word. These pictures are located at the end of the lesson. Throughout the unit the class will build a list of vocabulary words.

Display Poster 2 with annotations hidden.

Read aloud the text with students.

Explain: Yesterday when I looked at “The Trouble with Spring” poster, I visualized the woman and others sneezing to help me understand. I can also visualize by imagining what people are feeling or places are like based on what the characters think, say, and do. I’ll show you how I do this.

Reread the first paragraph. Think aloud: In the first paragraph, I learn that Cameron is
looking at the Washington Monument from a car. I can visualize Cameron sitting in the car as the family arrives in Washington, D.C. I can see Cameron excitedly looking up at the Washington Monument and wanting to go in it as he thinks about the view from the monument. Visualizing the scene helps me understand Cameron’s excitement about the trip to Washington, D.C.

Reread the second, third, and fourth paragraphs. **Think aloud:** These paragraphs help me visualize Cameron’s disappointment. He says an archive sounds boring and sarcastically says that it would be great to see a “bunch of scrapbooks.” These details help me picture Cameron’s traits and feelings.

Encourage students to make inferences about the traits, feelings, and relationships of the characters in the passage and to identify the clues that support the inferences. Invite students to describe how visualizing helped them make inferences. Reinforce the idea that good readers visualize to understand text better. Support ELLs and struggling readers with the following sentence frames:

- Cameron’s feelings are __________.
- Cameron’s character traits are __________.
- Visualizing helped me __________.

Reread the poster text with students, annotations still hidden.

**Say:** Now think about the content of this passage and what the author wants readers to know but didn’t write. What clues help you make inferences about how Cameron is feeling and what he wants to do?

If necessary, explain that the author reports what Cameron does and says, but not how he feels. The author provides clues that suggest how Cameron feels about the day’s activities.

**Say:** Let’s look closely to find a clue that shows how Cameron feels about what he is seeing. What is the first clue?

On chart paper, write the sentence that students identify. Then reveal the first Clues annotation. **Ask:** Did we find the first clue? Let’s compare sentences.

**Build academic oral language. Say:** Clues help us make inferences. What inference can you make about what Cameron feels about the Washington Monument? (He would like to climb up inside it.) Let’s look for other clues in the passage that help us infer how Cameron feels. What clues suggest how Cameron feels about where they are going? (“It sounds kind of boring.” “Sounds great,” muttered Cameron. “So, at the National Archives, I’ll see a bunch of scrapbooks.”)

Prompt students to make an inference based on the clues about Cameron’s feelings they
have recorded. Students should understand that an inference is usually based on one or two pieces of evidence.

Record students’ inferences on chart paper. Then reveal the Inference annotation.

Say: *Let's compare our inferences to the inferences on the poster.* Allow time for discussion.

Ask and discuss the following questions:

- What does it mean to visualize, and how does this help you as a reader?
- How does making inferences help you understand what you are reading?
- How do clues help you make inferences?

**Connect and transfer.** Ask: *How will you use what we have practiced today when you read on your own?*

During guided reading groups, meet with your EL newcomers and go over the vocabulary words introduced today.

**Car:**

*Figure 31. Audi R8 Black (Niyathy, 2011).*
Figure 32. The Bill of Rights (The First United States Congress, 1789).
A Trip to the Archives

Cameron gazed at the Washington Monument through the car window. The view from the top of that building had to be amazing.

"Dad, tell me again. What is an archive? It sounds kind of boring."

"An archive is a collection of historical information, like your scrapbook," answered Dad.

"Sounds great," muttered Cameron. "So, at the National Archives, I'll see a bunch of scrapbooks."

As the day went on, Cameron viewed the Constitution of the United States, the Bill of Rights, and even Thomas Edison's patent for the electric lightbulb.

When his dad asked if he was ready to visit the Washington Monument, Cameron replied, "Not yet, Dad! Archives are more exciting than I thought."

Figure 33. A Trip to the Archives (Benchmark Education Company, 2014, p. 5).
Lesson Thirteen

*All lesson plans are taken directly from Benchmark Literacy (2014) and adapted to better support EL newcomers.

UbD/DI Unit Plan Visualize/Make Inferences
Stage 1 - Desired Results - Unit 3 - Day 3

| Established Goal(s): | Understanding(s): \n|----------------------|--------------------------------------------------|
| 4.1.1.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. | Students will understand that . . .  
- The students will understand that there are clues to help identify the inferences.  
- The students will understand that there are inferences in pictures and texts. |

<table>
<thead>
<tr>
<th>Essential Question(s):</th>
<th>Knowledge</th>
<th>Skill</th>
</tr>
</thead>
</table>
| - What kinds of texts have you read in which you had to make inferences?  
- What kinds of inferences might you need to make in a fictional story?  
Why might the author of a nonfiction text want you to make inferences? | Students will know . . .  
- Students will know to make an inference is to figure out something that is not stated directly in a text.  
- Students will know an inference is based on one or two clues in the text  
- Students will know authors cannot tell readers everything, but they include clues that readers can put together for themselves.  
- Students will know making inferences helps readers make sense of a text and think about what an author is communicating. | Students will be able to . . .  
- Students will be able to make an inference about unstated information in a passage.  
- Students will be able to use evidence in the text to make inferences.  
- Students will be able to visualize to understand a text.  
- Students will be able to use academic sentence frames to discuss strategies. |
**Stage 2 - Assessment Evidence**

<table>
<thead>
<tr>
<th>Performance Task(s):</th>
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<tbody>
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<td>- Students will turn and talk</td>
<td>- Highlight the details that support an inference in,</td>
</tr>
<tr>
<td>- Student will take notes on their, “Etna Blows Its Top”</td>
<td>“Etna Blows Its Top” with the teacher</td>
</tr>
<tr>
<td>worksheet</td>
<td></td>
</tr>
<tr>
<td>- Record questions on chart paper as a whole class</td>
<td></td>
</tr>
</tbody>
</table>

**Stage 3 - Learning Plan**

**Learning Activities:**

**Introduction:** To start the lesson the class will go over three specific vocabulary words that will come up in today’s lesson. This will take no more than two minutes.

