Component Area

Focus and Motivation

Objective:

• Focus students’ attention on content while engaging interest

Rationale:

• Activate and build connections
• Spark interest, excitement, and engagement
• Set purposes for learning (student-driven)
• Identify and assess prior knowledge

Strategies:

• Zero Noise Signal p. 2
• Three Personal Standards p. 3-4
• Literacy Awards p. 5-10
• Prediction Reaction Guide p. 11-16
• Cognitive Content Dictionary p. 17-20
• Observation Charts p. 21-22
• Inquiry Charts p. 23-25
• Teacher-Made Big Books p. 26-40

OCDE Project GLAD® strategies may move into different component areas depending on the teacher’s purpose and learning objectives for students.

English Language Development Focus

English Learner Consideration: These are factors to be aware of when specifically targeting ELs.

Purposeful Interaction: To develop language proficiency ELs need to use language in authentic ways: applying knowledge, exchanging ideas, and communicating. These frames will help ELs apply language in purposeful interactions in teams, pairs, and whole group discussions.

How Language Works: In this section, teachers and students focus on language structures, semantics, and grammatical forms to apply knowledge of English language systems in a variety of context.
FOCUS AND MOTIVATION STRATEGY

Objective: Focus students' attention on content while engaging interest

Zero Noise Signal

<table>
<thead>
<tr>
<th>Rationale</th>
<th>Photograph/Sketch</th>
</tr>
</thead>
<tbody>
<tr>
<td>➔ Provides an effective classroom management tool incorporating visual cues • Respects and honors learners</td>
<td></td>
</tr>
</tbody>
</table>

Key Points

Strategic Design

Delivery

- Establish and articulate a comprehensible language objective and content objective
- Must be explicitly taught
- Use to focus attention prior to giving directions or delivering instruction
- Silently raise hand to gain full attention of students
- Instruct students to finish their final sentence or thought, raise their hands without speaking, and look toward the teacher or speaker
- Avoid talking once your hand goes into the air
- Set high expectations for usage and hold individuals accountable

English Language Development Focus

English Learner Consideration

- Use visual and body movements

Strategy Variations

Other Visual Signals and Auditory Cues

- Verbal prompt: "Look this way."
- Auditory prompts: Chimes, rainstick, timer tool
- Non-verbal: frozen gesture

Research Links

- Horner, Albin, Todd, Newton, & Sprague (2010)
- Kagan (1987)

This strategy page is intended to be a support.
For successful implementation, you need to add your own personal notations
# FOCUS AND MOTIVATION STRATEGY

**Objective:** Focus students' attention on content while engaging interest

## Three Personal Standards

<table>
<thead>
<tr>
<th>Rationale</th>
<th>Photograph/Sketch</th>
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</thead>
<tbody>
<tr>
<td>➔ <em>Teaches skills by explicitly focusing and reinforcing students' positive behaviors</em></td>
<td></td>
</tr>
<tr>
<td>• Enables students to articulate positive behavior</td>
<td></td>
</tr>
<tr>
<td>• Encourages intrinsic motivation</td>
<td></td>
</tr>
</tbody>
</table>

## Key Points

### Strategic Design

- The Three Personal Standards are not posted in the classroom (brain imprinting)
- Intended to support individual classroom behaviors

### Delivery

- Establish and articulate a comprehensible language objective and content objective
- Teacher models the Three Personal Standards by holding up three fingers for brain imprinting
  - Make good decisions
  - Solve problems
  - Show respect
- Each of the three fingers represent a standard
- Always phrase behaviors positively (students need practice articulating positive language)
- When introducing for the first time, students share understanding of each standard and collaboratively, clarify and define each standard, provide examples and non-examples
- Continue supporting students' understanding of appropriate behaviors
- Reinforce and recognize students who follow the Three Personal Standards
- Set high expectations for use and hold individuals accountable
Three Personal Standards

English Language Development Focus

Purposeful Interactions

Provide sentence frames to articulate positive behaviors.

- Teacher prompt: What does making a good decision (look like, sound like, mean, etc.)?
  - Student response: Making a good decision looks like __________.

- Teacher prompt: What does solving a problem (look like, sound like, mean, etc.)?
  - Student response: Solving a problem looks like __________.

- Teacher prompt: What does showing respect (look like, sound like, mean, etc.)?
  - Student response: __________ was showing respect by __________.

Strategy Variations

- Other positive behavior intervention systems may be used

Research Links

- Horner & Spaulding (in press)
- Oden, Kelly, Ma, & Weikart (ND)
- (DARE Program)

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FOCUS AND MOTIVATION STRATEGY

Objective: Focus students' attention on content while engaging interest

<table>
<thead>
<tr>
<th>Literacy Awards</th>
<th>Photograph/Sketch</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rationale</strong></td>
<td><strong>Focuses and reinforces students' positive behavior through the use of the Three Personal Standards</strong></td>
</tr>
<tr>
<td></td>
<td>• Encourages intrinsic behavior management</td>
</tr>
<tr>
<td></td>
<td>• Introduces and reinforces high academic language</td>
</tr>
<tr>
<td></td>
<td>• Encourages reading and writing practices</td>
</tr>
<tr>
<td></td>
<td>• Extends learning and literacy</td>
</tr>
<tr>
<td></td>
<td>• Motivates students and sparks interest</td>
</tr>
<tr>
<td></td>
<td>• Provides materials for home library</td>
</tr>
</tbody>
</table>

**Key Points**

**Strategic Design**
- Awards are tied to literacy
- Use authentic pictures and embed academic content and vocabulary
- Include interactive tasks, prompts, activities, linked to grade-level standards
- Copy on brightly-colored paper

**Delivery**
- Establish and articulate a comprehensible language objective and content objective
- Students individually *Earn* Literacy Awards by following the Three Personal Standards
- State the explicit observable behavior student was exhibiting and tie it to one of the Three Personal Standards
- Use Scouts (peer observers) to positively reinforce the Three Personal Standards
Literacy Awards

English Language Development Focus

Purposeful Interactions

Provide sentence frames for Scouts who are observing students during instruction to support their ability to state individual positive behaviors.

