

Name: Danielle Cook

Date of Lesson:

Content Area: English

Grade/Age: 8<sup>th</sup> grade

Cooperating Teacher: Prof. Risner

- I. Topic of Lesson: **Citing evidence** to support **analysis** in *To Kill a Mockingbird*
- II. Goal/Objective/Purpose of Lesson: Students will be able to **cite textual evidence** that most strongly **supports an analysis** of what the **text** says **explicitly** as well as **inferences drawn** from the *text*.
- III. Prerequisite Knowledge: Students will already be introduced to the *novel* and **read** up to **chapter 3**. Students will need to have already **read** this far because we will be **reading chapter** four in this lesson. Students will need to know the following vocabulary for the lesson in order to understand the instructions:  
Cite, textual evidence, support, analysis, explicitly, inferences, drawn.
- IV. Ohio Academic Content Standards:

Standard	Benchmark
<i>Reading Literature: Key Ideas and Details</i>	<i>RL.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</i>

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

Standard	Benchmark
<i>NCTE Standard 3: Strategies</i>	<i>Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).</i>

- VI. Materials/Technology:
  1. A copy of *To Kill a Mockingbird* for each student to read.
  2. DEJ worksheet to complete while reading.
  3. Pencil to write their answers.
  4. Tradebooks:
    - *Roll of Thunder, Hear My Cry*  
By: Mildred Taylor; ISBN: 014034893X  
Lexile Level: 920L
    - *Words by Heart*  
By: Ouida Sebestyen; ISBN: 044041346X

- Lexile Level: 750L
- *A Time to Kill*  
By: John Grisham; ISBN: 0440211727  
Lexile Level: 770L
- *Permanent Connections*  
By: Sue E. Bridgers; ISBN: 0064470202  
Lexile Level 820L
- *Scopes Trial*  
By: Stephanie Fitzgerald; ISBN: 0756520185  
Lexile Level 1100L

VII. Activities/Procedures:

1. Before reading I will prompt a discussion with the students using the following questions: (5 mins)
  - What happened in **chapter** three?
  - What did we learn about the *main characters*?
  - What did we learn about the *plot*?
  - What do you think is going to happen next?
  - What *themes* do we see in the *novel* so far?
2. Pass out **DEJ worksheets** and go over the **instructions**. (1 min)
3. **Instruct** students to **read chapter** four and complete the left column of the **worksheet** while **reading**. They will have 40 mins to complete the **chapter**. (40 mins)
4. After students are done **reading** instruct students to fill out the right column of the **DEJ worksheet** explain how the *quotes* chosen for the left column of the worksheet **relate** to the *theme* of the *novel* and what they say **explicitly** as well as the **inferences** they **draw**. (10 mins)

VIII. Accommodations/Differentiated Instruction:

Students will receive accommodations as necessary. Instruction will be given with visual and auditory cues.

IX. Assessment/Evaluation:

The DEJ worksheet is a formative assessment that will be graded according to the following rubric:

	5-4	3-2	1-0
Textual Evidence	The journal contains three quotes from the text that represents a theme in the novel.	The journal contains two quotes from the text that represents a theme in the novel.	The journal contains one to no quotes from the text that represents a theme in the novel.
Explicit Information and Inferences	The journal contains an explanation of the explicit information presented in each quote as well as an explanation of the inferences that can be drawn from it.	The journal contains an explanation of the explicit information presented in two quotes as well as an explanation of the inferences that can be drawn from it.	The journal contains an explanation of the explicit information presented in one or none of the quotes as well as an explanation of the inferences that can be drawn from it.
Theme	The journal contains an explanation of how three quotations relate to a theme of the text.	The journal contains an explanation of how two quotations relate to a theme of the text.	The journal contains an explanation of how one or none of the quotations relate to a theme of the text.

X. Reflection: