**Think and Write!**

Day 1

Name: Date:

Title of story/article: “**When Esther Morris Headed West”**

***Esther moved to the Wyoming Territory in 1869. She believed that women should be able to vote and hold office at a time when women were not allowed to vote or hold office. How does the author show us that Esther is willing to risk?***

1. What will you be writing about? **Underline** the Focusing Question in the assignment above.
2. What information will you need to be able to answer the Focusing Question and to explain your answer? Turn to a partner. **Look** carefully at the graphic organizer as you **discuss** the answers to the questions below. **Color in** the circle next to each question after you have talked about it.
* What information will you put in the first two columns?
* Where will you get this information?
* What information will go in the third column?
* Where will this information come from?
* Why are you gathering all this information? What are you trying to figure out?

|  |  |  |  |
| --- | --- | --- | --- |
| ***Evidence*** **What Esther thinks or does** | *Page* | ***Elaboration / explanation*****How this show Esther’s willingness to risk** | *Used in your piece?* |
| Example...moves from Illinois and New York------------------------------------------------------Quote | 296 | Hard to travel west in the 1800s, dangerous trip, she was 55, could have been hurt, goes to a territory not yet a state, unknown dangers |  |
| Example------------------------------------------------------Quote" |  |  |  |
| Example------------------------------------------------------Quote" |  |  |  |
| Example------------------------------------------------------Quote" |  |  |  |

1. When the class is ready, your teacher will reread the story aloud. Your job is to **listen** **carefully** for information that will help you to complete the graphic organizer. During the read aloud, every time you hear some evidence from the text that you think belongs on the chart, **raise your hand**. The class will stop to discuss what you have noticed and decide whether to add that evidence to the chart.

You may have noticed that there is not much room to write in each box! Don't worry, your teacher will show you how to **"take notes"** in that small space using just key words and phrases.

1. Once you have taken notes, **look** back at your assignment, **copy** the Focusing Question onto your Writing Draft Sheet. **Think** about the evidence you found. How could you answer the Focusing Question in a single sentence? Turn and **tell** your partner how you might answer.
2. The answer to a Focusing Question is called a Focus Statement. With your teacher, **develop** a class Focus Statement. Then, **copy** that focus statement on the Writing Draft Sheet right underneath the Focusing Question.

**Think and Write!**

Day 2

Name: Date:

Title of story/article: “**When Esther Morris Headed West”**

1. **Look** at your Writing Draft Sheet from yesterday. With a partner, take turns. Have one person **read** the Focusing Question and the other person **read** the Focus Statement. Then **switch**, so that you each have read both.
2. **Look** at your graphic organizer. **Listen** carefully as your teacher gives an example of how to write the first evidence paragraph of your response. Where are these sentences coming from? On your graphic organizer, **check the box** next to the evidence your teacher used to write this part.
3. Now comes the fun part! Talk your piece! Use your graphic organizer. **Point** to each row of the chart and **tell** your partner what you will write. Say the sentences out loud as if you were writing them. Then listen as your partner tells you what he/she will write.

*On your own...*

1. **Look** at your Writing Draft Sheet. **Re-read** what you have written so far. Then, **write** about each piece of evidence. **Check off** each piece of evidence on the graphic organizer as you write.
2. 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.
3. Now, **think** about this question: *What do other women in the Wyoming Territory think about Esther after she voted and became a justice of the peace?* Your teacher will lead a **discussion** to help you improve and expand your conclusion. When you are ready, **add a few sentences** to your conclusion that show your thinking about this.
4. With a pencil in your hand, **read** your piece aloud to a partner. **Revise and edit** as you read.

Name: Date:

Title of story: **“When Esther Morris Headed West”**

*Writing Draft*

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***Teacher Pages***

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

|  |  |  |  |
| --- | --- | --- | --- |
| ***Evidence*****What Esther thinks or does** | *Page* | *Elaboration / explanation***How this shows Esther’s willingness to risk** | *Used in your piece?* |
| Example...moves from Illinois and New York-----------------------------------------------------Quote | 296 | Hard to travel west in the 1800s, dangerous trip, she was 55, could have been hurt, goes to a territory not yet a state, unknown dangers, went anyway |  |
| Examplegoes to see Colonel Bright, talks to people at a time when many people didn’t support the vote or office for women-----------------------------------------------------Quote“She thought a woman should be able to vote and hold office, the same as a man.” | 297 | people could have ignored her, her ideas might have been rejected, she could become lonely and frustrated, still works for the vote  |  |
| Exampleworks to become a justice of the peace, becomes first woman to hold elected office in US at a time when women hadn’t done that before-----------------------------------------------------Quote“But she knew an idea – even one voted into law – wasn’t worth a hill of beans as long as it stayed words on a page.”“The whole Wyoming Territory let out a gasp.” | 301 | people could have made fun of her and no one would listen to her in court, she took the job |  |
| ExampleCasts first vote, votez even though others thought women might get sick or weak, doctor with her proved this didn’t happen.-----------------------------------------------------Quote | 302 | men might get critical of her, threaten her, she isn’t afraid even though others are |  |
| Examplethinks she has to serve in public office when she doesn’t know much and had no experience in public office--------------------------------------------Quote:Esther: “Like all pioneers, I have labored more in faith and hope.” | 302 | she might have made big mistakes in court and people wouldn’t follow her rulings, she still becomes a justice |  |

**POSSIBLE FOCUS STATEMENT:** *In “When Esther Morris Headed West,” Esther’s actions and thoughts show her willingness to risk.*

Additional Notes to the teacher:

* Parts of this unit have background material that might be helpful in developing background knowledge of the suffragette movement: photos on pages 290 and 291, independent texts referred to on 290H, and student pages 308-310.
* Develop background knowledge of the suffragettes and the challenges of moving west in the 1800s would be helpful.
* Students’ responses do not need as much evidence as the sample. Two-three pieces of evidence are usually sufficient.
* It might be necessary to discuss the concept of risking. What makes a choice or action risky?

*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. It is not necessary that students include all of the following ideas and evidence.*

 In “When Esther Morris Headed West,” Esther’s actions and thoughts show her willingness to risk. At the beginning of the story, Esther travels west to the Wyoming Territory. Traveling west was dangerous and she could have been hurt. Moving to a new place that was not yet a state may have had unknown dangers. Esther went to Wyoming anyway. Esther believed that “a woman should be able to vote and hold office, the same as a man.” When she got to Wyoming and started to talk to people like Colonel Bright, her ideas might have been rejected. She could have become lonely and frustrated. It is risky to stand up for your ideas when others do not agree with you, but Esther did it anyway.

 Later on in the story she became a justice of the peace and was the first woman in the United States to hold a public office. This was very risky. People might make fun of her and not listen to her in court. When she cast her first vote, she might have made men angry. Many of them did not want women to vote. They might threaten her. But Esther worked for what she believed in even though it was risky. “But she knew an idea – even one voted into law – wasn’t worth a hill of beans as long as it stayed words on a page.” When Esther became a justice, “The whole Wyoming Territory let out a gasp.” Many people probably did not like the idea of a woman being a justice. In addition, Esther did not know how to be a justice and she might make big mistakes in court. Then no one might believe anything she says.

 It was risky for Esther to move to Wyoming, vote and become a justice of the peace. I think the women in Wyoming were glad Esther moved to Wyoming because she helped them get the right to vote and hold office even though other women in the United States did not have the right to vote.

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.