- Teacher prompt: Who did you observe following one of the Three Personal Standards?
  - Student response: I observed ________, showing ________, by ________.
- Teacher prompt: Which standard did ________ demonstrate?
  - Student response: I noticed ________, ________, making a good decision by ________.
  - Student response: Therefore, ________ has earned a Literacy Award.

Strategy Variations

- Use content language: Scientist's, Explorer's, Historian Notes
- Use various types of literacy related documents: bookmarks, Golden Pen (seed book), post cards, strip books, notebooks, etc.
  - Can be used within projects, notes for assessments or extended activities

Research Links

- Horner & Spaulding (in press)
- Biemiller (2009)
- Oden, Kelly, Ma, & Weikart (ND)
- (DARE Program)

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Sample Literacy Awards: 1st Grade

I can spell observe. o-b-s-er-ve
I can spell observes. o-b-s-er-ve-s
I can spell observed. o-b-s-er-v-ed
I can spell observing. ob-s-er-v-ing
But I can’t spell reptiles!

I can spell predict. pre-d-i-c-t
I can spell predicts. pre-d-i-c-t-s
I can spell predicted. pre-d-i-c-t-ed
I can spell predicting. pre-d-i-c-t-ing
But I can’t spell reptiles!
Yes, I can! Yes, I can!
Reptiles! Rep-tiles!

What are some of the patterns you are noticing?
Use the back of your award to write your spelling words adding in these patterns.

A plural noun represents two or more people, places, things or ideas. Most plural nouns end in s. Example: Bears live in many habitats.

On the back, list other plural nouns.

A singular noun represents one person, place, thing or idea. A polar bear is a singular noun.

Literacy Awards are intended to include authentic pictures and graphics. These pictures and graphics are samples only due to copyright laws.
Patriots here, patriots there,
Patriots, patriots everywhere.
Famished patriots starving tirelessly,
Loud patriots inciting crowds passionately,
Poverty-stricken patriots freezing endlessly,
And dedicated patriots writing pamphlets zealously.
Patriots around the Liberty Tree,
Patriots at the Continental Congress,
Patriots in Valley Forge,
And patriots throughout the colonies.

Prefixes are letters that come at the beginning of root words. Knowledge of prefixes helps learners define unknown words.

Prefix: un – which means not
Unfamiliar: not familiar or known

Prefix: dis – which means reversing
Disappear: reversing appearance or ability to see

Prefix: re – which means again
Reread: read again
Recycle: to return (material) to a previous stage

A preposition connects a noun and some other word in a sentence and often tells us where the action is happening. Between, behind and near are some examples of prepositions. Circle the prepositional phrases in this chant and then write three new prepositional phrases on the back of this award.

How many words can you generate on the back of the award that have prefixes?

Literacy Awards are intended to include authentic pictures and graphics. These pictures and graphics are samples only due to copyright laws.
A trait is a characteristic inherited from a parent. For example, if your mom has freckles, you might have freckles. If your dad has green eyes, you might inherit green eyes.

What other traits could someone inherit? Sketch and write as many examples as you can think of on the back.

Look at the picture and read the caption. What resources could you use to find additional facts? Find three or more facts and record on the back. Be sure to cite the source where you got the information!

SOLAR FLARES are explosions on the surface of the Sun that occur daily. Solar flares are the result of twisted magnetic lines breaking and reconnecting when opposite magnetic fields are brought together. This releases huge amounts of dangerous energy in the form of X-rays, UV light and subatomic particles into the atmosphere.


*Literacy Awards are intended to include authentic pictures and graphics. These pictures and graphics are samples only due to copyright laws.*
A primary source is a document or physical object which was written or created during the time under study. These sources were present during an experience or time period and offer an inside view of a particular event. Some types of primary sources include:

ORIGINAL DOCUMENTS (excerpts or translations acceptable): Diaries, speeches, manuscripts, letters, interviews, news film footage, autobiographies, official records

CREATIVE WORKS: Poetry, drama, novels, music, art

RELICS OR ARTIFACTS: Pottery, furniture, clothing, buildings

Examples of primary sources include:
- Diary of Anne Frank - Experiences of a Jewish family during WWII
- The Constitution of Canada - Canadian History
- A journal article reporting NEW research or findings
- Weavings and pottery - Native American history
- Plato’s Republic - Women in Ancient Greece

World War II, or the Second World War (often abbreviated as WWII or WW2), was a global war that was underway by 1939 and ended in 1945. Read the caption below and identify a fact and an opinion. Record your response on the back of your award. It involved a vast majority of the world’s nations—including all of the great powers—eventually forming two opposing military alliances: the Allies and the Axis.

It was the most widespread war in history, with more than 100 million people serving in military units. In a state of "total war," the major participants placed their entire economic, industrial, and scientific capabilities at the service of the war effort, erasing the distinction between civilian and military resources.

Marked by significant events involving the mass death of civilians, including the Holocaust and the only use of nuclear weapons in warfare, it resulted in 50 million to over 73 million fatalities. These deaths make World War II by far the deadliest conflict in all of human history.

http://en.wikipedia.org/wiki/World_War_II

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FOCUS AND MOTIVATION STRATEGY

Objective: Focus students’ attention on content while engaging interest

Prediction Reaction Guide

<table>
<thead>
<tr>
<th>Rationale</th>
<th>Photograph/Sketch</th>
</tr>
</thead>
</table>
| **→ Accesses and assesses prior knowledge,**  
  **while motivating students about the content of the unit**              |                   |
| • Allows students to make predictions                                     |                   |
| • Provides opportunity for processing learning                           |                   |
| • Encourages metacognition                                                |                   |

Key Points

Strategic Design

• Develop questions related to the unit of study that sparks interest for students
• Use prior to beginning the unit and revisit at the end
• Use a variety of standards-based questions and prompts
• Include spaces or boxes for processing

Delivery

• Students are in teams at their tables
• Use T-Graph for Social Skills and Team Points (p. 137)
• Establish and articulate a comprehensible language objective and content objective
• Chorally read each question or statement
• Students individually make predictions by sketching and/or writing
• After content is delivered, revisit for reactions and citations
Prediction Reaction Guide

English Language Development Focus

How Language Works

Provide sentence frames to write predictions.

