

ELA Model Session Plan-Annotations-All Grades

Student(s):	
ACM:	
Week #:	Dates:
Targeted Character Strength(s):	
Plan Flow	
<p>Common Core Standard: CCSS.ELA-LITERACY.CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>Learning Objective: Students will be able to <u>summarize a text</u> by <u>identifying the key details and creating a 20-word summary or Gist.</u></p> <p>Materials: Anchor chart (step by step process from 'I Do'), 4 to 6 emojis printed out, 20 index cards with each word of pre-determined 20-word Gist Statement for Step 4 of the 'We Do,' Article for each student from the last session (use their old article, with their notes), at least 2 Get the Gist Templates from the ELA Toolkit (Page 46) for each students.</p> <p style="text-align: center;">**The text provided in this session is at a 700 Lexile Level**</p> <p>Room Set-up: Students in a circle or at a table, definition of 'summary' written out for students to see, Get the Gist template written on board for We Do.</p> <p style="text-align: center;">**All language and information in blue, is optional**</p>	
Mins:	Opening
3	<p><u>Check-in:</u></p> <p><i>"Before we begin, I want to check-in to see how you're doing. We are going to choose an emoji from the pile that represents how you are feeling right now."</i></p> <ul style="list-style-type: none"> • Dump emojis out & count down from 3 • Ask students to choose an emoji • Have students share why they chose that emoji, in particular <p><i>"Thank you for opening up to share how they feel to the group."</i></p>
2	<p><u>Expectations:</u></p> <p><i>"Let's review our group expectations. What do you remember from our last session?"</i></p> <ul style="list-style-type: none"> ○ One mic, one diva ○ Try your best ○ Celebrate effort
5	<p><u>Warm-Up:</u></p> <p><i>"Before we begin learning, let's review our objective and define some key words we will use."</i></p> <ul style="list-style-type: none"> • Read objective • Activate prior knowledge: <ul style="list-style-type: none"> ○ What is a summary? ○ What information from the text do we use to summarize? ○ What steps do we use to identify the key details in a text? ○ How long do you think a summary should be? • Introduce the <i>Get the Gist</i> Worksheet <ul style="list-style-type: none"> ○ Ask students to read over the document

	<ul style="list-style-type: none"> ○ What information do you think goes into the document? ○ According to this document, how many words is a summary? 	
	<u>Gradual Release of Responsibility</u>	
5	<p><u>I Do:</u></p> <p><i>“Today we’re going to practice summarizing a text in 20 words. We will do this using the same text we used in our last session on summarizing. We are also going to use the same steps along with an additional step. I’m going to walk you through creating a 20-word summary so make sure to watch, listen and follow along.”</i></p> <ul style="list-style-type: none"> • Step 1: Read the text without annotating for the key details <ul style="list-style-type: none"> ○ <i>“I am going to read this text, as if it is my first time. I am only going to read the title and the first section of the text.”</i> • Step 2: Re-read the text. As you read, stop to underline key details and write Who, What, When, Where, Why, or How next to what you’ve underlined <ul style="list-style-type: none"> ○ <i>“Now that I’ve read it once, I am going to read it again for the key details. I’ve already done this in our last session, so I am going to skip and go straight to step 3. We would do this again, if we hadn’t already underlined and labeled the key-details.”</i> • Step 3: Look over what you’ve underlined and record the most essential details on your <i>Get the Gist</i> worksheet <ul style="list-style-type: none"> ○ <i>“Now that I’ve read it a second time and underlined the key details, I am going to review what I’ve underlined and write the most essential details on my gist worksheet.”</i> ○ <i>“So I have two things underlined for who the article is about. I think it is more about thousands of Puerto Ricans and not just the ones named here because I’ve read it through once and saw they talked about</i> 	<p><u>CFUs/OEQs:</u></p> <p><i>What CFUs or OEQs will you use to ensure progress at each step?</i></p> <ul style="list-style-type: none"> • What were my essential key-details? • Why did I choose to record ‘thousands of Puerto Ricans’ and not ‘Margarita Aponte and her family’ on my <i>Get the Gist</i> Worksheet? • What details am I missing from my summary? • What steps do we take to create a 20-word summary of a text? • Metacognitive CFU: Thumbs up (I get it), down (I do not get it), or to the side (I can get it with more practice). How ready are you to move on and try writing a 20-word summary together? <p>*If you have to stop after the “I do” or “We Do” and pick up on a later date, check for understanding using a metacognitive CFU and an open ended question:</p> <ul style="list-style-type: none"> • Example of Metacognitive CFU: Stop light check in: “How do you feel about the “I see + I know = Inference” equation we’ve done?” <ul style="list-style-type: none"> ○ Green – I got this ○ Yellow – I kind of get it, there are some parts I still have questions about ○ Red – I am lost • “Why did you pick that color?”