Volcano- The teacher will show an example picture of a volcano. The teacher will say the word and point to the volcano in the picture. Then the students will repeat the word and point to the volcano.

Blow- The teacher will say the word blow. The teacher will then blow. The teacher will blow a feather and blow the shavings of a pencil of the desk. The students will say the word and do the action. The class will do that a couple of times and explain that when they come to the word in the story they will do the action.

Island- The teacher will show an example picture of an island. The teacher will say the word and point to the island in the pictures. Then the students will repeat the word and point to the island.

Any time one of these words come up in the story (Display Picture 3) the teacher will either point to the picture now hanging in class or do the action that goes with the word. These pictures are located at the end of the lesson. Throughout the unit the class will build a list of vocabulary words.

Display Poster 3.

**Say:** Today you’re going to practice reading and making inferences about a text. Remember to use what you’ve learned. You can visualize to help you understand.

Based on students' needs and abilities, ask them to read the passage independently or with a partner. Tell them to locate and write in the Evidence section clues to information the author does not provide. Encourage students to use the clues to make an inference and write it in the Inference section. Tell students to underline, circle, or flag key information as they read.
Invite individual students or pairs to share their evidence and inferences. Record students' findings on the poster or on chart paper. See the sample annotations.

While using the poster, note students who demonstrate understanding of the concepts and those who seem to struggle. Use appropriate responsive prompting to help students who need modeling or additional guidance, or to validate students who demonstrate mastery.

**Goal Oriented**
- *I am going to read slowly and reread if necessary to locate clues.*
- *I am going to think about clues and what I know to make inferences.*
- *The clue word(s) __________ help me figure out, or infer, that __________.*

**Directive and Corrective Feedback**
- *Does that phrase (sentence) provide a clue to what the author does not state directly?*
- *What inference can you make? What helped you make the inference?*

**Self-Monitoring and Reflection**
- *What could you do to help yourself make an inference?*
- *What visualizations could you make?*
- *Did you use clues to help you make an inference? Did you reread if you did not understand the text?*

**Validating and Confirming**
- *You did a good job picking up on what the author did not state directly.*
- *You really picked up on the evidence to make an inference. Great job!*
- *I like the way you visualized to help you make inferences.*

Ask and discuss the following questions:
- *What kinds of texts have you read in which you had to make inferences?*
- *What kinds of inferences might you need to make in a fictional story?*
- *Why might the author of a nonfiction text want you to make inferences?*

**Connect and Transfer. Say:** *Remember that authors do not always state facts directly. Try making inferences today when you read in small groups. Use your visualizations to help you make inferences.*

During guided reading groups, meet with your EL newcomers and go over the vocabulary words introduced today.
Volcano:

*Figure 34.* Augustine Volcano (Read, 2006).
Figure 35. Aerial of Bedarra Island (Banfield, 2011).
Mount Etna is located on the island of Sicily in Italy. At about 10,958 feet (3340 meters), it is Europe’s tallest active volcano. The first known eruption of Mount Etna took place around 475 B.C. Many eruptions have occurred throughout history, with fourteen small eruptions occurring since the early 1970s.

Even though Mount Etna is active, local farmers still grow crops such as grapes and olives on the mountainside. The island people might be happier if this volcano became dormant and stopped erupting, but there is no sign of that happening.

On July 17, 2001, Mount Etna blew its top. Lava and ash poured out of the mountain from four different places. Both the tourist area and cable car at the mountain were closed. Visits to Mount Etna were restricted to government officials and scientists only.

Figure 36. Land Beneath the Waves (Benchmark Education Company, 2014, p. 8).
Lesson Fourteen

*All lesson plans are taken directly from Benchmark Literacy (2014) and adapted to better support EL newcomers.

UbD/DI Unit Plan Visualize/ Make Inferences
Stage 1 - Desired Results - Unit 3 - Day 4

<table>
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<tr>
<th>Established Goal(s):</th>
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<tbody>
<tr>
<td>4.1.1.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</td>
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</table>

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<tbody>
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<td>Students will understand that . . .</td>
</tr>
<tr>
<td>-The students will understand that there are clues to help identify the inferences.</td>
</tr>
<tr>
<td>-The students will understand that there are inferences in pictures and texts.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Essential Question(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>-What strategy did we use to answer questions about the text?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will know . . .</td>
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<td>-Students will know an inference is based on one or two clues in the text</td>
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<tr>
<td>-Students will know authors cannot tell readers everything, but they include clues that readers can put together for themselves.</td>
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<td>-Students will know making inferences helps readers make sense of a text and think about what an author is communicating.</td>
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</table>

<table>
<thead>
<tr>
<th>Skill</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to . . .</td>
</tr>
<tr>
<td>-Students will be able to learn strategies for analyzing questions and finding answers, clues, and evidence.</td>
</tr>
<tr>
<td>-Students will be able to identify clues to answer questions that are not directly answered in a text.</td>
</tr>
<tr>
<td>-Students will be able to answer text-dependent make inference questions.</td>
</tr>
<tr>
<td>-Students will be able to use academic vocabulary to discuss strategies.</td>
</tr>
</tbody>
</table>
Stage 2 - Assessment Evidence

<table>
<thead>
<tr>
<th>Performance Task(s):</th>
<th>Other Evidence:</th>
</tr>
</thead>
<tbody>
<tr>
<td>-Students will turn and talk</td>
<td>-Highlight the details that support an inference in, “Preparing food safely” with the teacher.</td>
</tr>
<tr>
<td>-Student will take notes on their, “Preparing food safely” worksheet</td>
<td>-Answer four text-dependent questions related to, “Preparing food safely”</td>
</tr>
<tr>
<td>-Record questions on chart paper as a whole class</td>
<td></td>
</tr>
</tbody>
</table>

Stage 3 - Learning Plan

Learning Activities:

**Introduction**- To start the lesson the class will go over three specific vocabulary words that will come up in today’s lesson. This will take no more than two minutes.

