

ELA Genre Units: Promoting Evidence-Based and Generative Thinking

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It began with the Michigan Grade-Level Content Expectations



The Content Expectations that defined the genre by grade level

R.NT.03.02 – Identify and describe the basic elements and purpose of a variety of narrative genre including **folktales, fables, and realistic fiction.**

R.NT.04.02 – Identify and describe the structure, elements, and purpose of a variety of narrative genre including **poetry, myths, legends, fantasy, and adventure.**

R.NT.05.02 – Analyze the structure, elements, style, and purpose of narrative genre including **historical fiction, tall tales, science fiction, fantasy, and mystery.**

R.NT.06.02 analyze the structure, elements, style, and purpose of narrative genre including **folktales, fantasy, adventure, and action stories.**

The work continued with:

- Common Core State Standards
- Call for College and Career Readiness
- 21st Century Skills - Close, Critical, and Generative Reading



Revised Macomb ISD ELA Genre Units

This series of literature units includes most of the original Macomb ISD genre units used by many districts across the county and state.

For the past four years, Fraser teachers led by Dr. Elaine Weber revised the units to reflect current standards, competencies and expectations.



Initial Focus

Was to make learning more efficient and less isolated by linking science, social studies and literature together in an interdisciplinary unit.

After months of pondering, the content areas were integrated at the concept/generalization level.

Each interdisciplinary unit employs two concepts linked with a verb, forming a generalization that guides student's thinking to the most abstract level.



Unit Design



- Within each unit, students are prompted to think through the literature at the concept/generalization level, revealing universal connections.
- At the same time, students are guided to read closely and analytically to identify the content of the text as well as the craft of the author, that leads to disclosing the wisdom offered by the story.
- To ensure students are reflecting on what the author actually said or did, they are required to support their thinking with evidence from the text.

Reflections

Fraser teachers have reported that students have enjoyed finding the evidence to support their thinking.

Teachers have further shared many powerful insights that students have made using the concepts/generalizations as they reflect on the story at the most abstract/generative level.

Our greatest hope in sharing these units is that your students will have opportunities to read real literature at both the deep and analytical levels while also gaining universal/abstract insights.

The Genre Units



Third Grade

Oil Spill, Garbage, Baseball Unit

Fourth Grade

Tale of a Fourth Grade Nothing, Sadko, Poppy

Fifth Grade: The Fighting Ground, Sign of the Beaver, and **Frindle**

Sixth Grade: The Cay, Jason's Gold, and Ella Enchanted

Revisions

- Driven by a generalization
- Prompts and evidence-based questions replace focus questions

Unit Opener - to support thinking about the Generalization

Grade 4, Unit 1 - *Tales of a Fourth Grade Nothing*

Major Texts: *Tales of a Fourth Grade Nothing* by Judy Blume

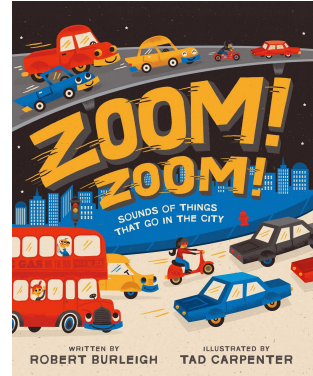
Generalization: *Change alters perspective.* **Generalization Chart**

Tales of a Fourth Grade Nothing **Planner**

Link to Unit Resources Google Folder

Before Reading Activities/Experiences

During Reading Activities and Resources



Experience the change

Three articles:

What is Trade?(Social Studies)

Aesop's Fable (Literature)

How Bats Help Out (Science)



Identify the concepts you find in these articles.



