**Think and Write!**

Day 1

Name Date

Title of story **“Amelia Earhart, First Lady of Flight”**

***Amelia Earhart was a young woman who attempted the first transatlantic flight in 1937. Near the end of the flight, her plane disappeared, and what happened to Earhart is a mystery to this day.***

***The official explanation of what happened is that the plane ran out of gas, crashed into the ocean, and killed Earhart. Another theory is that Earhart survived the crash. What does the evidence suggest about the different theories regarding what happened to Amelia Earhart?***

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?

***What does the evidence suggest about the different theories regarding what happened to Amelia Earhart?***

**Focus Statement:**  ***Each of these theories has evidence that supports it, and also evidence that calls the theory into question.***

|  |  |  |  |
| --- | --- | --- | --- |
| ***Evidence supporting first theory***  **Amelia died when plane crashed into ocean near Howland Island** | *Page* | ***Evidence calling first theory into question***  **Why is this theory unlikely** | *Page* |
| Example...  Sent radio message to waiting crew about running out of gas  ------------------------------------------------------  Quote  “only half hour’s gas left” | 150 | Example...  no sign of plane wreckage in area  -----------------------------------------------  “a plane that big would not have sunk right away” | 151 |
| Example  ------------------------------------------------------  Quote |  |  |  |
| Example  ------------------------------------------------------  Quote |  |  |  |
| ***Evidence supporting second theory***  **Amelia survived** |  | ***Evidence calling second theory into question*** |  |
| Example  ham radio message immediately after crash  ------------------------------------------------------  Quote  “SOS” | 152 | Example  *ham radio operators may have been fakes*  ------------------------------------------------  Quote  *“pretending to be Amelia as part of a cruel hoax”* | *152* |
| Example  ------------------------------------------------------  Quote |  | Example  ------------------------------------------------  Quote |  |
| Example  ------------------------------------------------------  Quote |  | Example  ------------------------------------------------  Quote |  |

3. When the class is ready, your teacher will reread the story aloud.

You will have **two jobs** here!

First, you and your class need to decide on the answer to the Focusing Question. It needs to have an answer that is a complete statement. This is called a Focus Statement.

• Remember, the Focusing Question is: *“****What does the evidence suggest about the different theories regarding what happened to Amelia Earhart?”***

How could you answer the Focusing Question in a single sentence? Turn and **tell** your partner how you might answer.

• Now, with your teacher, **develop** a class Focus Statement.

• Then, copy that Focus Statement onto the space above the graphic organizer, so it will be easy to refer back to as you gather evidence.

4. Next, 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.

5. Once you have taken notes, look back at your assignment, and **copy** the Focusing Question and the **Focusing Statement** onto your Writing Draft Sheet.

**Think and Write!**

Day 2

Name Date

Title of story **“Amelia Earhart, First Lady of Flight”**

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. Then listen as your partner explains what he/she will write.

*On your own...*

4. 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.

5. 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.

6. Now, think about this question: *“How likely is it that we will ever know what really happened?”* 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.

7. With a pencil in your hand, **read** your piece aloud to a partner. **Revise and edit** as you read.

Name : Date:

Title of story: **“Amelia Earhart, First Lady of Flight”**

*Writing Draft*

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***Teacher Pages***

*Sample Graphic Organizer (additional evidence may be added by students)*

***FOCUSING QUESTION:******What does the evidence suggest about the different theories regarding what happened to Amelia Earhart?***