Prediction

- This reminds me of __________. Therefore, I predict __________.
- This statement sounds like __________; consequently, I predict __________.
- If we look at the word __________, it shows __________.
- The __________ provides me with clues about __________.
- After analyzing the statement, I hypothesize that __________.

Strategy Variations

- Use technology to allow choral reading

Research Links

- Nagy & Townsend (2012)
- Smith (2006)

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Prediction/Reaction Guide
Reptiles: 1st Grade

Directions: Read each sentence. Then, write or sketch your predictions or thoughts to the statement. Later, write or sketch your reaction.

1. Dinosaurs are alive! There are some reptiles that look similar to dinosaurs of long ago.

<table>
<thead>
<tr>
<th>Prediction:</th>
<th>Reaction:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

2. The world's heaviest snake, the Green Anaconda from South America, can weigh up to 500 pounds!

<table>
<thead>
<tr>
<th>Prediction:</th>
<th>Reaction:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Some turtles can live for more than 200 years!

<table>
<thead>
<tr>
<th>Prediction:</th>
<th>Reaction:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

4. Geckos (a type of lizard) are born without eyelids. To keep their eyes from drying out, they lick their eye balls with their long tongue.

<table>
<thead>
<tr>
<th>Prediction:</th>
<th>Reaction:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1. Patrick Henry and John Adams were two individuals with passionate ideas for a new nation during the time of the American Revolution. How are these two men alike?

<table>
<thead>
<tr>
<th>Prediction:</th>
<th>Reaction:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. What does freedom mean? What are some examples of freedom expressed in this country?

<table>
<thead>
<tr>
<th>Prediction:</th>
<th>Reaction:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. It is said that George Washington "was, indeed, in every sense of the words, a wise, a good and a great man..." How are you most like this historical leader?

<table>
<thead>
<tr>
<th>Prediction:</th>
<th>Reaction:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. Is this statement true or false? Why or why not?
   
   *In 1760, Great Britain controlled the 13 American colonies through trading and taxes.*

<table>
<thead>
<tr>
<th>Prediction:</th>
<th>Reaction:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

5. Samuel Adams, a leader of the colonies, organized revolts, or rebellions, such as the Boston Tea Party. He was known as a firebrand of the American Revolution. What is a firebrand?

<table>
<thead>
<tr>
<th>Prediction:</th>
<th>Reaction:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1. Is this statement true or false?
   *More than 8,000 artificial objects are orbiting Earth right now, more than 2,500 of which are satellites. The rest? Space junk.*

   **Prediction:**
   **Reaction:**

2. Earth is just one of many bodies in our solar system. What else is out there?

   **Prediction:**
   **Reaction:**

3. Is this statement true or false? Why or why not?
   *Heat and light from our sun, an average-size star, travel a mean distance of 92.96 million miles to reach Earth and support all life on our planet.*

   **Prediction:**
   **Reaction:**

4. The star of our solar system is a huge ball of hot, glowing gases. At about 333,000 times the mass of Earth, the sun contains about 99.8% of all mass in the solar system.

   **Prediction:**
   **Reaction:**

5. Sketch or write what you see when you observe the night sky.

   **Prediction:**
   **Reaction:**
Prediction Reaction Guide

World War II: 10th Grade

Directions: Please respond by sketching and writing below.

1. World War II was the most destructive conflict in history.
   
   **Prediction:**
   **Reaction:**

2. The original abbreviation of the National Socialist Party was *Nasos*. The word "Nazi" derives from a Bavarian word that means "simple minded" and was first used as term of ridicule by journalist Konrad Heiden (1901-1966).
   
   **Prediction:**
   **Reaction:**

3. Adolf Hitler was a famous leader.
   
   **Prediction:**
   **Reaction:**

4. Is it important for people to unite behind a common cause? True or false? Why?
   
   **Prediction:**
   **Reaction:**

5. What is the theme of the quotation below by Elie Wiesel?
   "He will never forget those who died in the Holocaust."

   **Prediction:**
   **Reaction:**
FOCUS AND MOTIVATION STRATEGY

Objective: Focus students' attention on content while engaging interest

Cognitive Content Dictionary (CCD)

<table>
<thead>
<tr>
<th>Rationale</th>
<th>Photograph/Sketch</th>
</tr>
</thead>
<tbody>
<tr>
<td>➜ <em>Introduces academic vocabulary and teaches word study skills comprehensibly</em></td>
<td></td>
</tr>
<tr>
<td>• Uses repetition of academic language to support internalization of new words</td>
<td></td>
</tr>
<tr>
<td>• Models using prior knowledge, to construct new meaning</td>
<td></td>
</tr>
<tr>
<td>• Allows for prediction based on context and content knowledge</td>
<td></td>
</tr>
</tbody>
</table>

Key Points

Strategic Design

- Develop a list of key academic vocabulary words (Tier II and Tier III)
- Create a chart based on blackline master (p. 48)

Delivery

Day 1

- Students are in teams at their tables
- Use T-Graph for Social Skills and Team Points (pp. 135-137)
- Establish and articulate a comprehensible language objective and content objective
- Write chosen word on first column
- Repeat word several times, as a whole group and individually
- Survey: H (Heard), NH (Never Heard), makes connections to background information
- Students negotiate predictions in teams
- Each team will share their predications and clues, the teacher paraphrases predictions and writes on chart under “Predictions” column
- Go to each team for accountability, using structured process to identify a team speaker
- Reinforce positive team behavior (eyes on speaker, cooperation, active listening), verbally establishing expectations
- Teams *EARN* points for demonstrating behavior on T-Graph for Social Skills (pp. 135-137)
- Word is used as a signal word incorporating a synonym and gesture
- The signal word is used as a transition/movement word, (i.e. “When I say the signal word, join me on the carpet,” teacher says, “adaptation,” students repeat “adaptation” and add synonym or short phrase “changing to survive,” add the gesture and follow the movement direction or “When I say the signal word, take out your article and begin partner reading.”)
- Explicitly teach the final meaning throughout the day

