**Think and Write!**

Day 1

Name Date

Title of story **“Black Cowboy, Wild Horses”**

***Bob Lemmon was an African-American cowboy who had once been a slave. In this story, he uses his deep knowledge of the land and horses to find a herd of wild mustangs and bring them back to the corral, a feat that is usually impossible to accomplish alone. To do so, Bob has to use great patience. What evidence can we see in the text that Bob is a deeply patient man? How does this patience help him?***

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?

***To capture the wild mustangs, Bob has to use great patience. What evidence can we see in the text that Bob is a deeply patient man? How does this patience help him?***

**Focus Statement:**

|  |  |  |  |
| --- | --- | --- | --- |
| *Evidence*What Bob does  | *Page* | *Elaboration / explanation*How this shows patience, how it helps him | *Used in your piece?* |
| Examplehorse in a hurry to go --------------------------------------------------Quote“eager to run across the vastness of the plains” | 526 | Bob knows need to wait, not time yet to run – helps him track the herd |  |
| Examplesees mustangs’ tracks, examines carefully--------------------------------------------------Quote“ it was a herd of eight mares, a colt, and a stallion. They had passed there two days ago” | 526 | Has patience to take time to figure out how far away the mustangs are |  |
| Example--------------------------------------------------Quote |  |  |  |
| Example--------------------------------------------------Quote |  |  |  |
| Example--------------------------------------------------Quote |  |  |  |
| Example--------------------------------------------------Quote |  |  |  |

1. When the class is ready, your teacher will reread the story aloud. Your job is to **listen** **carefully** for information that will help you to complete the graphic organizer. During the read aloud, every time you hear some evidence from the text that you think belongs on the chart, about showing patience, **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.

Sometimes, you will use the author’s exact words, which is called “quoting the text.” Other times, you will use your own words, which is called “paraphrasing.”

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

**Think and Write!**

Day 2

Name Date

Title of story **“Black Cowboy, Wild Horses”**

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...*

1. **Look** at your Writing Draft Sheet. **Re-read** what you have written so far. Then, **write** about each piece of evidence. **Check off** each piece of evidence on the graphic organizer as you write.
2. A Concluding Statement restates the focus of the piece. **Look** at your Focus Statement. How could you **restate** it? Use the same idea, but different words. **Write** your Concluding Statement at the end of your piece.
3. Now, think about this question: *“Why do you think the author ends with Bob telling his horse Warrior, ‘I know. Maybe someday.’”?* Your teacher will lead you in a **discussion** to help you think about this question, which will help you improve and expand your conclusion. When you are ready, **add a few sentences** to your conclusion to show your thinking about this question.
4. With a pencil in your hand, **read** your piece aloud to a partner. **Revise and edit** as you read

Name Date:

Title of story: **“Black Cowboy, Wild Horses”**

*Writing Draft*

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***Teacher Pages***

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

***FOCUSING QUESTION:******To capture the wild mustangs, Bob has to use great patience. What evidence can we see in the text that Bob is a deeply patient man? How does this patience help him?***

|  |  |  |  |
| --- | --- | --- | --- |
| ***Evidence*****What Bob does** | ***Page*** | ***Elaboration / explanation*****How this shows patience, how it helps him** | ***Included in piece?*** |
| Example...horse in a hurry to go --------------------------------------------------Quote“eager to run across the vastness of the plains” | 526 | Bob knows need to wait, not time yet to run – helps him track the herd |  |
| Example Examplesees mustangs’ tracks, examines carefully--------------------------------------------------Quote“ it was a herd of eight mares, a colt, and a stallion. They had passed there two days ago” | 526 | Has patience to take time to figure out how far away the mustangs are |  |
| Example follows tracks slowly all day--------------------------------------------------Quote“without hurrying” | 526 | being patient this way will keep him far enough away from the horses, they can’t smell him |  |
| Example has to wait out a storm--------------------------------------------------Quote“there was nothing to do but wait” | 529 | realizes he can’t do anything about this, just has to have patience to wait |  |
| Example has to wait for horses to appear--------------------------------------------------Quote“he would go there and wait” | 530 | his patience in waiting for the horses will help him be successful in finally being able to capture them |  |
| Example has to wait for right moment to join herd--------------------------------------------------Quote“Bob let his breath out slowly. He had been accepted” | 530 | his patience pays off, as herd accepts him into it |  |

**POSSIBLE FOCUS STATEMENT:** *To capture the wild mustangs, Bob has to use great patience.*

Additional notes to the teacher about this piece:

* For this particular story, it will probably make sense to use **three** sentences to answer the Focusing Question, two to set the context and one to directly answer the question:

*“What evidence can we see in the text that Bob is a deeply patient man? How does this patience help him?”*

*Bob Lemmon was an African-American cowboy who had once been a slave. In this story, he uses his deep knowledge of the land and horses to find a herd of wild mustangs and bring them back to the corral, a feat that is usually impossible to accomplish alone. To capture the wild mustangs, Bob has to use great patience.*

NOTE: this will help students get the idea of an **introduction,** which will be helpful in writing longer pieces.

* An extension / reflection question for the conclusion of this piece might be, “Why do you think the author ends with Bob telling his horse Warrior, ‘I know. Maybe someday.’”?
* In this story, there is a great deal of action (the death of the colt, the fight with the stallion) that students will not use to support the focus of patience. The teacher may need to remind them that is fine – stories will vary in this way, and there can be important parts of the story that are *not* important for the focus of this question about patience.

*Writing Sample*

*NOTE: This is for the teacher’s use only, not for students. The purpose is to show the teacher what the final piece might look like when students have completed their work.*

 Bob Lemmon was an African-American cowboy who had once been a slave. In this story, he uses his deep knowledge of the land and horses to find a herd of wild mustangs and bring them back to the corral, a feat that is usually impossible to accomplish alone. To capture the wild mustangs, Bob has to use great patience.

 First, we can see Bob’s patience near the beginning of the story when Warrior rears, “eager to run across the vastness of the plains.” Bob tells him in a whisper that they need to take it easy. It’s not time yet to run. This shows Bob’s patience because he knows that taking time and not running immediately are important if they want to find the wild mustangs’ tracks so they can capture them.

 A little later in the story, Bob sees the tracks of the mustangs. He takes the time to examine them carefully. By having the patience to take this time, Bob can figure out how far away the mustangs are.

 The next day, Bob follows the tracks “without hurrying.” He knows that he does not need to race, that if he has the patience to go at a slow pace he will be far enough behind the horses so that they can’t smell him and run away.

 Bob also has to do a lot waiting. When a huge storm comes, Bob cannot be in a hurry; he has to wait it out. After the storm is over, he needs to go to the river that he knows the horses have been heading towards and wait again, this time for them to appear. His patience here means that he will finally be successful in capturing the wild mustangs.

 When Bob finally comes near to the herd of horses as they graze, he has to wait again for just the right moment to join the herd, which is how he will capture them. He is so patient that the horses think he is one of them and let him join the herd.

 By the end of the story, Bob has been able to fight off the lead stallion and lead the rest of the herd back to the corral. His great patience has helped him succeed. As he looks over the captured herd from above, he gazes out over the plains and the wide open spaces. “Maybe someday,” he says to his horse. Perhaps the author wants to remind us that even here, this former slave has the patience to wait for a life of full freedom.

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.