

Direct instruction

Teacher(s): Camryn Curtis

Subject: English

Standard(s): Common Core, Arizona Career and College Ready Standards, ISTE Standards apply to this lesson

AZCCRS:

- Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (8.RL.1)
- Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. (8.RL.3)
- Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. (8.RL.6)
- Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new. (8.RL.9)
- By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently. (8.RL.10)

ISTE-S:

1. Creativity and innovation: Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

- a. Apply existing knowledge to generate new ideas, products, or processes
- b. Create original works as a means of personal or group expression
- c. Use models and simulations to explore complex systems and issues
- d. Identify trends and forecast possibilities

2. Communication and collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

- a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media
- b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats

3. Research and information fluency: Students apply digital tools to gather, evaluate, and use information.

- a. Plan strategies to guide inquiry
- b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media

Common Core:

- CCSS.ELA-LITERACY.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.

- CCSS.ELA-LITERACY.RL.8.3
Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
- CCSS.ELA-LITERACY.RL.8.4
Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- CCSS.ELA-LITERACY.RL.8.6
Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
- CCSS.ELA-LITERACY.RL.8.9
Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
- CCSS.ELA-LITERACY.RL.8.10
By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.

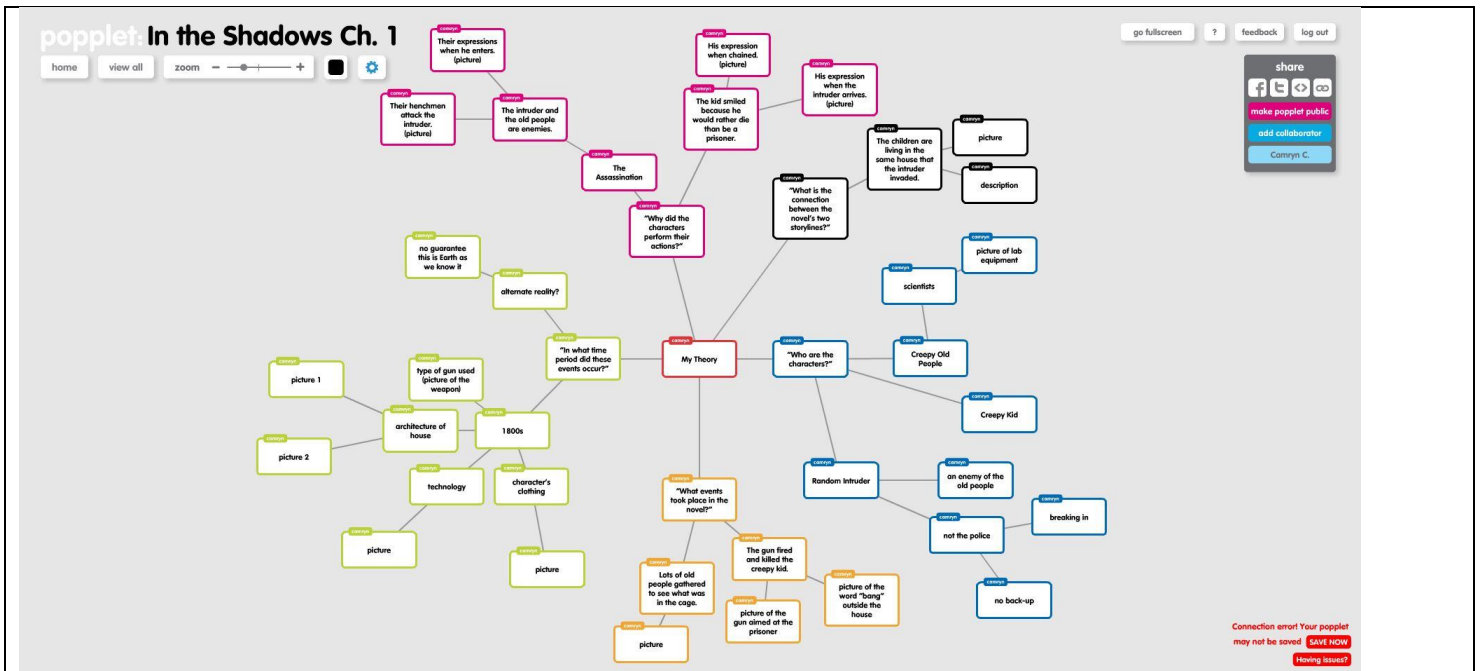
Objectives (Explicit): Use Bloom's verbiage and "formula"

