

Lesson Plan Template

Instructions: This lesson plan template provides a space for you to plan lessons around the Education Connections model of Sheltered Instruction (SI), which includes four strands—*define, modify, cultivate, apply*. (See page 4 of this document for more information on the four strands). Fill out the information about your lesson plan in the space provided in the left-hand column, *Lesson Information and Activities*. While you plan, list which strand(s) relates to this portion of your planning in the right-hand column, *SI Strand(s)*, along with any notes about how the strand can be implemented effectively in this lesson.

Lesson Information and Activities							SI Strand(s)
<p>Lesson Title: Becoming Better Readers: Non-fiction Text Features</p> <p>Content Area: English Language Arts Grade Level(s): 7-8</p> <p>Unit Description: This lesson was developed to support students in middle school who are required to read textbooks and informational texts that can be difficult due to the higher level vocabulary, reading level, and concept-dense content. Expository non-fiction contains numerous text features that serve as informational clues, and in this lesson students will practice identifying features before applying them to the task of revising a text-driven article to make it more comprehensible for other readers.</p> <p>Length of lesson: Two 45-minute class segments Number of ELs:</p>							
Proficiency Levels	Intermediate						
ELs (numbers and/or names)							
<p>Program Model: Inclusion class using Sheltered Instruction strategies.</p> <p>Other relevant student information: The lesson would be appropriate for classes with a relatively equal mix of native English speakers and English learners, who should be grouped heterogeneously.</p>							
<u>Standards and Objectives</u>							DEFINE
	Language Objectives	English language proficiency standards					
1	SWBAT name and label non-fiction text features and explain how they contribute to our understanding while reading.	<p>WIDA: ELD Standard 1: English language learners communicate for Social and Instructional purposes within the school setting</p> <p>ELD CA: 1.A Collaborative: Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics</p>					

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2	SWBAT to read and revise a non-fiction passage to incorporate appropriate text features.	<p>WIDA: ELD Standard 2: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p> <p>ELD CA: 6.B Interpretive: Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.</p>
Content Objectives		Content Standards
1	SWBAT identify and analyze the effectiveness of nonfiction text features used in informational articles.	<p><u>CCSS.ELA-LITERACY.RI.8.4</u></p> <p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p>
2	SWBAT collaborate with peers to negotiate meaning of text and to complete tasks using constructive conversational skills.	<p><u>CCSS.ELA-LITERACY.SL.8.1</u></p> <p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p>

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<p><u>Incorporating all four language domains</u></p> <p>Identify how the language demands of the tasks are related to each language domain.</p> <table border="1"> <thead> <tr> <th></th> <th>Written</th> <th>Oral</th> </tr> </thead> <tbody> <tr> <th>Receptive</th> <td> <p>Reading</p> <p>Students will read articles and use text features as clues for understanding.</p> </td> <td> <p>Listening</p> <p>Students will answer teacher-generated questions about informational text and respond to questions posed by peers in small group discussions.</p> </td> </tr> <tr> <th>Productive</th> <td> <p>Writing</p> <p>Students will identify which text features would enhance comprehension of a given article and then revise accordingly.</p> </td> <td> <p>Speaking</p> <p>Students will work with partners to discuss text features and collaborate to revise a passage together.</p> </td> </tr> </tbody> </table>			Written	Oral	Receptive	<p>Reading</p> <p>Students will read articles and use text features as clues for understanding.</p>	<p>Listening</p> <p>Students will answer teacher-generated questions about informational text and respond to questions posed by peers in small group discussions.</p>	Productive	<p>Writing</p> <p>Students will identify which text features would enhance comprehension of a given article and then revise accordingly.</p>	<p>Speaking</p> <p>Students will work with partners to discuss text features and collaborate to revise a passage together.</p>	<p>DEFINE</p>
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<p><u>Key language for students</u> (words and phrases, grammatical structures, sentence types, structure and amount of speech/text, organization of ideas, genre, etc.)</p> <table border="1"> <thead> <tr> <th>General academic language</th> <th>Language specific to the content area</th> </tr> </thead> <tbody> <tr> <td> <p>Students need language to have constructive conversations about text and about task completion. Stems may be provided if needed, such as:</p> <p>“In my opinion, this text needs. . .”</p> <p>“I agree with you, let’s add . . .”</p> <p>“Could you please repeat what you said?”</p> <p>“That’s an interesting point, but . . .”</p> </td> <td> <p>Features of non-fiction text:</p> <p>titles, headings/subheadings, special print (bold, color, italics), illustrations/photographs, captions, sidebars, diagrams, maps, charts and graphs</p> </td> </tr> </tbody> </table>		General academic language	Language specific to the content area	<p>Students need language to have constructive conversations about text and about task completion. Stems may be provided if needed, such as:</p> <p>“In my opinion, this text needs. . .”</p> <p>“I agree with you, let’s add . . .”</p> <p>“Could you please repeat what you said?”</p> <p>“That’s an interesting point, but . . .”</p>	<p>Features of non-fiction text:</p> <p>titles, headings/subheadings, special print (bold, color, italics), illustrations/photographs, captions, sidebars, diagrams, maps, charts and graphs</p>	<p>APPLY</p>					
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<p><u>Key characteristics of teacher talk</u> (ways to make the content comprehensible for all students, ways to model key language, etc.)</p> <ul style="list-style-type: none"> • Chunk the lesson into smaller segments and stop frequently so students can process information. • Review any key vocabulary words from readings orally; use choral response for pronunciation. • Model by projecting articles and highlighting features as they are discussed. 		<p>CULTIVATE</p>									
<p><u>How the lesson will incorporate bilingualism/students’ native languages as resources</u></p> <ul style="list-style-type: none"> • Peer-to-peer interaction with clarification in native language as needed. • Students will share their own knowledge of text features from prior experience. 											