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Cognitive Content Dictionary (CCD)

Day 2

- Students renegotiate for meaning in teams to discuss the final meaning using resources in the room and learning from the previous day
- Call on teams for the final meaning, using a structured process
- Teacher provides immediate specific feedback to each team
- Teams EARN points for demonstrating social skill
- Teacher writes the final meaning generated by whole class
- Promote use of students primary languages (celebrates languages)
- Add a sketch, (non-linguistic representation and brain imprinting)
- Include a detailed Word Study, refer to grade level standards (prefix, suffix, root word) (deeper understanding)
- Teacher models several examples of oral sentences using the newly defined word (supports teams in developing complex sentences)
- Teams create an Oral Sentence applying the new word in context, hold teams accountable for oral response
- Add a new word, repeat the process from Day 1

Next Steps-Stumper Word

- Teams work collaboratively to self-select of a Stumper Word - a highly academic word that is perceived to be unknown by peers- using the resources within the room
- Go to each team for their word and write on the CCD chart under “New Word”
- Ask, “Raise your hand if you know the meaning?”
- Call on individuals from other teams for meaning. If no one knows the specific meaning, it is a Stumper Word and the team earns bonus points in addition to points earned for showing the social skill
- For teams that did not locate a Stumper Word, team points can be earned for showing the social skill
- A list of all words generated by teams are read, students vote for one word they want as their signal word
- Repeat the process from Day 1 (survey, prediction, synonym, gesture)

Vocabulary Sources

- Textbooks: Language Arts Adoptions, ELD, Science, Math, Social Studies
- Standards: Prefixes, suffixes, root words, derivation, parts of speech
- Cross-grade level articulation
- Listed in OCDE Project GLAD® Unit Idea Pages
Cognitive Content Dictionary (CCD)

English Language Development Focus

Purposeful Interactions

Provide sentence frames to state prediction and final meaning in teams.

**Prediction**
- Student 1: This word reminds me of __________; therefore, I predict ________ means __________.
- Student 2: This word sounds like __________; consequently, I predict ________.
- Student 3: If we look at the word __________ it shows ________.
- Student 4: The ________ provides me with clues about ________.

**Final Meaning (Students share whole group)**
- Teacher prompt: ________ Team, what is your final meaning?
- Student response: We know that the final meaning is ________.
- Teacher prompt: What clues did your team use to determine the final meaning?
- Student response: We know the final meaning is ________ because we learned it during ________.

**Strategy Variations**
- Picture Dictionary (K-1)
- Team and Personal Cognitive Content Dictionary

**Research Links**
- Beck, McKeown, & Kucan (2013) (Tiered Vocabulary)
- Echevarria, Vogt, & Short (2012)
- Lesaux, Kieffer, Faller, & Kelley (2010)
- Marzano & Pickering (2010)

This strategy page is intended to be a support. For successful implementation, you need to add your own personal notations.
## COGNITIVE CONTENT DICTIONARY (CCD)

<table>
<thead>
<tr>
<th>New Word</th>
<th>Prediction</th>
<th>Final Meaning</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>H — Heard</td>
<td>(Clues)</td>
<td>Sketch and Primary Language (L1)</td>
<td>(How did I find out?)</td>
</tr>
<tr>
<td>N — Never heard</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
FOCUS AND MOTIVATION STRATEGY

Objective: Focus students' attention on content while engaging interest

<table>
<thead>
<tr>
<th>Observation Charts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rationale</strong></td>
</tr>
<tr>
<td>➔ Creates opportunities for academic discourse and comprehensible output, while drawing upon students prior knowledge</td>
</tr>
<tr>
<td>• Encourages students to actively participate in their learning</td>
</tr>
<tr>
<td>• Lowers affective filter</td>
</tr>
<tr>
<td>• Provides opportunity for metacognition</td>
</tr>
<tr>
<td>• Encourages use of primary language</td>
</tr>
<tr>
<td>• Uses sketching to promote language</td>
</tr>
<tr>
<td>• Models scientific process</td>
</tr>
<tr>
<td>• Uses visual prompts to promote thinking</td>
</tr>
</tbody>
</table>

**Key Points**

Strategic Design

- Create six-eight Observation Charts by placing four-six pictures on tag board and place around the room on the walls with unlined paper next to each chart
- Use authentic pictures
- Pictures connect with a common theme; each chart has pictures related to one concept

Delivery

- Model use of Literacy Awards, (pp. 33-38) be explicit with Three Personal Standards (pp. 31-32)
- Students are in pairs with one pencil (Students self-select partner)
- Establish and articulate a comprehensible language objective and content objective
- Students travel to Observation Charts and share orally with partner (observations, predictions and/or questions)
- Students sketch or write ideas discussed on unlined paper provided
- Primary language is encouraged
**Observation Charts**

**English Language Development Focus**

**Purposeful Interactions**

Provide sentence frames for working in pairs articulating observations, predictions, and questions.

**Observation**

- Student A: I observed ________.
- Student B: I noticed ________.
- Student A: This looks like ________.
- Student B: This appears to be ________.

**Prediction**

- Student A: By looking at the picture, I predict this is (these are) ________.
- Student B: I predict ________ based on the picture. I think this is (these are) ________.

**Asking Questions**

- Student A: Who ________? What ________? Where ________? When ________? How ________?
- Student B: Tell me about ________?
- Student A: I have a question about ________.
- Student B: If we look at ________, it shows/illustrates ________.