	<p><i>Puerto Ricans as a whole. So I am going to write Thousands of Puerto Ricans next to 'Who' on my 'Get the Gist' worksheet."</i></p> <ul style="list-style-type: none"> • Step 4: Write a 20-word Gist <ul style="list-style-type: none"> ○ <i>"Now that I've read it, underlined my details and identified the most essential Key Details, I can now work to put these details into a 20-word Gist. I will put my text to the side, because I have all the information I need here on my worksheet. When I create my gist I am going to start with the 'WHO', first."</i> ○ Continue to show students your thinking as create a 20-word gist. <p><i>"Now I want to check to see what you've understood from my model."</i></p> <ul style="list-style-type: none"> • Ask CFUs to the right <p>**If your students struggle to answer the CFUs correctly and/or identify that they need more practice, do another 'I Do' using the next section of the text. Make sure to check for understanding using the questions to the right after you've done another 'I Do'. **</p>	
8 minutes	<p><u>We Do</u></p> <p><i>"Now that I've showed you how to identify the key details in a text and use them to create a 20 word summary, we are going to try it out together using the next section of our article. Remember you've worked with this article before, so we will skip the 2nd step for this session"</i></p> <ul style="list-style-type: none"> • Step 1: Read the text without annotating for the key details <ul style="list-style-type: none"> ○ <i>"So what is our first step when we are trying to summarize a text?"</i> ○ <i>"So let's read the article once. I will read out loud for us and you have to help me too. Once I get to the end of each sentence show me you are following along by saying the last word of that sentence with me."</i> ○ Ask students to repeat instructions before you move on. You want to 	<p><u>We Do CFUs:</u></p> <ul style="list-style-type: none"> • What essential key details did we find in this section of the article? • What details are we still missing? • What steps do we take to create a 20-word summary of a text? • Metacognitive CFU: Thumbs up (I get it), down (I do not get it), or to the side (I can get it with more practice). How ready are you to move on and try writing a 20-word summary by yourself? (Follow-up question: What do you understand? What don't you understand?)

make sure they understand what to do as you read.

- Step 2: Re-read the text. As you read, stop to underline key details and write Who, What, When, Where, Why, or How next to what you've underlined
 - *"Now that we've read the text, what should we do next?"*
 - *"We are not doing this step because we've done it already in our last session. If we had a different text, we would need to make sure we've re-read the text and underlined the key details in the text."*
- Step 3: Look over what you've underlined and record the most essential details on your *Get the Gist* worksheet
 - *"Okay, so we've identified the key details in this section. What should we do next?"*
 - Prompt students for each of the 5 Ws and H and write on board/group Gist Template
 - *Ex: Who is this section about?*
- Step 4: Write a 20-word Gist
 - *"So what is our final step?"*
 - Allow students to use the set of 20 index cards to complete a 20-word summary.
 - *"Here I have 20 index cards and each has a word on it. Together, we are going to place the words in the right order to make a 20-word summary of this section of the text."*

"Now I want to check to see what you've understood after doing it together."

- Ask CFUs to the right

****If your students struggle to answer the CFUs correctly and/or identify that they need more practice, practice as a group using the next section of the article. Make sure to check for understanding using the questions to the right after they've gone through the process again. ****

10 minutes	<p>You Do</p> <p><i>“Now that I’ve seen you do <u>[say something you observed the students do well]</u> or say <u>[say something you heard the students say that shows they understand]</u> I think you are ready to try it on your own. Go through the four steps of identifying key-details and creating a 20-word summary on your own.”</i></p> <ul style="list-style-type: none">• Allow students to do <p><i>“You’ve done it yourself and now we will share your 20-word summaries.”</i></p> <ul style="list-style-type: none">• Ask students to share their summary• Ask follow-up questions to have students share their thinking<ul style="list-style-type: none">○ <i>“Why did you write _____ as an essential Key-Details?”</i> <p><i>“Now let’s do our final Metacognitive CFU in order to see what we are understanding and what we are not understanding.”</i></p> <p>**If your students identify that they need more practice, practice as a group (We Do) using the same section students completed individually, in the “you do”. **</p>	<ul style="list-style-type: none">• Metacognitive CFU: Thumbs up (I get it), down (I do not get it), or to the side (I can get it with more practice). Do you understand how write a 20-word summary? (Follow-up question: What do you understand? What don’t you understand?)
Mins: 7	<p>Closing:</p> <p><i>“Now that you’ve practiced by yourself, let’s do a final check for understanding by identifying the essential details from all 3 of our 20-word summaries. We are going to create a new 20-word summary that summarize the whole article. It might seem challenging, but I know you all can do it.”</i></p> <ul style="list-style-type: none">• Ask students to read over what they’ve underlined to identify the essential details and write them down. Once they’ve done that, students should attempt a 20-word summary for the whole article, not just the last section.• Collect student worksheet when complete• Ask students:<ul style="list-style-type: none">○ What do we look from in a text in order to summarize that text?○ What was easy for you? What was difficult?○ How can you use this in class or in life?○ What other current topics would you like to read about in our session?• Give a preview of the next session<ul style="list-style-type: none">○ <i>“In this session we used the key details we underlined in the last session to build a 20-word Gist/summary. In our session today, I saw you _____ and heard you _____. This means you’ve gotten it! So in our next session we will put steps 1 through 4 together using a different article.</i>	

