**Think and Write!**

Day 1

Name: Date:

Title of story/article **“Alexander Who Used to be Rich Last Sunday”**

***Making thoughtful decisions can affect both short and long term plans or goals. In this story, Alexander has to make lots of decisions. Does Alexander make thoughtful decisions?***

1. What will you be writing about? **Underline** the Focusing Question in the assignment above.
2. Now, turn and **talk** to a partner about the question: *Does Alexander make thoughtful decisions?*
3. The answer to a Focusing Question is called a Focus Statement. Your teacher will use some of the things you discussed to help you to write a focus statement for this piece. **Copy** the Focus Statement onto your Writing Draft Sheet.
4. When the class is ready, your teacher will reread the story aloud. Your job is to **listen** **carefully** for parts of the text that show us *whether or not Alexander made thoughtful decisions.* When you hear those parts of the piece, **raise your hand**. The class will stop to discuss what you have noticed and decide whether to write that evidence on the class Evidence Chart.

**Think and Write!**

Day 2

Name: Date:

Title of story/article: “**Alexander Who Used to be Rich last Sunday***”*

***Does Alexander make thoughtful decisions?***

1. Let's start by remembering what you are going to write about. Look at your Writing Draft Sheet from yesterday. When your teacher asks the Focusing Question for this piece, **read** the Focus Statement you have written. Do this a couple of times.
2. Use the class chart to make an evidence chart of your own. Choose a piece of evidence from the chart. **Copy the words** onto your own chart. Then **add a picture** to show what the words mean. Do this with two more pieces of evidence, so that you have chosen three examples to write about.

|  |  |  |  |
| --- | --- | --- | --- |
| ***Evidence***  **What decisions does he make?** | ***Elaboration / explanation***  **Are they good, thoughtful decisions?** | Page Number | Check when used |
| Words  buys things – gum, candle, cards, teddy bear  -------------------------------------  Picture | doesn’t save - things are used, not good shape |  |  |
| Words  buys things – gum, candle, cards, teddy bear  -------------------------------------  Picture |  |  |  |
| Words  buys things – gum, candle, cards, teddy bear  -------------------------------------  Picture |  |  |  |
| Words  buys things – gum, candle, cards, teddy bear  -------------------------------------  Picture |  |  |  |
| Words  buys things – gum, candle, cards, teddy bear  -------------------------------------  Picture |  |  |  |

1. Now, **listen** carefully as your teacher gives an example of how to write about the first piece of evidence. Where are these sentences coming from? **Copy** your teacher's example on your Writing Draft Sheet.
2. Now comes the fun part! Talk the piece! Use your own Evidence Chart. **Point** to each row of the chart and **tell** a partner what you will write. Then listen as your partner explains what he/she will write.
3. Add to your piece by writing about two more pieces of evidence.
4. A Concluding Statement restates the focus of the piece. Look at your Focus Statement. How could you **restate** it? Use the same idea, but different words. **Write** your Concluding Statement at the end of your piece.
5. With a pencil in your hand, **read** your whole piece aloud to a partner. **Revise and edit** as you read.

Name: Date:

Title of story: “**Alexander Who Used to be Rich Last Sunday”**

*Writing Draft*

***Does Alexander Make Thoughtful Decisions?***

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***Teacher Pages***

*Sample Graphic Organizer (Students may add additional evidence.)*

**FOCUSING QUESTION*:******Does Alexander make thoughtful decisions?***

**POSSIBLE FOCUS STATEMENT: *Alexander does not make thoughtful decisions.***

|  |  |  |
| --- | --- | --- |
| ***Evidence***  **What decisions does he make?** | ***Elaboration / explanation***  **Are they good, thoughtful decisions?** | Check when used |
| buys gum - buys teddy bear - used candle - cards | doesn't need these  broken  should save for bike |  |
| bets on things | betting not good  loses all bets |  |
| pays to hold snake | silly - wastes money |  |
| Misbehaves  unacceptable language  kicks brother  Dad fines him, loses more money | bad choice, gets him in trouble, hurts other people |  |

*Writing Sample*

*NOTE: This is for the teacher’s use only, not for students. The purpose is to show the teacher what the final piece might look like when students have completed their work.*

Making thoughtful decisions and good choices can affect both short and long term plans or goals. The book, *Alexander Who Used To Be Rich Last Sunday* by Judith Viorst, is a story about a young boy named Alexander who does not make thoughtful decisions.