- **Throw**- The teacher will say the word throw. The teacher will then throw a tissue on the floor and a pencil. The students will say the word and do the action. The class will do that a couple of times and explain that when they come to the word in the story they will do that action.
- **Sick**- The teacher will say the word sick. The teacher will then cough in their elbow. The students will say the word and do the action. The class will do that a couple of times and explain that when they come to the word in the story they will do that action.
- **Transfer**- The teacher will say the word transfer. The teacher will then show the action of transferring a pencil from person to person. The students will say the word and do the action. The class will do that a couple of times and explain that when they come to the word in the story they will do that action.

Any time one of these words come up in the story (Display Picture 4) the teacher will either point to the picture now hanging in class or do the action that goes with the word. These pictures are located at the end of the lesson. Throughout the unit the class will build a list of vocabulary words.

Display Poster 4.

Based on students’ needs and abilities, ask them to read the passage independently or with a partner. Remind students to visualize to help them understand what they read.

**Build academic oral language.** When students have finished, ask individuals or pairs to tell an inference they made. Encourage ELLs or struggling readers to use the following academic sentence frame:

*An inference I can make about the passage is __________.*
Say: Sometimes you need to answer questions about a passage you've read. Some questions require you to make inferences. Today we're going to read and answer questions. Some of the questions will ask you to make inferences.

Distribute Display poster 5 and read Question 2 together. (“How can you figure out that chemicals called pesticides remain on the skins of fruits and vegetables?”)

Ask: What is the question asking us to do? If students can't tell you, say: The question is asking us for an answer that is not stated directly in the passage. What strategy will we need? (make inferences) How do you know? (An inference is not stated in the text but is based on clues in the text.)

Say: The text doesn't say how we can figure out that fruits and vegetables still have pesticides on their skins. So I will look for details about fruits and vegetables and pesticides in the text and then put them together to answer the question. I'm going to read this question again carefully to be sure I understand the information I need to look for.

Say: Now we're ready to reread the passage to find the information we need. We know we need to find clues about figuring out whether pesticides remain on skins of fruits and vegetables. The third paragraph says it is necessary to wash fruits and vegetables before we eat them. So I know that there is something on the skin that is dangerous to eat. The paragraph also says fruits and vegetables are sprayed with dangerous chemicals used to get rid of pests. I know that pesticides kill pests and that they are sprayed on plants. If they are sprayed on plants, they also land on the plants' fruits and vegetables. The passage warns that the chemicals must be washed off, so they must stay on the skins. I'll choose answer C. The clues were in the text, but I had to put them together, along with what I already knew about pesticides, to get the answer. I made an inference to answer the question.

Have students work independently or with a partner to answer additional text-dependent questions on Display poster 5. While the other students are working, work one-on-one with your EL newcomer and review the 12 words for the week. You can either say the words and ask for the action or show the action/picture and ask for the word.

Review students' answers and use the poster as needed to model analyzing questions and rereading to make inferences that answer the questions.

Ask and discuss the following:

- What strategy did we use to answer questions about the text?
- Notice how we looked for clues and made inferences to answer questions.
Connect and transfer. Say: Practice making inferences. This strategy can help you better understand and remember the ideas in what you read. It can also help you when you take tests.

Display Poster 4

Preventing Food Safely

Good food keeps us healthy, but food prepared incorrectly can make us very sick.

It is important to learn and practice safe ways to prepare foods.

The most important thing to do is wash your hands carefully before preparing food. It is especially important to wash your hands, utensils, counters, and cutting boards after handling raw red meats or poultry.

Be sure to wash fruits and vegetables for two reasons. People who handle these foods naturally transfer bacteria to the food. Many fruits and vegetables are also sprayed with dangerous chemicals used to get rid of pests.

Cook foods, especially red meats and poultry, thoroughly to kill germs. Reheat food if it becomes cool.

Finally, refrigerate leftovers promptly. If you are not sure if food is still good, throw it out. It is always better to be safe than sorry!

Figure 37. Preparing Food Safely (Benchmark Education Company, 2014, p. 10).
Preventing Food Safely: Comprehension Questions

Directions: Use information from the poster to answer questions 1-4.

1. What is this passage all about?
   ① foods that are good for us
   ② the best ways to kill germs and get rid of poisons
   ③ the ways of making foods safe to eat

2. How can you figure out that chemicals called pesticides remain on the skins of fruits and vegetables?
   ① If food is not washed properly, it can cause serious sickness.
   ② One reason we wash fruits and vegetables is to get off these dangerous chemicals.
   ③ When you are not sure food is good to eat, throw it away.

3. What can you infer from the fact that we cook foods thoroughly to kill germs?
   ① Raw, or uncooked, foods contain germs that may be dangerous.
   ② Good food keeps us healthy.
   ③ Refrigeration prevents bacteria from growing on food.

4. Which clue supports the inference that human hands usually have germs on them?
   ① Good food keeps us healthy, but incorrectly prepared food can make us very sick.
   ② The most important thing to do is wash your hands carefully before preparing food.
   ③ Cook foods, especially red meats and poultry, thoroughly to kill germs.

Figure 38. Preparing Food Safely: Comprehension Questions (Benchmark Education Company, 2014, p. 11).
Lesson Fifteen

*All lesson plans are taken directly from Benchmark Literacy and adapted to better support EL newcomers.

UbD/DI Unit Plan Visualize/Make Inferences
Stage 1 - Desired Results - Unit 3 - Day 5

<table>
<thead>
<tr>
<th>Established Goal(s):</th>
<th>Understanding(s):</th>
<th>Essential Question(s):</th>
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</thead>
<tbody>
<tr>
<td>4.1.1.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</td>
<td><strong>Students will understand that . . .</strong>&lt;br&gt;-The students will understand that there are clues to help identify the inferences.&lt;br&gt;-The students will understand that there are inferences in pictures and texts.</td>
<td><strong>-Why is it important to make inferences?</strong>&lt;br&gt;<strong>How does this help you?</strong></td>
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<tr>
<th>Knowledge</th>
<th>Skill</th>
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<tbody>
<tr>
<td><strong>Students will know . . .</strong>&lt;br&gt;-Students will know to make an inference is to figure out something that is not stated directly in a text.&lt;br&gt;-Students will know an inference is based on one or two clues in the text&lt;br&gt;-Students will know authors cannot tell readers everything, but they include clues that readers can put together for themselves.&lt;br&gt;-Students will know making inferences helps readers make sense of a text and think about what an author is communicating.</td>
<td><strong>Students will be able to . . .</strong>&lt;br&gt;-Students will be able to reflect orally on their strategy use.&lt;br&gt;-Students will be able to create a make inferences graphic organizer and write a paragraph based on it.</td>
</tr>
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</table>
Stage 2 - Assessment Evidence

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<th>Performance Task(s):</th>
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<tr>
<td>-Record questions on chart paper as a whole class</td>
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Stage 3 - Learning Plan

Learning Activities:

Introduction: Today start with a review. Either hold up the picture of one of the vocabulary words from this week or do an action to one of the words. Give the students time to think and then have students turn and share with a partner their answer.

