

Name: Danielle Cook

Date of Lesson: Tuesday 09\03\2013

Content Area: English

Grade/Age: 9th

Cooperating Teacher: Mrs. Gilbert

I. Topic of Lesson: Reading Informational Texts/"The Interlopers" Anticipation Lesson

II. Goal/Objective/Purpose of Lesson:

- I can cite strong and thorough textual evidence to support their analysis of informational texts. (RI.9-10.1)
- I can state the central idea and author's purpose in an informational text. (RI.9-10.2 & 6)
- I can support my analysis using Standard English grammar and support from the text (both written and orally). (L.9-10. 1 & 2)
- I can write a well written analytical response to a literary work or informational text, both short and long. (W.9-10. 9 & 10)
- I can acquire and use accurately general academic and domain-specific words and phrases. (L.9-10. 6)

III. Prerequisite Knowledge:

Students should already have a general knowledge of the following terms: summary, author and nonfiction. Students should also be able to read at a 9th grade reading level.

IV. Common Core Content Standards:

Standard	
RI.9-10.1	<i>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</i>
RI.9-10.2	<i>Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</i>
RI.9-10.6	<i>Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</i>
L.9-10.1	<i>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</i> <i>a. Use parallel structure.*</i> <i>b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</i>
L.9-10.2	<i>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</i> <i>a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</i> <i>b. Use a colon to introduce a list or quotation.</i> <i>c. Spell correctly.</i>

L.9-10.6	<i>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</i>
W.9-10.9	<i>Draw evidence from literary or informational texts to support analysis, reflection, and research. b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).</i>

V. SPA Standards: (NAEYC, NSTA, NCSS, NASET, etc.)

Standard	
Standard 1	<i>Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.</i>
Standard 5	<i>Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.</i>
Standard 6	<i>Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.</i>

VI. Materials/Technology:

- copies Marzano Vocabulary WS
- copies of Take 5 WS
- copies of summary/central idea WS
- copies of Hatfield and McCoy Family Feud article
- paper and pencil
- SmartBoard

VII. Activities/Procedures:

- Take 5: How did the change in the point of view change your story? (5 mins)
- 4th Period: PUGS (L.9-10.1 & 2)
- Complete Marzano Academic Vocabulary exercise (10 mins) (L.9-10. 6)
- Go over definition and examples of central idea & author’s purpose. (5 mins) (RI.9-10. 2 & 6)
- Read informational text article (15 mins)

<http://www.history.com/shows/hatfields-and-mccoys/articles/the-hatfield-mccoy-feud>

-Write an objective summary paragraph of the text and a paragraph explaining what the author's purpose and central idea of the text is. (10 mins) (RI.9-10.1, 2 & 6)

VIII. Accommodations/Differentiated Instruction:

Directions will be given orally as well as in writing. The Marzano vocabulary strategy also appeals to a variety of learning types. The 2nd & 3rd period will read the article on their own, but we will read the article together in 4th period. Since this is the first summary written this year, during 4th period we determine the central idea and write the summary as a class in order to provide extra support for the struggling students. Austin will be provided the article and WS in braille and will be paired up with another student who will read the article to him since he is not at a 9th grade reading level in braille. He will then work with Mrs. Knisley who will scribe his answers for him. He will also record the lesson and directions on his iPad.

IX. Assessment/Evaluation:

The Marzano exercise will formatively assess students' ability to acquire and use academic words (L.9-10.6)

The PUGS Take 5 exercise will formatively assess students' ability to demonstrate command of the conventions of Standard English grammar, usage, capitalization, punctuation, and spelling in writing. (L.9-10. 1 & 2)

The central idea/summary WS will formatively assess their ability to:

- write an objective summary of an informational text
- identify the author's purpose and central idea of an informational text -use strong and thorough textual evidence to support their analysis (R.I. 9-10. 1, 2 & 6)

The paragraphs will also serve as a formative assessment of students' ability to write a well written analytical response using standard English grammar and support from the text.(W. 9-10. 9 & 10; L. 9-10. 1 & 2; R.I.9-10.1)

I will know the targets have been met if the majority of students demonstrate mastery.

X. Reflection:

The students were very interested in the article because many had watched the History Channel special on the Hatfields and McCoys. In 4th period I actually had one student who is a descendent from the McCoy family and was able to give us some very interesting information that led to a great class discussion. The article served as an anticipation guided very well because many students were excited to get started on the story, since I told them it was also about a family feud. The students in 3rd and 4th period did very well, however there were a few that included quotes from the article even though I told them that quotes do not belong in summaries. We will do a similar exercise with the next story and I will address this issue then. 4th period did a great job as a class. I look forward to seeing how they do on their own next week.