Lesson Information and Activities			SI Strand(s)
Materials and Texts			
Name	Genre (e.g., narrative)	Level	Connection to Students (What will this mean to them? How can you make it even more meaningful?)
Stopping a Toppling Tower, by Mary Jane Carson for Scholastic http://teacher.scholastic.com/reading/bestpractices/nonfiction/nonFictionTools.pdf	Non-fiction		Students may be familiar with the Leaning Tower of Pisa; ask them for their own ideas as to why the tower is leaning, and what can be done to fix it, before reading.
Text Features Chart			Students will use this worksheet for reference as they work on this lesson
A variety of articles that do not have enough text features, such as: An Unwelcome Newcomer http://www.readworks.org/passages/unwelcome-newcomer or Are the Everglades Forever? http://www.readworks.org/passages/are-everglades-forever	Non-fiction	Lexile 1080 Lexile 1180	These articles discuss animals and environmental impact, similar to what the students are studying in their science curriculum, so they will have background knowledge of the topics.
Supplementary Materials and Realia			
<ul style="list-style-type: none"> • Digital copies of each article if you would like students to format them using Google Docs or another word processing program. Google Docs is recommend so that students can work on a shared document together. • Photocopies of each article glued to slightly larger poster paper so students may add the text features on the sides and bottom of the article. • Access to computers/printers so students may find maps and images to add to their final products. • More articles to meet your students' reading level or interest needs can be found free at these sites: ReadWorks http://www.readworks.org/ Tween Tribune http://tweentribune.com/ Newsela https://newsela.com/ 			