Ask students to reflect on their use of metacognitive and comprehension strategies this week. What did they learn? How will they use the strategies in the future? What do they still need to practice, and how can they do this?

Invite students to share their reflections in one of the following ways: conduct a whole-class discussion; ask students to turn and talk to a partner and then share their ideas with the class; or ask students to record their thoughts in their journals or notebooks.

Distribute copies of Constructed Written Response (Display Poster 6) and ask students to think about a food they have helped prepare at home and how they made sure it was safe to eat. In the Inference column, students should make an inference about the food or the method of preparing it. In the Evidence column, students can note the clues that support the inference.

Work with students individually. Ask them to write a paragraph explaining how to prepare the food safely, using notes from the graphic organizer. If students need extra help, encourage them to use the Internet or a health or science textbook to locate facts about safe food handling and preparation.

Read aloud the checklist at the bottom of Display Poster 6 to help students evaluate their work.

Challenge activity. Students who are able to may also find out more about food preparation of the kind they wrote about and add information and diagrams to their paragraphs.
**Support activity.** If students cannot make inferences about safe food preparation, review clues in their paragraphs with them. They can use the sentence frames: *I see _________. I know that _________. I can make the inference that _________.* Reinforce the fact that an inference is based on one or two pieces of evidence.

Ask students to use the checklist at the bottom of the display poster 6 to evaluate their work. While students are working on their work, work with your EL newcomer on the vocabulary words. For assessment you will show 6 words to them in action or picture and record their responses and you will have the students show the action or point to a picture for the other 6 words. This is the end of the unit assessment for the EL newcomers.
**Figure 39.** Constructed Written Response: Make Inferences (Benchmark Education Company, 2014, p. 13).
Lesson Sixteen

*All lesson plans are taken directly from Benchmark Literacy (2014) and adapted to better support EL newcomers.

UbD/DI Unit Plan Fix-Up Monitoring/Summarize Information
Stage 1 - Desired Results - Unit 4 - Day 1

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<tr>
<td>4.1.2.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</td>
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<th>Essential Question(s):</th>
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<tr>
<td>- How did fix-up monitoring help you understand the pictures?</td>
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<tr>
<td>- How do the big ideas shown in the pictures help you understand the story they tell?</td>
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<td>- Students will know a summary gives the general idea and omits most details.</td>
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<tr>
<td>- Students will know identifying key words and phrases in a text helps readers discover its important ideas.</td>
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<td>Students will be able to . . .</td>
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<tr>
<td>- Students will be able to identify important ideas illustrated in pictures.</td>
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<tr>
<td>- Students will be able to summarize the information communicated by a series of pictures.</td>
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<tr>
<td>- Students will be able to monitor their understanding of a picture and fix up problems they encounter.</td>
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<tr>
<td>- Students will be able to use academic sentence frames to discuss strategies.</td>
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Stage 2 - Assessment Evidence

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<th>Performance Task(s):</th>
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<tr>
<td>-Record questions on chart paper as a whole class.</td>
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Stage 3 - Learning Plan

**Learning Activities:**

**Introduction:** To start the lesson the class will go over three specific vocabulary words that will come up in today’s lesson. This will take no more than two minutes.

Dog- The teacher will show an example picture of a dog. The teacher will say the word and point to the dog on the picture. Then the students will repeat the word and point to the dog.

Television- The teacher will show an example picture of a television. The teacher will say the word and point to the television on the picture. Then the students will repeat the word and point to the television.

Brace- The teacher will show an example picture of a brace. The teacher will say the word and point to the brace on the picture. Then the students will repeat the word and point to the brace.

Any time one of these words come up in the picture the teacher will either point to the picture now hanging in class or do the action that goes with the word. These pictures are located at the end of the lesson. Throughout the unit the class will build a list of vocabulary words.

**Say:** *The City of Chicago sits right beside sparkling Lake Michigan. It has miles of beautiful beaches. The city also has many lovely, quiet parks. I can sum up these ideas in one sentence by saying “Chicago has a lot of natural beauty to offer.”*

**Ask:** *How would you describe a city that you know?*

**Turn and talk.** Ask students to turn to a partner, share their descriptive facts about a city, and then combine these ideas in one sentence. Ask a few students to share with the whole group.

**Explain:** *When you tell only the big ideas, or most important ideas, you summarize. Frequently, you give listeners a general “big picture” about a topic rather than explaining or retelling everything about it. Writers do this, too. Good readers know how*
to identify the most important ideas in a text and then put those ideas together in a sentence or two that tell what the text is all about. We're going to practice summarizing information in what we read this week.

Display Poster 1.

Draw students' attention to the pictures of a dog performing and appearing on television. (Whiteboard users can use the highlighter tool.)

**Explain:** These pictures have a lot of details and show many different things. I need to review the different pictures and figure out any parts that confuse me before I can decide what story the series of pictures is telling. Let me show you how I do it.

**Think aloud:** The first picture shows a boy sitting on the floor holding a dog. A cane with an odd-shaped top lies beside them. What is it, and what is it for? I'll look at other details to see if they help me understand. The boy's left leg has a brace, or support, on it. I know that some people are born with limbs that do not work well. They need crutches or canes to help them walk. The odd-shaped top of the cane looks as though it has a handle for the boy to hold and support for his arm. I think I understand now. The boy's left leg does not work well, so he uses this special crutch to help him walk.