**Strategy Variations**

- Use realia stations
- Use authentic pictures with technology stations

**Research Links**

- Lesaux, Kieffer, Faller, & Kelley (2010)
- Mercer (2008)

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*For successful implementation, you need to add your own personal notations*
FOCUS AND MOTIVATION STRATEGY

Objective: Focus students' attention on content while engaging interest

Inquiry Chart

<table>
<thead>
<tr>
<th>Rationale</th>
<th>Photograph/Sketch</th>
</tr>
</thead>
<tbody>
<tr>
<td>➤ Accesses background knowledge and sets purpose for learning</td>
<td></td>
</tr>
<tr>
<td>• Creates opportunities for academic discourse and comprehensible output</td>
<td></td>
</tr>
<tr>
<td>• Teaches students to predict based on their personal and background knowledge</td>
<td></td>
</tr>
<tr>
<td>• Pre-assesses concepts and oral language</td>
<td></td>
</tr>
<tr>
<td>• Assesses vocabulary, grammar, ELD level, language production</td>
<td></td>
</tr>
<tr>
<td>• Creates opportunity for modeled writing</td>
<td></td>
</tr>
<tr>
<td>• Introduces hypothesis model</td>
<td></td>
</tr>
<tr>
<td>• Lowers affective filter, all contributions charted</td>
<td></td>
</tr>
</tbody>
</table>

Key Points

Strategic Design

- Create a blank chart including the following headings (p. 53)
  - Headings: “What do you think you know about _____?” and “What do you want to learn about _____?”

Delivery

- Students are in close proximity to chart
- Use Three Personal Standards (pp. 31-32) and Literacy Awards (pp. 33-38)
- Establish and articulate a comprehensible language objective and content objective
- Read first column’s question with students
- Write “hypothesis” on chart; discuss predictions; studying, confirming or refuting; rewriting when processed at a later time
- Students negotiate in partnerships the first column’s question
- Read aloud as you write student’s comments or questions
- Write student’s comments verbatim without correcting grammar or accuracy of content
- Each column is color-coded; leave space between lines for processing later
- Use “sp” to model what is done with uncertain spelling of words; corrections will be made at a later time by students
- Read second column’s question; students negotiate in partnerships, prompting with “who, what, where, why, when” for scaffolding
- Use a different color to write students’ questions
- Model writing conventions (capitals, periods, question marks)
- Students add additional comments and questions at a later time in an additional color
- Use different colors to process and revise on a regular basis (correct grammar, spelling, content and functions)
- Use citations appropriate to your grade level
## Inquiry Chart

### English Language Development Focus

### Purposeful Interactions

Provide sentence frames to share with a partner what they already know and ask questions regarding a given topic.

**Confirm learning**

- Student A: What I know about ______ is ______.
- Student B: Based on _________ I know about _________.

**Asking questions**

- Student A: Who _______? What _____? Where _____? When ______? How ________?  
- Student B: Tell me about ________?  
- Student A: I have a question about _________.  
- Student B: I am beginning to wonder why ________?

### Strategy Variations

- Use of technology to allow access outside of school
- Can be used in student’s primary language
- Can be used in a small group as a formative assessment

### Research Links

- Lesaux, Kieffer, Faller, & Kelley (2010)  
- Predecessor of the K.W.L. Chart

---

This strategy page is intended to be a support.  
For successful implementation, you need to add your own personal notations.
<table>
<thead>
<tr>
<th>Inquiry Chart</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What do you think you know about _____?</strong></td>
</tr>
<tr>
<td>Hypothesis</td>
</tr>
</tbody>
</table>
FOCUS AND MOTIVATION STRATEGY

Objective: Focus students' attention on content while engaging interest

Teacher-Made Big Book

<table>
<thead>
<tr>
<th>Rationale</th>
<th>Photograph/Sketch</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>→ Allows universal access to Enduring Understanding and main concepts of unit</strong></td>
<td></td>
</tr>
<tr>
<td>- Models complex sentence structure</td>
<td></td>
</tr>
<tr>
<td>- Frontloads information and hooks students interest</td>
<td></td>
</tr>
<tr>
<td>- Models informative and explanatory text and text features</td>
<td></td>
</tr>
<tr>
<td>- Models fluent reading</td>
<td></td>
</tr>
<tr>
<td>- Uses tracking of print to support emergent readers</td>
<td></td>
</tr>
</tbody>
</table>

Key Points

**Strategic Design**

- Consider Enduring Understanding of unit and embed into text
- Use patterning and predictable language when developing text
- Embed academic vocabulary (Tier II and Tier III) and standard-based concepts
- Embed text structures and features connected to standards
- Use authentic pictures
- Include repetitive frame

**Delivery**

- Students are in close proximity
- Use Three Personal Standards (pp. 31-32) and Literacy Awards (pp. 33-38)
- Establish and articulate a comprehensible language objective and content objective
- Read title and author's name
- Show and read Table of Contents
- Model fluent reading
- Read text with a shared reading, say, "Read it with me."
- Track words to develop concepts of print
- Provide an intentional 10/2 prompt (p. 124) after reading the Teacher-Made Big Book
- Read multiple times for different purposes
Teacher-Made Big Book

English Language Development Focus

Purposeful Interactions

Provide sentence frames to identify and discuss the main idea with a partner.

**Main Idea**

- Student A: I believe the main idea of the book was __________.
- Student B: The main idea of what was read was __________. I have concluded this because __________.
- Student A: The main idea of the story was __________ because in the text it stated __________.
- Student B: I consider the main idea to be __________ because __________.
- Student A: I agree with your idea because __________.
- Student B: Details that support the main idea are __________.
- Student A: In __________ the author is focusing on __________.
- Student B: __________ is a specific detail that supports the idea of __________.

**Strategy Variations**

- Create virtual books from original text
- Create team and individual Big Books

**Research Links**

- Lesaux, Kieffer, Faller, & Harris (in press)
- Silverman & Hines (2009)
- Cambourne (1985)

*This strategy page is intended to be a support.
For successful implementation, you need to add your own personal notations.*
The important thing about _____________

_______________ is _________________

• _________________

• _________________

• _________________

• _________________

But, the important thing about _____________

_______________ is _________________.
Imagine all the people living around the world
working
    playing
    studying
    praying.
Imagine, if you can.