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<p>Estimated Time: <u>2 - 45 minutes class segments</u></p> <p>Language Domains: XReading XWriting XListening XSpeaking</p> <p>Grouping:</p> <p style="margin-left: 40px;"> <input checked="" type="checkbox"/> Independent Work <input checked="" type="checkbox"/> Pair <input type="checkbox"/> Small Group <input checked="" type="checkbox"/> Whole class </p> <p>Reason for grouping:</p> <p style="margin-left: 40px;"> <input type="checkbox"/> First language <input checked="" type="checkbox"/> English proficiency <input checked="" type="checkbox"/> Reading level <input type="checkbox"/> Content understanding <input type="checkbox"/> Interest <input type="checkbox"/> Other: </p> <p>Preview: Connections to past learning or the larger unit sequence</p> <ul style="list-style-type: none"> • Ask students to think about their science and history textbooks, and if there are any text features they use to try when the text is challenging. • • What features draw their eye first when they look at the chapter? (Students may respond with pictures, timelines, key words boxes, bold text, etc.) • Explain to students that they have just named text features, which are the elements of books, newspapers, and magazines that enhance a reader's experience by pointing out important information and making the text simpler to understand. • Project the text features chart and discuss/clarify any terms that were not mentioned previously. Emphasize the importance of each text feature and allow students to discuss any prior experience they have with these specific text features; elicit how they each help us to read better and function as clues to the content. If any terms are confusing, pull up images online for clarification. <p>Presentation: Primary activity steps associated with lesson implementation Differentiation, scaffolding, modifications, strategies employed, interaction activities, materials integrated that function to shelter language and content for the EL students</p> <p>Project an image of the Leaning Tower of Pisa and ask students: Do you know what this building is called? Where is it located? Why do you think it is leaning? What suggestions would you give to fix it? What words do you think we will find in an article about this structure?</p> <ul style="list-style-type: none"> • Distribute copies and project the Toppling Tower worksheet http://teacher.scholastic.com/reading/bestpractices/nonfiction/nonFictionTools.pdf. Read together and identify the text features on the page. Allow your students to discuss how a vocabulary box would help readers better understand the passage. Would a map showing Pisa's location help as well? • Divide your students into groups of two. Give them another article and have them label each text feature. These passages from work well: <ul style="list-style-type: none"> ○ An Unwelcome Newcomer http://www.readworks.org/passages/unwelcome-newcomer ○ Are the Everglades Forever? http://www.readworks.org/passages/are-everglades-forever • Project each article and have students come up to circle and label each feature for the class. 	<p>MODIFY</p> <p> </p> <p>CULTIVATE</p> <p> </p> <p>APPLY</p>

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<ul style="list-style-type: none"> • After all text features have been identified, have students read their passages aloud with their partner, taking turns by paragraph. Have them think about text features that would help another reader to understand this passage better. • Students will work with their partners to revise each passage and add at least three text features from the chart. • Display the final products, and have students review each group’s work. Compare and contrast text features that each group chose to include. Reinforce importance of using text features as clues for comprehension across subject areas. <p>Assessment: Activities for formative and summative assessment during and after primary lesson activities. How does assessment account for the language demands embedded in core content for ELs?</p> <p><u>Students will be assessed through a range of tools including:</u></p> <ol style="list-style-type: none"> 1. Frequent checks for understanding – questioning individual students and having students come up to mark responses directly on articles on whiteboard. 2. Monitoring conversations of pairs and listening to discussions as they negotiate meaning of text and work collaboratively to apply knowledge of text features. 3. Reviewing written work of final product to assess understanding. 	
<p>How are parents, families, and the community invited into or associated with the content, delivery, or extension of this lesson?</p> <p>This unit addresses text features associated with articles, but there are more features that students would find in books, such as index, glossary, table of contents. Have students bring in a non-fiction book, article, or school textbook from another class and work with their partners to record short informational videos to teach other students about text features. They can record them in English or their native language, depending on your student population. These videos can be shared on school broadcasts that are projected in each classroom in the morning, or uploaded to the school server and used by other grade level teachers to promote literacy practices across the curriculum.</p>	CULTIVATE

Four Strands of Sheltered Instruction

Sheltered Instruction is an approach that makes academic content, as well as language development, more accessible for EL students. The Education Connections activities are based on **Four Strands** of Sheltered Instruction. They are: Define, Modify, Cultivate, Apply.

Define

- **Develop, define, refine, communicate, and assess *content objectives* for every lesson**
- **Develop, define, refine, communicate, and assess *language objectives* for every lesson**
- **Ensure objectives derive from, and are aligned with, English language proficiency (ELP), as well as content standards**

Modify

- **Differentiate instruction through lesson adaptation and instructional modifications**
- **Scaffold instruction in response to students' individualized language and content learning needs**
- **Identify the language demands and domains embedded in lessons and explicitly address language use and needs for both teaching and learning**

Cultivate

- **Explicitly identify and acknowledge the **cultural competence, human capital, knowledge, experiences, and resources students bring to the classroom****
- **Invite parental and/or familial involvement in the school and classroom and make connections that extend beyond the core curriculum**
- **Support native language maintenance, additive bilingualism, and biliteracy development**

Apply

- **Directly promote language use through interaction with peers, teachers, as well as the core content**
- **Encourage and facilitate language use in both English, as well as students' home languages**
- **Develop and implement activities that require use of all four language domains**