Repeat what you didn't understand and your fix-up strategy. Ask students to point out parts of the pictures that they do not understand. Explore together different ways to look at and think about the pictures to clear up the confusion. List the problems and strategies used to fix them as you discuss.

Post these fix-up strategies on the wall as a Fix-Up Monitoring anchor chart, or invite students to write them in their reading journals or notebooks to use in the future.

Ask students how they could summarize what this series of pictures is about. Point out that a summary will combine the most important ideas expressed by the pictures into a sentence or two.

Ask students to state the big ideas, or key ideas, in the picture and to generate a sentence that summarizes these key ideas.

Provide the following academic sentence frames to support ELLs and struggling students:

-One important idea that this group of pictures shows is ______.
-One way the important ideas are connected is _________.
-A good summary for the series of pictures is _________.

Write down the summary students generate and reread it as a group. Then write the big ideas they stated that are illustrated by the pictures. Give students the opportunity to expand on their shared writing.
Ask and discuss the following questions:

- Why is it important to summarize information? How does this help you?
- How did fix-up monitoring help you understand the pictures?
- How do the big ideas shown in the pictures help you understand the story they tell?

**Connect and transfer.** Say: Remember, you can summarize the information in a text, too. Tomorrow, we will practice looking for the big ideas in a text and summarizing its information.

During guided reading groups, meet with your EL newcomers and go over the vocabulary words introduced today.

Display Poster 1

*Figure 40. The Talented Mutt (Benchmark Education Company, 2014, p. 2).*
Dog

*Figure 41. Akita Inu dog (Yanev, 2017)*
Television

Figure 42. TV Icon (Cherus, 2000)
Figure 43. Hinged Brace (Blaus, 2017).
Lesson Seventeen

*All lesson plans are taken directly from Benchmark Literacy (2014) and adapted to better support EL newcomers.

UbD/DI Unit Plan Fix-Up Monitoring/Summarize Information
Stage 1 - Desired Results - Unit 4 - Day 2

Established Goal(s):
4.2.2.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
4.1.2.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.

Understanding(s):
Students will understand that . . .
- The students will understand that the can summarize information into their own words.
- The students will understand that they can summarize both pictures and texts.

Essential Question(s):
- How does fix-up monitoring help you understand what you read?
- How do you identify the big ideas in a text?
- How do you summarize the big ideas?
Why is a summary statement brief?

Knowledge
Students will know . . .
- Students will know to summarize information, state the most important ideas briefly in your own words.
- Students will know a summary connects and sums up the important ideas from a text.
- Students will know a summary gives the general idea and omits most details.
- Students will know identifying key words and phrases in a text helps readers discover its important ideas.

Skill
Students will be able to . . .
- Students will be able to identify the big ideas, or most important information, in a passage.
- Students will be able to summarize the big ideas in a passage to express what it is all about.
- Students will be able to use fix-up monitoring strategies to resolve problems in understanding a text.
- Students will be able to use academic sentence frames to discuss strategies.
Stage 2 - Assessment Evidence

<table>
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<tr>
<th>Performance Task(s):</th>
<th>Other Evidence:</th>
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<tbody>
<tr>
<td>- Students will turn and talk.</td>
<td>- Highlight the details that help summarize, “Recycled Gloves” with the teacher</td>
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<tr>
<td>- Student will take notes on their, “Recycled Gloves” worksheet.</td>
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</tr>
<tr>
<td>- Record questions on chart paper as a whole class.</td>
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Stage 3 - Learning Plan

**Learning Activities:**

**Introduction:** To start the lesson the class will go over three specific vocabulary words that will come up in today’s lesson. This will take no more than two minutes.

Gloves- The teacher will show an example picture of gloves. The teacher will say the word and point to the gloves on the picture. Then the students will repeat the word and point to the gloves.

Playing- The teacher will say the word playing. The teacher will then pretend to throw a ball to one of the students. The teacher will also pretend to dribble the basketball. The students will say the word and imitate the actions. The class will do that a couple of times and explain that when they come to the word in the story they will do the action.

Box- The teacher will show an example picture of a box. The teacher will say the word and then point to the box on the picture. The students will repeat the word and point to the box on the picture.

Any time one of these words come up in the story (Display Picture 2) the teacher will either point to the picture now hanging in class or do the action that goes with the word. These pictures are located at the end of the lesson. Throughout the unit the class will build a list of vocabulary words.

Display Poster 2 with annotations hidden.

Read aloud the text with students.

**Explain:**Yesterday when I looked at “The Talented Mutt” poster, I reviewed and thought about its pictures to help me understand the story they tell. When I don’t understand a part of what I study, I review it and think about the content to fix the problem. I’ll show you how I do this.

Reread paragraph 1. **Think aloud:** In the first paragraph, I don’t understand what the lost gloves have to do with skiing. When I think about skiing, I remember that it is cold on the snowy mountainside. Skiers need gloves. This is why Lara’s mom needed to
replace the lost gloves. Now I understand. I’ll write a note: Lara lost her ski gloves, but her mom bought new ones.

Reread paragraphs 2 and 3. Think aloud: I’m not sure I understand what these paragraphs are saying. I’d better reread them and highlight key words. I see the word packing. Lara’s mom and dad are packing the car. What does this mean? When I pack a suitcase, I put my clothes into it. What could they be putting into the car? The first paragraph tells how Lara’s family goes skiing. They could be putting their skiing gear into the car. This is an important idea because it means Lara needs her gloves. What does Lara mean when she says she took her gloves away from Princess? I know families sometimes give a pet a name like Princess. I’ll read on to see if I’m right. In the next paragraph, Mom says, “That cat loves playing with your things.” Princess is the family cat. I also see the word nightstand. I’m not sure what a nightstand is. I’ll reread and read on to see if I get any clues. The author doesn’t tell me what it is, but a nightstand has to be something you can put things on. The word night suggests that a nightstand is used at night. At night is when you go to bed. So maybe a nightstand is a table beside your bed.