Imagine, all the buildings, built around the world
stone
    glass
    wood
    and grass.
Imagine, if you can.

Imagine all the vehicles moving around on the earth
speeding
    floating
    pulling
    boating.
Imagine, if you can.

Imagine all the clothes worn around the world
warm
    and cold
    dark
    and bold.
Imagine, if you can.

Imagine all the people living around the earth in peace
laughing
    sharing
    talking
    caring.
Imagine, if you can.
Table of Contents
What is an Ecosystem? ................................................................. Page 1
Biotic Factors ................................................................................ Page 2
Food Chain .................................................................................... Page 3
Abiotic Factors ............................................................................... Page 4
Consumers ..................................................................................... Page 5
Decomposers .................................................................................. Page 6
Conclusion ...................................................................................... Page 7

Repeating Frames: Topic Sentence & Conclusion (use on each page)
Topic Sentence: The important thing about ecosystems is they contain living organisms that depend on one another and on their environment for survival.

Concluding Sentence: But, the important thing about ecosystems is they contain living organisms that depend on one another and on their environment for survival.

Page 1
Topic Sentence:

- An ecosystem is all the interacting and interdependent parts of an environment.
- An ecosystem can be large, such as a redwood forest or desert, or small, such as a pond or tide pools.
- Large or small, ecosystems are made up of living and non-living things.

Concluding Sentence:

Page 2
Topic Sentence:

- The living organisms that shape an ecosystem are called biotic factors.
- Plants, animals, and microorganisms are biotic factors.
- Plants give us the food we eat, some of the clothes we wear, and the oxygen we breathe.
- Animals depend on plants in many ways. Animals breathe in oxygen that is produced by plants.
- Every part of a plant is food for some animal in an ecosystem.
Herbivores are animals that eat mainly plants. Also known as primary consumers, the first in the food chain. Rabbits, grasshoppers, squirrels and cows are herbivores.

Concluding Sentence:

**Page 3**

**Topic Sentence:**

- **Herbivores** can be food for other animals. They are called prey.
- Animals that eat other animals are called **carnivores**.
- Cats eat mice, hawks eat snakes, frogs eat insects, and lizards eat spiders.
- Some animals eat everything, such as bears!
- They eat fish, berries, leaves, mice, and squirrels.
- An **omnivore** eats both plants and animals.

Concluding Sentence:

**Page 4**

**Topic Sentence:**

- The **non-living things** that shape an ecosystem are called **abiotic factors**.
- Temperature, rainfall, snow, ice, sunlight, and soil are **abiotic factors**.
- Animals depend on plants in many ways. Animals breathe in oxygen that is produced by plants.

Concluding Sentence:

**Page 5**

**Topic Sentence:**

- **Primary consumers** eat the plants and seeds of ecosystems.
- Primary consumers often have special adaptations, such as large body parts, special digestive systems, and bodies that do not lose much moisture.
- **Secondary consumers** eat meat – the other animals of ecosystems.
- Secondary consumers have special adaptations such as: unusual body shapes, bodies that obtain moisture from their prey, not from drinking.

Concluding Sentence:

**Page 6**

**Topic Sentence:**

- ** Decomposers** break down dead organisms that are no longer living.
- They break them down into nutrients that can be used again by new plants.
- Decomposers come from many kingdoms: bacteria, fungi, and animalia.
• Earthworms break down plants only.
• Plant-like organisms called fungi break down rotting wood and other plant parts.
• Other decomposers break down what is left of dead animals, are also consumers.
• The once-living material may become part of the soil, which adds nutrients to help plants grow well.

Concluding Sentence:

Page 7

Topic Sentence:
• Amazing adaptations allow living things to survive in the desert.
• Scientists classify the components of an ecosystem: sun, non-living, producers, primary consumers, secondary consumers and decomposers.

Concluding Sentence:

GLOSSARY

Abiotic: The absence of life or living organisms

Adaptations: The ability of a species to survive in a particular ecosystem, especially because of alterations of form or behavior brought about through natural selection.

Biotic: Pertaining to life

Carnivore: An animal that eats flesh

Consumer: An organism, usually an animal that feeds on plants or other animals

Decomposer: An organism that breaks down the cells of dead plants and animals into simpler substances

Ecosystem: A system involving the interactions between a community of living organisms in a particular area and its nonliving environment

Herbivore: An animal that feeds on grass and other plants

Interdependent: Depending on each other; reliant

Omnivore: An animal that feeds on both animal and plant foods

Primary Consumer: (in the food chain) An animal that feeds on plants; a herbivore

Nonliving: Elements in an ecosystem that are not living

Organisms: Living things including all organisms classified in the Six Kingdoms of Living Things: plants, animals, fungi, protists, archaebacteria and eubacteria.

Producer: An organism that makes organic compounds which includes carbohydrates, lipids, nutrients, and nucleic acids; usually uses photosynthesis to produce; a plant

Secondary Consumer: (in the food chain) An animal that feeds on other animals; a carnivore
The Dark Ages (The Middle Ages)

Table of Contents
The Dark Ages ................................................................. Page 1
Feudalism ................................................................. Page 2
The Catholic Church ....................................................... Page 3
The Rise of Islam .......................................................... Page 4
The Rise of Towns .......................................................... Page 5
The Great Famine and the Black Death .......................... Page 6
The Crusades ............................................................... Page 7

Repeating Frames: Topic Sentence & Conclusion (use on each page)

Topic Sentence: And so, out of the ruins of the Western Roman Empire, began a new period in European history known as the Dark Ages.

Concluding Sentence: Dark in name, dark we find, but not, perhaps, dark of mind.

