

# ELA Newsletter

**Nov 6-Nov 3, 2017**

## *Important links and information from Mrs. Kirr...*

Class website: [Scholarsrm239.weebly.com](http://Scholarsrm239.weebly.com)

## *Further Reading...*

[\*Five Reasons Why Feedback May Be the Most Important Skill\*](#)

Day/Date

## Class agenda written for students and parents...

Monday November 6	Grammar blast <a href="#">"Us and Them" - tone vs. mood</a> (Find the text on Google Classroom.) Reader's response Independent Reading / Listen to feedback / Revise writing Focus: Write about the tone (author's attitude) or mood (reader's feelings) of your current story. Explain why you think that is it.
Tuesday November 7	Grammar blast Book Talks Introduction to Nonfiction Unit Read "Bad Bet with the Brain" (from our pilot) What do we notice about <b>reference</b> nonfiction? Independent Reading / Listen to feedback / Revise writing Focus: Identify the genre of your book as either fiction or nonfiction. If you were to make it the opposite, what would you have to do to make it so? Tell about this "new" version of your book.
Wednesday November 8	Book Talks Introduction to Nonfiction Unit Quick Write Read <i>Moonbird</i> , pgs 3-12 (from our pilot) What do we notice about <b>narrative</b> nonfiction? Independent Reading / Listen to feedback / Revise writing Focus: Student Choice
Thursday November 9	Book Talks Introduction to Nonfiction Unit Quick Write Read <i>My Lord, What a Morning</i> , back cover and pgs 3-10 (from our pilot) What do we notice about <b>memoir</b> nonfiction? Independent Reading / Listen to feedback / Revise writing

Friday November 10	Book Talks Quick Write Reflect on the Week Article of the Week - "Big Question: Are There Really Zombies in the World?" (NewsELA) Independent Reading or Writing/Revising						
Monday November 13	Grammar Review goals for this coming week 2/4 - Space ourselves out for independent reading; decrease socializing (w/tallies) 5/6 - Get work out faster at start of period; come prepared; try new genres 8/9 - Put cushions away; quiet down when signaled (bell/light/Ivan) Spelling Bee Independent Reading						
Tuesday November 14	Grammar Book Talks Nonfiction reading - Before, during, and after reading strategy (with <u>Moonbird</u> ) <div style="background-color: black; color: white; text-align: center; padding: 5px; margin: 10px 0;"> <b>Before, During, and After Reading Nonfiction</b> </div> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; vertical-align: middle; width: 20%;">BEFORE READING</td><td>           Preview the Text to Activate Thinking           <ul style="list-style-type: none"> <li>• Use my schema or background knowledge to address:               <ul style="list-style-type: none"> <li>o What do I know about this topic?</li> <li>o What's my purpose in reading this?</li> <li>o How is this text organized?</li> </ul> </li> <li>• Ask questions and make inferences about what I will learn</li> </ul> </td></tr> <tr> <td style="text-align: center; vertical-align: middle;">DURING READING</td><td>           Track My New Learning and Thinking           <ul style="list-style-type: none"> <li>• Notice when I'm confused and try to clarify my thoughts</li> <li>• Notice what I'm learning and my reactions to my learning: questions, connections, inferences</li> <li>• Pay attention to what I think is important</li> </ul> </td></tr> <tr> <td style="text-align: center; vertical-align: middle;">AFTER READING</td><td>           Check and Deepen Comprehension           <ul style="list-style-type: none"> <li>• Ask myself:               <ul style="list-style-type: none"> <li>o What have I learned?</li> <li>o What are the important ideas in what I've read?</li> <li>o What new questions do I have?</li> </ul> </li> </ul> </td></tr> </table> Independent Reading Focus: Choose one - BEFORE reading: List at least three questions you have about your book. <div style="text-align: right; margin-top: 10px;">             AFTER reading: What are some important ideas you've learned?              What new questions do you have now?           </div>	BEFORE READING	Preview the Text to Activate Thinking <ul style="list-style-type: none"> <li>• Use my schema or background knowledge to address:               <ul style="list-style-type: none"> <li>o What do I know about this topic?</li> <li>o What's my purpose in reading this?</li> <li>o How is this text organized?</li> </ul> </li> <li>• Ask questions and make inferences about what I will learn</li> </ul>	DURING READING	Track My New Learning and Thinking <ul style="list-style-type: none"> <li>• Notice when I'm confused and try to clarify my thoughts</li> <li>• Notice what I'm learning and my reactions to my learning: questions, connections, inferences</li> <li>• Pay attention to what I think is important</li> </ul>	AFTER READING	Check and Deepen Comprehension <ul style="list-style-type: none"> <li>• Ask myself:               <ul style="list-style-type: none"> <li>o What have I learned?</li> <li>o What are the important ideas in what I've read?</li> <li>o What new questions do I have?</li> </ul> </li> </ul>
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Wednesday November 15	Grammar wrap-up Kahoot - <a href="#">Do you know your nonfiction text features?</a> Nonfiction reading - text structures <a href="#">With Moonbird &amp; Cell Phone article</a> Independent Reading						

Thursday November 16	Book Talks Review text structures Review nonfiction using picture books Book Talks Independent Reading
Friday November 17	Article of the Week: “ <a href="#">‘Unboxing’ This Year’s Hot Toy: The LOL Big Surprise</a> ” Independent Reading OR Writing/Revising <a href="#">Nonfiction Text Features “breakout” challenge</a>