Build academic oral language. Reread the remaining paragraphs. Encourage students to use fix-up monitoring to help them understand the big ideas in the text and summarize the information. Invite students to tell how they used strategies such as rereading, reading on, retelling, writing notes, highlighting, and paraphrasing while they were reading. Reinforce the idea that good readers monitor their understanding and use these strategies to help them when they don't understand something. Support ELLs and struggling readers with the following sentence frames:

A summary is ______. A summary is useful to help readers ______.
To summarize a text, I need to find its _________.
Fix-up monitoring helped me ____________.

Reread the poster text with students, annotations still hidden.

Say: Now think about this passage. What are its big ideas?

If necessary, explain that the author tells about a girl whose lost gloves have been used by the girl’s cat to make a bed for kittens. The passage says that Lara’s family is going skiing, but Lara's gloves are missing. Lara remembers taking the gloves away from her cat. Mom helps Lara look for the gloves. The cat and her new kittens are lying on the gloves.

Say: Let’s look closely to find the information that shows the big ideas. What sentence tells about Lara going to look for her lost gloves? What sentence tells about what Lara remembers?
Write the sentences that students identify. Then reveal the first two Big Ideas annotations. **Ask:** Did we find big ideas? Let's compare sentences.

**Build academic oral language. Say:** Big ideas are the most important, or key, ideas in a text. What big idea do you understand from the third paragraph? (Mom helps Lara look for her lost gloves.) What big idea do you get from the last three paragraphs? (Mom, Lara, and Dad find Princess using the gloves for new kittens.) Uncover the remaining Big Ideas annotation. **Ask:** How could you summarize the list of big ideas in one sentence? Lara's lost gloves were taken by Lara's cat for the cat's new kittens.)

Prompt students to identify other ways of stating these important ideas in a summary. Remind students that their summary statements are to be written in their own words. Invite students to read several aloud to demonstrate how the same big ideas can be phrased in different ways.

Record students' summaries on chart paper. Then reveal the Summary annotation. **Say:** Let's compare our summaries to the summary on the poster. Allow time for discussion.

Ask and discuss the following questions:

- How does fix-up monitoring help you understand what you read?
- How do you identify the big ideas in a text?
- How do you summarize the big ideas? Why is a summary statement brief?

**Connect and transfer. Ask:** How will you use what we have practiced today when you read on your own?

During guided reading groups, meet with your EL newcomers and go over the vocabulary words introduced today.
Gloves

*Figure 44. Kevlar Gloves (Pierre, 2012).*
Box

Figure 45. Amazon Box (Argall, 2012).
Display Poster 2

Recycled Gloves

During the winter months, Lara and her family ski on a nearby mountain. Last weekend, Lara lost her gloves, so her mom bought her a new pair.

While her mom and dad were packing the car, Lara ran inside the house to get the gloves. A minute later, she walked outside the house and exclaimed, “I can’t find them. I remember taking them away from Princess and putting them on my nightstand, and now they’re gone.”

“That cat loves playing with your things,” replied Mom.

“Come on, I’ll help you look.”

After a few minutes, Dad wondered what had happened to them. He found his wife and daughter in the garage bent over a box.

“What’s going on?” asked Dad.

“I think I need new gloves again,” whispered Lara. “Princess is using my new gloves for her new kittens.”

Figure 46. Recycled Gloves (Benchmark Education Company, 2014, p. 5).
Lesson Eighteen

*All lesson plans are taken directly from Benchmark Literacy (2014) and adapted to better support EL newcomers.

UbD/DI Unit Plan Fix-Up Monitoring/Summarize Information
Stage 1 - Desired Results - Unit 4 - Day 3

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<tr>
<td>- How does summarizing help you monitor whether or not you understood what you read?</td>
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<tr>
<td>- Why might you summarize a passage of nonfiction text you read for homework?</td>
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<th>Skill</th>
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<tbody>
<tr>
<td>Students will be able to . . .</td>
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<tr>
<td>- Students will be able to identify important ideas in the passage.</td>
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<tr>
<td>- Students will be able to summarize the passage by combining key ideas in their own words.</td>
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<tr>
<td>- Students will be able to use fix-up monitoring strategies to understand parts of a text they find confusing.</td>
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<tr>
<td>- Students will be able to use academic sentence frames to discuss strategies.</td>
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</tbody>
</table>
**Stage 2 - Assessment Evidence**

<table>
<thead>
<tr>
<th>Performance Task(s):</th>
<th>Other Evidence:</th>
</tr>
</thead>
</table>
| -Students will turn and talk.  
-Student will take notes on their, “Botanists” worksheet.  
-Record questions on chart paper as a whole class. | -Highlight the details that help summarize, “Botanists” with the teacher |

**Stage 3 - Learning Plan**

**Learning Activities:**

**Introduction:** To start the lesson the class will go over three specific vocabulary words that will come up in today’s lesson. This will take no more than two minutes.

Plants- The teacher will show an example picture of plants. The teacher will say the word and point to the plants in the picture. Then the students will repeat the word and point to the plants.

Study- The teacher will say the word study. The teacher will then pretend to pick up a book and start intently looking at it, while jotting down notes. The students will say the word and do the action. The class will do that a couple of times and explain that when they come to the word in the story they will do they action.

Book- The teacher will show an example picture of a book. The teacher will say the word and point to the book in the picture. Then the students will repeat the word and point to the book.

Any time one of these words come up in the story (Display Picture 3) the teacher will either point to the picture now hanging in class or do the action that goes with the word. These pictures are located at the end of the lesson. Throughout the unit the class will build a list of vocabulary words.

Display Poster 3.

**Say:** Today you're going to practice reading and summarizing information in a text. Remember to use what you've learned. You can use fix-up monitoring strategies to help you understand.

Based on students' needs and abilities, ask them to read the passage independently or with a partner. Tell them to locate and write the most important ideas in the Big Ideas box. Encourage students to write a summary sentence in the Summary box. Tell students to underline, circle, or flag key information as they read.

Invite individual students or pairs to share the big ideas they identified and the summary
they wrote. Record students' findings on the poster or on chart paper. See the sample annotations.

While using the poster, note students who demonstrate understanding of the concepts and those who seem to struggle. Use appropriate responsive prompting to help students who need modeling or additional guidance, or to validate students who demonstrate mastery.

**Goal Oriented**
- I am going to read carefully and watch for key words and phrases.
- I am going to think about which ideas are most important as I read.