Page 1
Topic Sentence:

- Out of the ashes of the Roman Empire and invasions by barbarians or the Germanic tribes came the rise of European nation states.
- The Dark Ages, called “dark”, because it seemed to be a time of little learning, lack of advancement and much violence, it refers to the Early Medieval Period, 500-1400 A.D. The population was declining. Only a few people could read and write.
- There were many other empires occurring at the same time around the world. Muslims in the Middle East studied and improved on the works of the ancient Greeks, while civilization flourished in Sub-Saharan Africa, China, India and the Americas.

Concluding Sentence

Page 2
Topic Sentence:

- Feudalism replaced the protection of the Roman army. Society was divided into strict social classes and it was nearly impossible for a landless person to escape poverty.
- Out of chaos, strong warriors came. Lord to others, but vassal to king only.
• The king gave fiefs or gifts of land to nobles who supplied him with men and goods.
• Nobles, in turn, gave land to knights and serfs in return for service.
• Serfs or poor farmers were “tied to the land”, had to work for the lord unless they escaped to the cathedral for sanctuary. In exchange for their labor, they were allowed to live on the land. They were also promised protection in case of enemy invasion.

Concluding Sentence:

Page 3

Topic Sentence:

• The Catholic Church controlled many parts of feudal life. The only hope for most people in Western Europe was their faithful belief in Christianity.
• Builders demonstrated their faith through the construction of massive cathedrals soaring high above the dwellings of ordinary people.
• The monasteries, especially in Ireland, kept learning alive by copying books and providing schooling for clever children.
• Popes, archbishops, bishops, priests, monks and nuns made up the church hierarchy.

Concluding Sentence:

Page 4

Topic Sentence:

• Around A.D. 570, Mohammed was born. A new prophet arose out of the desert. This started the rise of Islam. It grew larger and more powerful than Europe.
• The Koran started with the Bible and added new ideas.
• Within 400 years, this desert religion had spread throughout the Middle East and Africa, mostly through traders; it converted the “infidel.”
• Poets, scientists and philosophers wrote thousands of books.
• Inventors created new technologies such as, the pinhole camera, soap, windmills and surgical instruments.

Concluding Sentence:

Page 5

Topic Sentence:

• After 1000 A.D., peace settled over Europe and people started moving on pilgrimages and for trade.
• The need for specialized workers for building and art helped to contribute to the rise of towns and resulted in merchant and craft guilds.
• The rise of towns and the return to urban life also contributed to the end of feudalism.

Concluding Sentence:

Page 6
Topic Sentence:

• Terrible periods of famine, or great hunger, were common. The Great Famine of 1315-1317 started with years of bad weather. Farmers knew that just one or two years of bad harvests could mean starvation for an entire family.
• People had little understanding of hygiene, so the people frequently faced widespread disease. In the middle of the fourteenth century, a terrible disease called the "Black Death" killed nearly 1/3 of the people or 75 million people of Europe.

Concluding Sentence:

Page 7
Topic Sentence:

• Answering the call of a pope, European nobles set off to the Holy Land on Crusades to fight the "infidel" and free Jerusalem. Crusaders, who wore red crosses on their coats to advertise their status, believed that their service would guarantee the remission of their sins and ensure that they could spend all eternity in Heaven.
• Many massacres and deaths from hunger, thirst and disease killed off many nobles, knights, and peasants.
• Although they could not hold the Holy Land, many new ideas, literature, science and technology came to Europe from the Crusades, as well as the end of feudalism.
• This was a time of great progress within the arts and sciences. The ability to print was invented. This was the age of Discovery and the Middle Ages came to an end.

Concluding Sentence:

Glossary
Barbarians - A human who is perceived to be uncivilized
Black Death - A plague in Europe resulting in over 75 million deaths
Cathedrals - They were built about 1000-1600 A.D and is where a bishop has his headquarters
Crusades - A series of Holy Wars launched by the by the Christian states in Europe against the Muslims
Famine - An extreme shortage of food
Feudalism - The dominant social system in medieval Europe
Roman Empire - The most powerful empires in history
Serfs - An agricultural laborer bound under the feudal system to work on his lord’s lands
Teacher-Made Big Book
10th Grade

The Important Thing About WWII
Written By: OCDE Project GLAD®

Table of Contents

Overview ................................................................................. Page 1
Causes of World War II ...................................................... Page 2
Allied and Axis Forces of World War II ......................... Page 3
Governments .......................................................................... Page 4
Nazi’s ...................................................................................... Page 5
Human Costs of World War II .............................................. Page 6

Repeating Frames: Topic Sentence & Conclusion (use on each page):

Topic Sentence: The important thing about World War II is it is a time in history we hope is never repeated.

Concluding Sentence: But, the important thing about World War II is that it is a time in history we hope is never repeated.

Page 1

Topic Sentence:

- There are many causes leading to World War II.
- World War II touched nations and continents around the world.
- The rise of totalitarianism, fascism, communism and imperialism created ruthless and brutal governments.
- The human costs of war extended far beyond the battlefield.

Concluding Sentence:

Page 2

Topic Sentence:

The first cause to consider was the restrictions placed on Germany after WWI. The Versailles Treaty required:

- $30 billion in reparations from the Germans
- Limited the German military
- Took land away from Germany

The worldwide economic depression was another one of the causes that led up to WWII.

- Huge WWI debts
- Widespread use of credit
• Overproduction of goods and decrease of wages

Hitler's regime was another significant cause that contributed to World War II.
• Anti-Semitism/Scapegoats
• Fascist Ideology
• Use of Propaganda

Concluding Sentence

Page 3

Topic Sentence:
The Allied forces united to defend their countries against the Axis powers. The Allied forces included:
• Franklin D. Roosevelt—President of the United States
• Winston Churchill—Prime Minister of Great Britain
• Joseph Stalin—Leader of Soviet Union

The Axis forces shared common goals which included expansionism, imperialism and power. The Axis forces included:
• Adolf Hitler—Chancellor of Germany
• Benito Mussolini—Prime Minister of Italy
• Hirohito—Emperor of Japan

Concluding Sentence:

Page 4

Topic Sentence:
The Totalitarian system of government is one where the needs of the state take precedence above all else. Foreign policy, political conditions, economic conditions and FASCIST METHODS provided the opportunity for these governments to take power.
• The Nazi Party in Germany blamed Jews, Gypsies, homosexuals, handicapped and Jehovah Witnesses. They became scapegoats for Germany’s problems.
• In Italy the slogan on Italian fascism was “Believe, Obey, Fight!” Fascist “Black Shirts” ousted elected officials through terror and intimidation. Critics were thrown into prison, forced into exile or murdered.
• Japan aggressively occupied China and the Pacific Islands. They were extreme militarist who massacred the Chinese and attacked the U.S. at Pearl Harbor to gain power.

