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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 text  ELACC7SL1: 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***  Chunk  Text  Summarize  Question  Illustrate  Analyze  Bodega  Scoundrels  Ajar  Tentatively  synthesize | | **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 Strategies  Tuesday: 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 Copy  Coordinate Adjective Notes | | | | | | | |