When his grandparents give him a dollar, he makes a bad decision not to save the money like his mother and father suggest. Even though he wants to save his money, he ends up losing it all because of his bad decisions.

He decides to spend his money on things he “needs,” even though he really doesn’t need them. He buys lots of bubble gum and then goes to a yard sale and buys a one-eyed teddy bear, a used candle, and a deck of cards that has cards missing. He says he needs all of these things, but he doesn’t. These are poor choices. He is not very thoughtful.

Another poor choice is when he decides to make bets with his brothers and even his mother. He loses all three bets and loses fifteen cents. He also pays his friend to hold a snake. Again, he doesn’t think about the results of his wild spending.

He also makes a bad decision to misbehave. He acts before he thinks. This is not a thoughtful choice. When his brothers tease him, he uses unacceptable language and kicks something. To punish him, his dad fines him for this, and he loses more money.

Alexander makes bad decisions. He is not very thoughtful about the choices he makes. That’s why he ends up poor even though he was “rich last Sunday”.

Supports for English Language Learners (ELLs)

to use with Basal Alignment Project Lessons

When teaching any lesson, it is important to make sure you are including supports to help all students. We have prepared some examples of different types of supports that you can use in conjunction with our Basal Alignment Project Lessons to help support your ELLs. They are grouped by when they would best fit in a lesson. While these supports reflect research in how to support ELLs, these activities can help ALL students engage more deeply with these lessons. Note that some strategies should be used at multiple points within a lesson; we’ll point these out. It is also important to understand that these scaffolds represent options for teachers to select based on students’ needs; it is not the intention that teachers should do *all* of these things at every lesson.

**Before the reading:**

* Read passages, sing songs, watch videos, view photographs, discuss topics (e.g., using the [four corners strategy](http://www.theteachertoolkit.com/index.php/tool/four-corners)), or research topics that help provide context for what your students will be reading. This is especially true if the setting (e.g., 18th Century England) or topic (e.g., boats) is one that is unfamiliar to the students.
* Provide instruction, using multiple modalities, on selected vocabulary words that are *central to understanding the text*. When looking at the lesson plan, you should note the Tier 2 words, particularly those words with high conceptual complexity (i.e., they are difficult to visualize, learn from context clues, or are abstract), and consider introducing them ahead of reading. For more information on selecting such words, go [here](https://achievethecore.org/page/3167/selecting-and-using-academic-vocabulary-in-instruction). **You should plan to continue to reinforce these words, and additional vocabulary, in the context of reading and working with the text. (See additional activities in the During Reading and After Reading sections.)**

**Examples of Activities:**

* Provide students with the definition of the words and then have students work together to create [Frayer models](http://www.theteachertoolkit.com/index.php/tool/frayer-model) or other kinds of word maps for the words.
* When a word contains a prefix or suffix that has been introduced before, highlight how the word part can be used to help determine word meaning.
* Keep a word wall or word bank where these new words can be added and that students can access later.
* Have students create visual glossaries for whenever they encounter new words. Then have your students add these words to their visual glossaries.
* Create pictures using the word. These can even be added to your word wall!
* Create lists of synonyms and antonyms for the word.
* Have students practice using the words in conversation. For newcomers, consider providing them with [sentence frames](https://achievethecore.org/page/3159/ell-supports-for-writing-and-discussion) to ensure they can participate in the conversation.
  + Practice spelling the words using different spelling practice strategies and decoding strategies. Students could take turns spelling with a partner.
* Use graphic organizers to help introduce content.

**Examples of Activities:**

* Have students fill in a [KWL chart](http://www.nea.org/tools/k-w-l-know-want-to-know-learned.html) about what they will be reading about.
* Have students research setting or topic using a pre-approved website and fill in a chart about it. You could even have students work in groups where each group is assigned part of the topic.
* Have students fill in a bubble map where they write down anything that they find interesting about the topic while watching a video or reading a short passage about the topic. Then students can discuss why they picked the information.