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Reflection and Commitments:

What worked well in this session? What could have gone better? How well did the students master the learning objective? What are your next steps?

Seeking Wi-Fi and cellphone signals in wake of Hurricane Maria

By Associated Press, adapted by Newsela staff

Grade Level **4** 09/28/2017

Word Count **651**



SAN JUAN, Puerto Rico — Margarita Aponte and her family first had to clear the road in front of her house. Then they loaded into the car and drove an hour to San Juan, Puerto Rico's largest city. They were headed to the old telegraph building.

There, thousands of Puerto Ricans were looking for the same thing. They wanted a cell phone signal.

Puerto Rico is an island. It is a part of the United States and its residents are American. More than 3 million people live there.

Hurricane Knocks Out Cellphone Service

On September 20, 2017, Puerto Rico was hit by Hurricane Maria. A hurricane is a type of powerful storm. Maria was one of the worst in Puerto Rico's history. The wind and water knocked out power across Puerto Rico and destroyed many homes and buildings. Cellphone and Internet service were largely knocked out, too.

"It's ringing, it's ringing, it's ringing!" Aponte screamed. Her phone had connected to the free Wi-Fi.

Her eyes filled with tears as she talked with nephews, uncles, brothers and sisters in Florida and Massachusetts. It was her first communication with them since Maria.

There are two free Wi-Fi hotspots in at the telegraph building in San Juan. It is hard to get online, though. Most people there spend hours frowning at their phones. They are unable to connect.

Hits And Misses Finding A Signal

"There's no communication. We're in God's hands," Yesenia Gomez said as she left a message for her mother.

All over Puerto Rico, people are looking for a signal.

Carlos Ocasio picked his way through tree branches and broken glass bottles. Finally, he found a spot with a good signal. From there, he was able to reach his brother in New Jersey.

"My throat got a little choked up and I couldn't talk for a minute," he said. "They're calling me from everywhere, asking when I'm going to arrive."

For hundreds of thousands of Puerto Ricans living on the U.S. mainland, however, there has been only silence from the island.

New Yorker Not In Touch With Family On Island

New Yorker Shirley Rodriguez said she has more than 30 family members in Puerto Rico. She is most worried about her 66-year-old mother, Mildred Rodriguez. Mildred has diabetes and lung problems.

Rodriguez last spoke to her family before the storm. At that point, her family was planning on being together for it. Since then, calls to their cellphones have gone to voicemail.

She said that not knowing what had happened was very hard.

Only about 25 percent of towers were working in the San Juan metro area.

Hopeful Signs Service Will Be Back On

Cell service provider T-Mobile said it reached a deal with other providers to help reconnect their customers. It said customers would not be charged extra.

Governor Ricardo Rossello said a major underwater cable had been repaired. This would allow people to make long-distance calls and improve Internet service. Two planes from Spain's telephone company also arrived over the weekend to help re-establish services.

Despite the difficulty, people keep trying to reach their loved ones. In many cases, the key has been not giving up.

Some people occasionally offer help. "I didn't move my phone around, and I got a signal," said one helpful woman.

But For Some, Still "Zero Communication"

Nearby Sylvia Calero tried to reach three brothers and three grandchildren in another part of Puerto Rico. She spent an hour walking, unable to find a signal. She then drove to the free Wi-Fi hotspot.

"Zero communication," she said.

Wanda Nieves, a government worker, went to one of the Wi-Fi hotspots too. She was finally able to connect. She spoke to her family in Florida and Michigan. She said she did not plan to return for more calls or messages.

"We've already given signs of life," she said. Now, she said, she would wait for Puerto Rico to rebuild.

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