**Directive and Corrective Feedback**
- How could you restate this part in your own words to show what it means?
- How does that part relate to the main point of the text?

**Self-Monitoring and Reflection**
- What could you do to help yourself sum up the most important ideas in fewer words?
- How could retelling the text in your own words help you?

**Validating and Confirming**
- Great job identifying the big ideas!
- You really understood how to sum up the most important information in a few words.

Ask and discuss the following questions:
- How does summarizing help you monitor whether or not you understood what you read?
- Why might you summarize a passage of nonfiction text you read for homework?
- Tell about some summaries you have read.

**Connect and transfer. Say:** Remember that any text includes both important ideas and less important information. As you read today, ask yourself which information is important for you to remember. Concentrate on what you read and monitor how well you understand it. When you get confused, use fix-up strategies to understand text ideas and their connections.

During guided reading groups, meet with your EL newcomers and go over the vocabulary words introduced today.
Plants

*Figure 47. Plants Conservatory (J.H., 2013).*
Figure 48. Timeless Books (Kristensen, 2007).
Botanists are scientists who study plants. They study where plants live and how plants affect the environment around them. Some botanists study plant diseases and try to find cures. Other botanists work at developing new types of plants.

Botany is a very old science. Ancient Egyptians, Chinese, and Romans were among the first people to discover different uses for plants. One Greek botanist, Theophrastus (thee-oh-FRAS-tus), studied plants as long ago as 300 B.C. He wrote two important books about plants, *A History of Plants* and *About the Reasons of Vegetable Growth*.

Without botanists, we would not know much about plants. The information they give us is important to our understanding of plants and their place in our world.

**Figure 49.** Botanists (Benchmark Education Company, 2014, p. 8).
Lesson Nineteen

*All lesson plans are taken directly from Benchmark Literacy and adapted to better support EL newcomers.

UbD/DI Unit Plan Fix-Up Monitoring/Summarize Information
Stage 1 - Desired Results - Unit 4 - Day 4

Established Goal(s):
4.2.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
4.1.2.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.

Understanding(s):
Students will understand that...
- The students will understand that the can summarize information into their own words.
- The students will understand that they can summarize both pictures and texts.

Essential Question(s):
- Why is it important to summarize information? How does this help you?
- How did fix-up monitoring help you understand the pictures?
- How do the big ideas shown in the pictures help you understand the story they tell?

Knowledge
Students will know...
- Students will know to summarize information, state the most important ideas briefly in your own words.
- Students will know a summary connects and sums up the important ideas from a text.
- Students will know a summary gives the general idea and omits most details.
- Students will know identifying key words and phrases in a text helps readers discover its important ideas.

Skill
Students will be able to...
- Students will be able to learn strategies for analyzing questions and finding answers, clue, and evidence.
- Students will be able to identify and summarize the most important information in a text.
- Students will be able to answer text-dependent summarize information questions.
- Students will be able to use academic vocabulary to discuss strategies.
Stage 2 - Assessment Evidence

<table>
<thead>
<tr>
<th>Performance Task(s):</th>
<th>Other Evidence:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Students will turn and talk.</td>
<td>- Highlight the details that help summarize, “Land of Ice and Snow” with the teacher</td>
</tr>
<tr>
<td>- Student will take notes on their, “Land of Ice and Snow” worksheet.</td>
<td></td>
</tr>
<tr>
<td>- Record questions on chart paper as a whole class.</td>
<td>- Answer four text-dependent questions related to, “Land of Ice and Snow”</td>
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</tbody>
</table>

Stage 3 - Learning Plan

**Learning Activities:**

**Introduction**- To start the lesson the class will go over three specific vocabulary words that will come up in today’s lesson. This will take no more than two minutes.

Seal- The teacher will show an example picture of a seal. The teacher will say the word and point to the seal in the pictures. Then the students will repeat the word and point to the seal.

Empty- The teacher will say the word empty. The teacher will show an empty garbage can and an empty pencil box. When the teacher says the word empty she will point to each object. The class will do that a couple of times and explain that when they come to the word in the story they will do that action.

Earth- The teacher will show an example picture of the Earth. The teacher will say the word and point to Earth in the pictures. Then the students will repeat the word and point to Earth.

Any time one of these words come up in the story (Display Picture 4) the teacher will either point to the picture now hanging in class or do the action that goes with the word. These pictures are located at the end of the lesson. Throughout the unit the class will build a list of vocabulary words.

Display Poster 4.

Based on students’ needs and abilities, ask them to read the passage independently or with a partner. Remind students to monitor their understanding of what they read and use fix-up strategies to help them when they are reading.

**Build academic oral language.** When students have finished, ask individuals or pairs to identify the important ideas and summarize the text. Encourage ELLs or struggling readers to use the academic sentence frames:

*In this passage, the most important ideas are _______. I can summarize*
Sometimes you need to answer questions about a passage you've read. Some questions require you to summarize the information. Today we’re going to read and answer questions. Some of the questions will ask you to summarize the important ideas in a passage.

Distribute Display Poster 5 and read Question 1 together. (“Which sentence is the best summary of the passage?”)

Ask: What is the question asking us to do? If students can't tell you, ask: Is the question asking us to identify author purpose? Is it asking us to make a prediction? What strategy will we need? (summarize information) How do you know? (A summary tells, or summarizes, what a text is about briefly.)

Say: To identify the sentence that tells what the passage is all about, I have to first identify the big ideas. Then I can see which answer accounts for all those ideas.

Say: Now we’re ready to reread the passage to find its big ideas. We know that key words and phrases can point to important ideas. In the first paragraph, these words and phrases seem important: continent, ice and snow, colder temperatures and faster wind speeds, populations, sea animals. Retelling can also help capture important ideas. How can I retell the first paragraph using the key words and phrases? These words and phrases emphasize Antarctica's cold and its life forms. I can say, “Antarctica is Earth's coldest, snowiest continent, but it has huge populations of sea animals.” As I read on, I learn that the author tells about how the larger sea animals feed on the smaller ones. I also learn that Antarctica does not belong to one nation, but researchers from several countries study there. Choice A pulls together these important ideas, so it must be the answer. I was able to identify the answer by putting together clues in the text. The answer makes sense. So I'll choose A.