**During reading:**

* Read the text aloud first so that ELLs can hear the passage read by a fluent reader before working with the text themselves.
* Allow ELLs to collaborate in their home languages to process content before participating in whole class discussions in English. Consider giving them the discussion questions to look over in advance (perhaps during the first read) and having them work with a partner to prepare.
* Encourage students to create sketch-notes or to storyboard the passage when they are reading it individually or with a partner. This will help show if they understand what they are reading as they are reading it.
* Ask questions related to the who, what, when, why, and how of the passage. For students that may need a little more help, provide them with [sentence stems](https://achievethecore.org/page/3159/ell-supports-for-writing-and-discussion).
* Continue to draw attention to and discuss the words that you introduced before the reading.

**Examples of Activities:**

* Have students include the example from the text in their glossary that they created.
* Create or find pictures that represent how the word was used in the passage.
* Practice creating sentences using the word in the way it was using in the passage.
* Have students discuss the author’s word choice.
* Use graphic organizers to help organize content and thinking.

**Examples of Activities:**

* Have students fill in a chart to keep track of their 5ws while they read to help them summarize later and figure out the central idea of a passage.
* It may again be beneficial to have somewhere for students to store new words that they encounter while reading the text. Students could use a chart to keep track of these new words and their meanings as they read.
* If you had students fill in a KWL, have them fill in the “L” section as they read the passage.
* Utilize any illustrations or text features that come with the story or passage to better understand the reading.
* Compare/contrast the passage with what the illustrations convey about the passage. Have students consider if the illustrations look the way they visualized the passage in their own minds or if the passage matches their predictions based on the illustrations.
* Identify any text features such as captions and discuss how they contribute to meaning.

**After reading:**

* Present directions for any post-reading assignments orally and visually; repeat often; and ask English Language Learners to rephrase.
* Allow ELLs to use English language that is still under development. Students should not be scored lower because of incorrect spelling or grammar (unless the goal of the assignment is to assess spelling or grammar skills specifically). When grading, be sure to focus on scoring your students only for the objective(s) that were shared with students.
* Scaffold questions for discussions so that questioning sequences include a mix of factual and inferential questions and a mix of shorter and more extended responses. Questions should build on each other and toward inferential and higher-order-thinking questions. There are not many factual questions already listed in the lesson instructions, so you will need to build some in as you see fit. More information on this strategy can be found [here](https://achievethecore.org/aligned/creating-sequencing-text-dependent-questions-support-english-language-learners/).
* Reinforce new vocabulary using multiple modalities

**Examples of activities:**

* Using the words that you had students work with before reading, have students write sentences in reference to the passage that you just finished reading.
* Require students to include the words introduced before reading in the culminating writing task.
* For newcomers, print out pictures that represent the words that you focused on and have students match the words to the pictures.
* Based on different features of the words, have the students sort them into different categories and explain their choices. For example, the students could sort the words by prefixes, suffixes, connotation, etc.
* After reading the passage, continue to examine important sentences (1–2) in the text that contribute to the overall meaning of the text. Guide students to break apart these sentences, analyze different elements, and determine meaning. More information on how to do this, including models of sentence deconstruction, can be found [here](https://achievethecore.org/page/3160/juicy-sentence-protocol).
* Provide differentiated scaffolds for writing assignments based on students’ English language proficiency levels.

**Examples of Activities:**

* For all students, go over the prompt in detail, making sure to break down what the prompt means before having the students get to work. Then have the students explain the directions back to you.
* Have students create an evidence tracking chart during reading, then direct them to look back over their evidence chart and work with a group to see if their evidence matches what the rest of the class wrote down. If some of the chart does not match, students should have a discussion about why.
* For students who need more support, model the proper writing format for your students and provide them with a properly formatted example for reference.
* For newcomers, you may consider creating sentence or paragraph frames to help them to write out their ideas.
* To further discussion about the passage, have students create their own who, what, when, where, why, and how questions related to the passage to ask each other and have students pair up and practice asking each other the questions. If available, pair students of the same home language to support the use of language still under development.