Sample Conceptual Lenses

Conflict Complexity

Beliefs/Values
Interdependence

Freedom

Identity

Relationships Origins

Change

Perspective

Power

System

Structure/Function

Design

Aesthetic

Paradox
Interactions

Transformations

Patterns

Revolution

Reform

Influence

Balance

Innovation

Genius

Conflict

Prejudice
Symbiosis

Power

Persistence

Energy

Systems

Evolution

Culture

Force

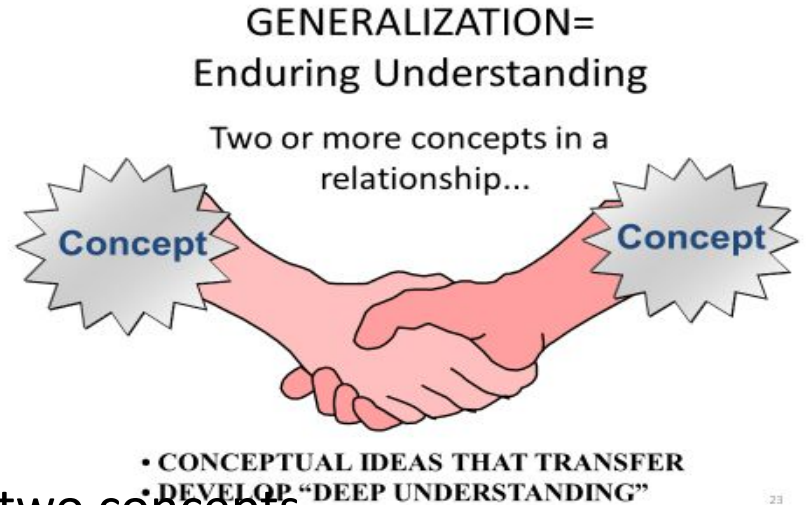
Creativity

Heroes



Select concepts that fit across the three disciplines.

Pick two that work together.



Select a powerful verb to connect the two concepts.

Test it to be sure it fits all three disciplines.

We selected “Interactions define Symbiosis.” Turn to the chart in your handout and find examples of this generalization in the article.

Work with a partner.

Share your findings with another set of partners.

With your new partners, label the kind of symbiosis: mutualism, commensalism, or parasitism.

Now, with your partner go back to one of the articles and design a prompt or an evidence-based question aimed at the generalization.

Example: In Aesop’s Fables find evidence that the Lion didn’t believe that he and the mouse could have a relationship of mutualism?

Homework assignment



Digital Component

Secure | <https://unitdesign.weebly.com>

ELA Genre Units: Promoting Evidence Based and Generative Thinking

Home

3rd Grade

4th Grade

5th Grade

6th Grade

M-STEP

**Open Source
Weebly Site:
www.unitdesign.weebly.com**

- Course content
- Plans
- Links
- Trash can
- ELA 4-Albrecht
 - Teacher Notes
 - Writing Tracker - Writing Skills
 - ELA Unit - Tales of a Fourth Grade Nothing (T1) - Change Alters Perspective
 - ELA Unit - Sadako (T2) - Power Influences Outcomes**
 - Teacher Note - Anchor Charts
 - New - Sadako Interdisciplinary Chart - Mandatory
 - New - Sadako Interdisciplinary Chart - Answer Key
 - Interdisciplinary Chart - Sadako
 - Interdisciplinary Chart Sample Answers - Sadako
 - Sadako Chapters
 - Before Reading

ELA Unit - Sadako (T2) - Power Influences Outcomes

This folder is connected to a unit in the planner. All elements created in the planner for this unit will end up here.

Published Tuesday, December 12, 2017 by User, System

Up one level Add Action Reorganize Select the elements to allow

	TYPE	TITLE	PUBLISHED	ACTIVE
<input type="checkbox"/>		Teacher Note - Anchor Charts	12/12/2017 User, System	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/>		New - Sadako Interdisciplinary Chart - Mandatory	12/12/2017 User, System	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/>		New - Sadako Interdisciplinary Chart - Answer Key	12/12/2017 User, System	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/>		Interdisciplinary Chart - Sadako	12/12/2017 User, System	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

**Fraser Learning Management
System - Digital Ecosystem**

Text-Dependent Essays to Practice for M-Step

Units

Grade 1: Articles on Bridges

Generalization: Function determines Structure

Grade 2: Articles: Bats, Honeybees, Hummingbirds

Generalization: Interdependence ensures Survival

Grade 3: Articles: Unique Individuals

Generalization: Disruption creates Change

Grade 4: Articles about storms

Generalizations: Interaction causes Change

Grade 5: Articles protecting animals

Generalization: Alteration promotes Survival

M-STEP 2018 - ELA Resources

M-STEP Overview [Resource Folder](#)

M-STEP Grade Level Assessment Items (Paper/Pencil) from the DRA [Online Practice Test Site Resource Folder](#)

M-STEP Text Dependent Analysis Resource Document



[michigans_new_text-dependent_analysis_part_ii_dwahlstrom.pdf](#)

[Download File](#)

M-STEP Introduction to Grade Level Text Dependent Practice



[M-STEP Intro Document.docx](#)

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M-STEP Grade Level Text Dependent Practice



[text_dependent_m-step_rubric_.pptx](#)

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Questions

