

Name: Danielle Cook

Length of Lesson: 1 Week

Content Area: English

Grade/Age: 9th

Cooperating Teacher: Mrs. Gilbert

I. Topic of Lesson: Reading Informational Texts

II. Goal/Objective/Purpose of Lesson:

-I can make specific references to passages and events from a text to prove what the text says *directly* as well as the meaning I can infer *indirectly*. (RI.9-10. 1)

-I can objectively summarize a text. (RI.9-10.2)

-I can...write an informative piece that examines and convey complex ideas clearly and accurately by selecting, organizing, and analyzing content. (W.9-10.2)

-I can introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. (W.9-10.2)

-I can develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.(W.9-10.2)

-I can use technology to produce writing products and display information dynamically. (W.9-10.6)

-I can conduct research projects that answer a question and show my understanding of the subject by narrowing the topic as needed and using multiple sources. (W.9-10.7)

-I can gather relevant information from various appropriate and credible print and electronic sources. (W.9-10.8)

-I can present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. (SL.9-10.4)

-I can make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.(SL.9-10.5)

III. Prerequisite Knowledge: Students must know how to summarize and find the main points of a text.

IV. Common Core Content Standards:

Standard	
SL.9-10.4	<i>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</i>
SL. 9-10. 5	<i>Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</i>
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>

W.9-10.2	<p><i>2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</i></p> <p><i>a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</i></p> <p><i>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</i></p> <p><i>c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</i></p> <p><i>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</i></p> <p><i>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</i></p> <p><i>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</i></p>
W.9-10.6	<p><i>Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</i></p>
W.9-10.7	<p><i>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</i></p>
W.9-10.8	<p><i>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</i></p>

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

Standard	
Standard 4	<p><i>Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.</i></p>
Standard 8	<p><i>Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.</i></p>

Standard 7	<i>Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.</i>
Standard 12	<i>Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).</i>

VI. Materials/Technology:

- copies of research project assignment packet
- copies of credible sources handout
- copies of peer evaluation sheets
- paper and pencil
- SmartBoard
- computer lab

VII. Activities/Procedures:

Day One:

- Take 5: What do you think life was like in the 1930's and 40's? What is society like? (5 mins)
- Describe research project guidelines. (10 mins)
- Review what makes a source credible using PP and handout. (20 mins)
- Assign students to their research group (5 mins)
- Students will get into their research group and decide how to break the project up (who will research what sub-point) and discuss what keywords they should use to find their information. (20 mins)

Day Two, Three & Four:

- Students go directly to computer lab where they will spend the period researching their topic and creating their PP presentation.

Day Five:

- Take 5: Based on the topics you and your peers have been researching, what do you think *To Kill a Mockingbird* may be about? What do you think the setting may be? What conflicts do you think the characters may face?
- Students will present their research topics to the class while their peers and I evaluate their presentation.

VIII. Accommodations/Differentiated Instruction:

Students will receive both written and verbal instruction for assignments. Lower level students will be grouped with higher level students so that they can help each other. Austin will receive instruction in braille and he will record the lesson on credible sources and the instructions on his iPad. I have selected for him a few video sources to listen to for his portion of the research. He is then supposed to pair up with a group member to add his information to the PP presentation. There are fewer source requirements and research topics for 4th period and their presentation time is also shorter.

IX. Assessment/Evaluation:

The research project will summatively assess students' ability to:

- make specific references to passages and events from a text to prove what the text says *directly* as well as the meaning I can infer *indirectly*. (RI.9-10. 1)
- objectively summarize a text. (RI.9-10.2)
- write an informative piece that examines and convey complex ideas clearly and accurately by selecting, organizing, and analyzing content. (W.9-10.2)
- introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting, graphics, and multimedia when useful to aiding comprehension. (W.9-10.2)
- develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.(W.9-10.2)
- use technology to produce writing products and display information dynamically. (W.9-10.6)
- conduct research projects that answer a question and show my understanding of the subject by narrowing the topic as needed and using multiple sources. (W.9-10.7)
- gather relevant information from various appropriate and credible print and electronic sources. (W.9-10.8)
- present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. (SL.9-10.4)
- make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.(SL.9-10.5)

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

X. Reflection:

The research project went really well. The students said they really liked this type of hands-on project and they did a great job finding credible sources and citing them appropriately. They did end up needing an additional research day and the presentations ran into half of another day. It did take a little longer than I planned, but I really think it was worth it, because their presentations looked great and they said that although they did not like presenting, they did learn a lot about researching. The accommodations for Austin worked really well. During his portion of the presentation he was very excited to get to share what he found out with the whole class and liked that he got to work with his group.