Have students work independently or with a partner to answer additional text-dependent questions on Display poster 5. While the other students are working, work one-on-one with your EL newcomer and review the 12 words for the week. You can either say the words and ask for the action or show the action/picture and ask for the word.

Review students’ answers and use the poster as needed to model analyzing questions and rereading to clues and evidence in the text to prove the answers.

Ask and discuss the following:

- What strategy did we use to answer questions about the text?
- Notice how we identified the most important ideas and summarized them to understand and answer questions.
**Connect and transfer.** Say: *Practice summarizing information as you read homework assignments. This strategy can help you understand the most important ideas and recall what you read. It can also help you when you take tests.*

Display Poster 4

*Figure 50. Land of Ice and Snow (Benchmark Education Company, 2014, p. 10).*
Land of Ice and Snow: Comprehension Questions

Directions: Use information from the poster to answer questions 1-4.

1. Which sentence is the best summary of the passage?
   a) Although frozen, Antarctica has many sea animals and draws many researchers.
   b) Antarctica has the world’s coldest temperatures and fastest wind speeds.
   c) Antarctica is the only continent whose area is not owned by a single nation.

2. Which sentence states the most important idea in paragraph 2?
   a) Killer whales of Antarctica eat penguins and seals.
   b) There is not a single tree in Antarctica.
   c) Many kinds of whales and seals feed on other sea animals in Antarctica.

3. Which sentence best tells what paragraph 3 is all about?
   a) No one nation owns Antarctica, but researchers from several countries study there.
   b) Several countries claim parts of Antarctica, and each country has its own research station.
   c) Antarctica has colder temperatures and faster wind speeds than any other place on Earth.

4. Which sentence does not state an important idea in the passage?
   a) Antarctica has colder temperatures and faster wind speeds than any other place.
   b) Several countries claim parts of Antarctica.
   c) There is not a single tree in Antarctica.

Figure 51. Land of Ice and Snow: Comprehension Questions (Benchmark Education Company, 2014, p. 11).
Figure 52. Fur Seal Mammals Animals Colony (Boylan, 2013).
Figure 53. Earth Western Hemisphere (Stöckli & Simmon, 2002).
Lesson Twenty

*All lesson plans are taken directly from Benchmark Literacy (2014) and adapted to better support EL newcomers.

UbD/DI Unit Plan Fix-Up Monitoring/Summarize Information
Stage 1 - Desired Results - Unit 4 - Day 5

Established Goal(s):
4.2.2.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
4.1.2.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.

Understanding(s):

Students will understand that . . .
- The students will understand that the can summarize information into their own words.
- The students will understand that they can summarize both pictures and texts.

Essential Question(s):
- Why is it important to summarize information?
- How did fix-up monitoring help you understand the text?

Knowledge

Students will know . . .
- Students will know to summarize information, state the most important ideas briefly in your own words.
- Students will know a summary connects and sums up the important ideas from a text.
- Students will know a summary gives the general idea and omits most details.
- Students will know identifying key words and phrases in a text helps readers discover its important ideas.

Skill

Students will be able to . . .
- Students will be able to reflect orally on their strategy use.
- Students will be able to create a summarize information graphic organizer and write a paragraph based on it.
- Students will be able to answer multiple-choice and short-answer questions.
### Stage 2 - Assessment Evidence

<table>
<thead>
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<th>Performance Task(s):</th>
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<tr>
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</tr>
<tr>
<td>- Student will take notes on their,</td>
<td></td>
</tr>
<tr>
<td>“Constructed Written Response: Summarize Information” worksheet.</td>
<td></td>
</tr>
<tr>
<td>- Record questions on chart paper as a whole class.</td>
<td></td>
</tr>
<tr>
<td>- Highlight the details that help summarize, “Constructed Written Response: Summarize Information” with the teacher</td>
<td></td>
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</tbody>
</table>

### Stage 3 - Learning Plan

**Learning Activities:**

**Introduction**- Today start with a review. Either hold up the picture of one of the vocabulary words from this week or do an action to one of the words. Give the students time to think and then have students turn and share with a partner their answer.

Ask students to reflect on their use of metacognitive and comprehension strategies this week. What did they learn? How will they use the strategies in the future? What do they still need to practice, and how can they do this?

Invite students to share their reflections in one of the following ways: conduct a whole-class discussion; ask students to turn and talk to a partner and then share their ideas with the class; or ask students to record their thoughts in their journals or notebooks.

Distribute copies of Constructed Written Response (Display Poster 6) and ask students to select a game they play often and know well. In the Big Idea boxes, they should write four important points that explain or tell about the game. Then ask students to write a sentence that summarizes what they want others to know about the game.

Ask students to write a paragraph about their game using their big ideas and summary statement. Then ask them to check their paragraph against the graphic organizer to be sure it includes all their ideas.

Read aloud the checklist at the bottom of Display Poster 6 to help students evaluate their work.

**Challenge activity.** Students who are able to may also write a paragraph describing the most outstanding features of a beautiful place and then write a sentence summarizing the paragraph’s big ideas.

**Support activity.** If students cannot connect their big ideas and summarize in a sentence, encourage them to talk with a partner about what makes the place beautiful. They can use the following sentence frames:
In _____, the ________ are beautiful. You can't help looking at them because _____.

Reinforce the fact that these qualities are important because they set the place apart and make people love to spend time there.

Ask students to use the checklist at the bottom of the display poster 6 to evaluate their work. While students are working on their work, work with your EL newcomers on the vocabulary words. For assessment you will show 6 words to them in action or picture and record their responses and you will have the students show the action or point to a picture for the other 6 words. This is the end of the unit assessment for the EL newcomers.
Figure 54. Constructed Written Response: Summarize Information (Benchmark Education Company, 2014, p. 13).
CURRICULUM RESOURCES


https://commons.wikimedia.org/wiki/File:Timber_stacks_on_Beechen_Lane,-_New_Forest_-_geograph.org.uk_-_210787.jpg


https://commons.wikimedia.org/wiki/File:Akita_Inu_dog.jpg