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| **Content Area** | **ELA: Redus/KinseyHammonds/Oden/Romero** |
| **Grade/Course** | **7** |
| **Unit of Study** | **“Literary “CLOSE Reading Workshop continued** |
| **Instructional Period** | **1st,2nd,5th, 6th** |
| **Insert a standard(s) below (include code). HIGHLIGHT the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know.** |
|  **ELACC7RL1,2,3,6,: ELACCW2,7,9:ELAC7SL1****ELACC7RL1**: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**ELACC7RL2**: Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text**ELACC7RL3:** Analyze how particular elements of a story or drama interact (e.g., how settings shape the characters or plot). ELACC7RL6: Analyze how an author develops and contrasts the points of view of different characters or narrators in a textELACC7SL1: Engage in collaborative discussions(pairs, groups, etc.) |
| **List Behaviors****(what students should be able to do; focus on verbs)** | **List Content****(what students should know; focus on concepts)** | **Determine DOK****(align to instruction and assessment)** |
| **Identify key ideas in a literary work using close reading strategies** | **Pre-teach: Warm Up:** What are CLOSE strategies and what example can I use to ensure that I am applying them correctly?/**Coordinate Adjectives****Vocabulary:** Conflict/Plot/Narrative/CLOSE Strategies/Inference/Literary **Introduce Craft and Structure: Plot, Inference, & Point of View Key Ideas And Details:** **Extend:****\***Students will know how to:\*Determine whether every conflict has a winner.\*Gain a deeper understanding of literary analysis by using CLOSE strategies **Key Ideas And Details: Introduce Craft and Structure**: Plot see page 25 Literature Book Model**Day 2: Teach:**  | **DOK Levels** | **DOK Ceiling** |
| **1,2,**Make **Inferences****Predict** characters’ futures based on the text**EX**: Students will predict how Greg’s life may change after his encounter with Lemon Brown | **3 Formulate** opinions about characters and **draw conclusions** about the characters’ motivations.**EX: Explain why Lemon Brown fiercely protects his “Treasure”** |

**Week of August 18, 2014**

**TAPS 1, 2**

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| **DOK Level****TAPS 2, 3, 4, 5** | **Possible Aligned Activities and Questions** | **Resources** **(on/offline)** |
| **2** | How can you *distinguish* informational from literary CLOSE strategies? | Marking the Text: Student CLOSE reading workbook pp.iii |
|  | CLOSE Strategy Reading Workshop-Identify Key Concepts  | pp.vi-vii |
|  | CLOSE strategy workshop Treasure of Lemon Brown | pp.1-10 |
| **4** | Analyze the problems Greg is going through & create a hypothesis that explains who is the root of Greg’s problems. |  |
| **DOK Level****TAPS 2, 3, 4, 5** | **Possible Aligned Assessment Items/Tasks** | **Resources** **(on/offline)** |
| **2** | **Assess:** Informally monitor comprehension while students read; use comprehension questions in the wrap around to confirm understanding; use side note |  |
| **3** | Students will respond in their journal to an expository prompt about homelessness. (Explain your views on homelessness.) |  |
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| **Standards (Primary)** | **DOK (Ceiling)** | **Integrated** |
|  | 3 |  |
| **KNOW/UNDERSTAND** | **Essential Question/Enduring Understanding:****TAPS 2, 3****Does every conflict have a winner?** |
| **KNOWLEDGE & SKILLS**(Key Vocabulary) |
| **Vocabulary- Tier 1*****Words using to teach Tiers 2-3***ChunkTextSummarizeQuestionIllustrateAnalyzeBodegaScoundrelsAjarTentativelysynthesize | **Vocabulary Tier 2*****Academic vocabulary*** *across content-areas**Attitude**Challenge**Communication**Conflict**Opposition**Outcome**Resolution**Understanding**pp. 3 lit book* | **Vocabulary Tier 3*****Content-specific, domain-specific****Competition**Desire**Disagreement**Obstacle**Struggle**Misunderstanding**Compromise**pp. 3 lit. book***TAPS 2, 3, 5** |
| **Pre-assessment to Inform Instruction** Summer Reading results; CRCT results |
| **Assessment for Learning** or **Assessment of Learning****Quiz: Close Strategies****TAPS 2, 3, 4** |
| **DO** |  | **Content** | **Process** | **Product** |
| **Advanced** | Students can use close strategies to breakdown text, so that it is easier to identify elements. | Guide students to leaning the close strategies steps. | Students will use close strategies in the close student workbook to demonstrate they fully grasp close concepts. |
| **Ready** | Students understand the mechanics of each close strategy. | Guide students through defining and applying each strategy. | Students will effectively go through all five close strategies with understanding. |
| **Need Prerequisites** | Students have previously discussed and placed close strategies on informational articles. | Guide students to use close strategies on narrative text. | Students will complete all five close strategies on the classic short story “The Treasure of Lemon Brown” |
| **Steps to Deliver the Lesson Using WICOR** https://my.avid.org/_images/helper_mascot.pngAVID®**TAPS 2, 3, 5, 6, 8** |
| **Engage**(Hook, introduction to lesson concepts)***WICOR:*** | **Mini-Lesson**Introduce Coordinate Adjectives(Warmup)Preview Vocabulary |
| **Explore/Explain**(teaching content all students need to know, understand and be able to do as determined by unpacked standard)***WICOR:*** | CLOSE StrategiesTuesday: Close Workshop The Treasure of Lemon of Brown(focus- short story)CLOSE workshop P.5-7 |
| **Enrich/Elaborate**(differentiation of process )***WICOR:*** | Students will respond to the journal prompt on homelessness, citing evidence form the text. |
| **Evaluation**(Formative assessment)***WICOR:*** | Formative Assessment on last page of short story to determine if students are able to apply close concepts. |
| **Resources** | CLOSE Reading Notebook( Workbook) Student CopyCoordinate Adjective Notes |