|  |  |  |  |
| --- | --- | --- | --- |
| ***Evidence supporting first theory***  **Amelia died when plane crashed into ocean near Howland Island** | *Page* | *b* | *Page* |
| Example...  Sent radio message to waiting crew about running out of gas  ------------------------------------------------------  Quote  “only half hour’s gas left” | 150 | Example...  no sign of plane wreckage in area  -----------------------------------------------  “a plane that big would not have sunk right away” | 151 |
| Example  Confusion between Earhart and Itasca crew about location  ------------------------------------------------------  Quote  "...please stay on 3015, do not hear you” | 150 | Example...  no sign of oil ever found near site  ----------------------------------------------  Quote  “would have left an oil or gas slick behind” | 151 |
| Example  Artifacts found on Nikumaro, shoe and part of plane  ------------------------------------------------------  Quote | 156 |  |  |
| ***Evidence supporting second theory***  **Amelia survived** |  | ***Evidence calling second theory into question*** |  |
| Example  ham radio message immediately after crash  ------------------------------------------------------  Quote  “SOS” | 152 | Example  *ham radio operators may have been fakes*  -----------------------------------------------  Quote  *“pretending to be Amelia as part of a cruel hoax”* | 152 |
| Example  Government built runway for Amelia so she could spy  ------------------------------------------------------  Quote  “special runway” | 152 |  |  |
| Example  Residents of Saipan said they saw Amelia and Fred during war  ------------------------------------------------------  Quote  “all of them picked Amelia as the woman they had seen” | 154 | Example  *No bones, other evidence Amelia ever there*  -----------------------------------------------  Quote | 154 |

**POSSIBLE FOCUS STATEMENT:** ***Each of these theories has evidence that supports it, and also evidence that calls the theory into question.***

Additional notes to the teacher about this piece:

* An extension / reflection question for the conclusion of this piece might be, “*“How likely is it that we will ever know what really happened?”*

*Sample Writing*

*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.*

In 1937, young Amelia Earhart attempted to make the first airplane flight around the world at the equator, which is the greatest distance around the world. Near the end of her flight, after having flown 22,000 miles, she and her navigator Fred Noonan disappeared. To this day, her disappearance is one of the “great mysteries” of the 20th century.

There are two theories that try to explain what happened to Amelia Earhart. One theory is that she died when her plane crashed. Another theory is that she survived the crash. Each of these theories has evidence that supports it, and evidence that calls the theory into question.

The official US Government position on what happened to Amelia Earhart is that she died when her plane ran out of fuel and crashed into the ocean. There is good evidence to support this theory. For one thing, she had sent a radio message to the people who were waiting for her on the ship *Itasca* to guide her to Howland Island where she was supposed to land that she had “only half hour’s gas left” (p. 150). In addition, there seems to have been some confusion between Amelia and the *Itacsca* crew as they tried to get on the same radio frequency to get a clear idea of where each other was. This means that while Amelia was trying to figure out where she actually was, she could easily have run out of fuel and crashed. Finally, some artifacts have recently been found on the nearby island of Nikumaroro, including a piece of a plane like Amelia’s and a part of a shoe that is her size (p. 156).

On the other hand, there is evidence that calls this theory into question. For one thing, there has never been any sign of the plane, even though people went out immediately after Amelia was supposed to land to look for her. According to the text, “a plane that big would not have sunk right away” (p. 150). Besides that, no sign of oil was ever found, which makes it seem unlikely that her plane crashed into the water in that area.

Another theory about what happened to Amelia Earhart is that she survived the crash of her plane. There is good evidence that this may have happened. A ham radio operator in the area reported hearing a message for an “SOS”, and calling out Amelia’s call letters in the area of Howland Island where she had been trying to land (p.152 ). Other people point out that Earhart may have been a spy for the United States government against the Japanese, with whom the US was soon to go to war. There is strong evidence to support this. The US government built a “special runway” for Amelia on Howland Island, which was unusual (p.152). Further, in the 1960’s many residents of the island of Saipan, held by the Japanese during World War II, reported seeing both Amelia and her navigator Fred as captives of the Japanese (p. 154).

However, there is also evidence that calls this theory into question. First, there is no proof that the ham operators were telling the truth and not just making up their story, especially the story that showed up forty years after Earhart’s disappearance (p. 152). In addition, even though people have searched, they have been unable to find any hard evidence that Amelia Earhart or Fred were ever held on Saipan by the Japanese.

Perhaps someday one of these two theories will be proven to be true, as new evidence is uncovered. Meanwhile, we will have to live with the mystery!

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.