Imperialism is the domination by one country of the political, economic or cultural like of another country or region. The Axis nations expanded their territories with military force.
• Germans invaded Poland, Czechoslovakia, Austria and Hungary. France then broke their pact with Stalin and invaded Russia.
• Italy supported Germany by joining forces.
• Japan initially expanded into China, European colonies in Asia and the Hawaiian Islands.

Concluding Sentence:

Page 5
Topic Sentence:

The Nazi’s pursuit of racial purity, especially against the European Jews transformed into the “Final Solution” and the Holocaust resulted in the torture and murder of 12 million people.

- The victims included Jews, Gypsies, Jehovah Witnesses and the mentally and physically handicapped.
- Dr. Mengele performed brutal experiments on children and others to find out how much the human body could endure before dying.
- Hitler brainwashed millions of Germans into believing that they were superior to all other human beings.

Concluding Sentence:

Page 6
Topic Sentence:

The human costs of WWII extended to all countries throughout the World. These losses included both civilian and military casualties:

- During the peak of the German offensive against Moscow in 1941, a devastatingly cold Russian winter arose. Just as it had Napoleon’s armies in the century before, the Russian winter conditions had stopped the advance on Moscow. Hitler had not planned on a winter war, and thus had not properly equipped his troops for frostbite, and thousands of them died of exposure. Indeed, it was this biting winter which had provided the Russians with an opportunity to gather themselves, and prepare for one of the most heroic counter-offensives of World War II - known to the Russian people as "The Great Patriotic War."

- Blitzkrieg (German, literally "lightning war") is a popular name for an operational-level military doctrine which employed mobile forces attacking with speed and surprise to prevent an enemy from implementing a coherent defense. The doctrines resulting in the Blitzkrieg Effect were developed in the years after World War I as a method to help prevent trench warfare. Blitzkrieg was first used on a serious scale by the German Wehrmacht in World War II. Operations early in the war the invasions of Poland, France, and the Soviet Union were highly effective, owing to surprise penetrations, enemy unpreparedness for massive exploitation and an inability to react swiftly enough to the superior German military doctrines. The Germans faced numerically superior forces and technically superior vehicles in the invasion of France, proving the early effectiveness of their tactics and strategies.
On February 19, 1942, soon after the beginning of World War II, Franklin D. Roosevelt signed Executive Order 9066. The evacuation order commenced the round-up of 120,000 Americans of Japanese heritage to one of 10 internment camps officially called "relocation centers" in California, Idaho, Utah, Arizona, Wyoming, Colorado, and Arkansas. Roosevelt's executive order was fueled by anti-Japanese sentiment among farmers who competed against Japanese labor, politicians who sided with anti-Japanese constituencies, and the general public, whose frenzy was heightened by the Japanese attack of Pearl Harbor. More than 2/3 of the Japanese who were interned in the spring of 1942 were citizens of the United States.

Japanese- Hiroshima/Nagasaki On August 6, 1945 at 8:15 a.m., Japanese time, a B-29 heavy bomber flying at high altitude dropped the first atomic bomb on Hiroshima. More than four square miles of the city were instantly and completely devastated, 66,000 people were killed, and 69,000 injured. On August 9, three days later, at 11:02 a.m., another B-29 dropped the second bomb on the industrial section of the city of Nagasaki, totally destroying 1 1/2 square miles of the city, killing 39,000 persons, and injuring 25,000 more. On August 10th, the day after the atomic bombing of Nagasaki, the Japanese government requested that it be permitted to surrender under the terms of the Potsdam Declaration of July 26, 1945 which it had previously ignored.

Concluding Sentence:

Page 7

GLOSSARY:

Analyze: (an-l-ahyz) v. - to examine critically and in detail, in order to bring out the essential elements, key factors, and possible results.

Anti-Semitism: (an-tee-sem-i-tiz-uhm) n. - the intense dislike and prejudice against Jewish people.

Brainwash: (breyn-wosh) n. - systematically changing attitudes or altering beliefs, originated in totalitarian countries, especially through the use of torture, drugs, or psychological-stress techniques.

Doctrine: (doktrin) n - a particular principal, position, or policy taught or advocated, as of a religion of government.

Effect: (ih-fekt) n- something that is produced by an agency or cause; result; consequence

Evaluate: (ih-val-yoo-yet) v. - to judge or determine the significance, worth or quality of; assess.

Executive Order: n - an order having the force of law issued by the president of the U.S. to the army, navy, or other part of the executive branch of the government.

Fascism: (FASH*ISH*uhm) n. - a political movement that promotes an extreme form of nationalism, a denial of individual rights and a dictatorial one party rule.

"Final Solution": n. - Hitler's program of systematically killing the entire Jewish people.

Identify: (ahy-den-tuh-fahy) v - to recognize or establish as being a particular person or thing.

Imperialism: (ihm*PEER*ee*uh*LIHZ*uhm) n. - a policy in which a strong nation seeks to dominate other countries politically, economically, or socially.
Invasion: (in-vey-zhuhn) n. - an act to take possession, overrunning or, entering as an enemy especially by an army.

Propaganda: (prop-uh-gan-duh) n - information, ideas, or rumors deliberately spread widely to help or harm a person, group, movement, institution, or nation

Reparations: (rep-uh-rey-shuhn) n - compensation in money, material, labor, etc., payable by a defeated country to another country or to an individual for loss suffered during or as a result of war.