- By the end of this unit, SWBAT read, comprehend, and analyze *In the Shadows*, a young adult fiction mystery novel, and share their analyses online with Popplet. Students will guide their reading and analysis by periodically creating a Popplet and answering the questions:
 - "What events took place in the novel?"
 - "In what time period did these events occur?"
 - "Who are the characters (name, age, occupation, relationships to other characters, etc.)?"
 - "Why did the characters perform their actions?"
 - "What is the connection between the novel's two storylines?"
- By the end of this unit, SWBAT analyze how three of their inferences to the above questions changed over the course of the novel by building each new Popplet off the previous one.

Evidence of Mastery (Measurable): An actual "product" /Include an explanation of how you are going to grade/grading tool? (rubric, checklist, etc.)

Example product:

<http://popplet.com/app/#/3412116>



For each section of reading within the unit, students will create a mind-map using Popplet.com to answer the objective's questions. Each mind map should meet the following criteria:

Criteria	5	4	3	2	0
Questions	The 5 questions are represented on the mind-map.	4 questions are represented on the mind-map.	3 questions are represented on the mind-map.	1-2 questions are represented on the mind-map.	0 questions are represented on the mind-map.
Analysis	My answers to the questions are <u>understandable</u> and <u>very reasonable</u> (make sense). Note: Answers do not have to be "correct," they just have to make sense.	My answers to the questions are <u>mostly understandable</u> (pretty clear), and <u>very reasonable</u> (make sense).	My answers to the questions are <u>somewhat understandable</u> (kind of clear), and <u>mostly reasonable</u> (kind of make sense).	My answers to the questions are <u>somewhat understandable</u> (not very clear), and <u>somewhat reasonable</u> (don't make much sense).	My answers to the questions are <u>not understandable</u> (unclear), and <u>unreasonable</u> (make no sense). -OR- I provided no answers.
Evidence	I provided 20 words/ phrases/ sentences and 10 images as evidence.	I provided 15-19 words/ phrases/ sentences and 8-9 images as	I provided 10-14 words/ phrases/ sentences and 5-7 images as	I provided 1-9 words/ phrases/ sentences and 1-6 images as evidence.	I provided no evidence.

		evidence.	evidence.		
Connections	My evidence strongly corresponds to my answers.	My evidence corresponds to my answers.	My evidence mostly corresponds to my answers.	My evidence somewhat corresponds to my answers.	My evidence does not correspond to my answers.
Organization	All my evidence and analyses are linked to the appropriate question. All of my bubbles are easily visible.	Most of my evidence and analyses are linked to the appropriate question. Most of my bubbles are easily visible.	Some of my evidence and analyses are linked to the appropriate question. Some of my bubbles are easily visible.	Very little of my evidence and analyses are linked to the appropriate question. Very few of my bubbles are easily visible.	None of my evidence and analyses are linked to the appropriate question. Very few of my bubbles are easily visible.
TOTAL POINTS: _____ / 25					

FORMATIVE ASSESSMENT: (also included in guided and individual practice)

Near the end of each class, after everyone has completed this chapter's Popplet, any students who volunteer will show their Popplets to the class, and we will have a group discussion about the plausibility and defensibility of the theories. Students will comment 1-3 times, and accompany their comments with specific evidence from the book. The discussion of a theory will both engage students and thereby require them to demonstrate the skills I am trying to teach them. Their open participation will also allow me to gauge their level of proficiency as a whole class and adjust my approach the following day. Additionally, after each Popplet receives a grade, students will have the opportunity to re-do their work and incorporate feedback. Such opportunities allow for frequent, immediate, formative assessment.

SUMMATIVE ASSESSMENT:

At the end of the unit, students will have a summative assessment. For the final chapter of the book, students will read individually and create individual Popplets that definitively answer the unit's five questions, just like they will have practiced all unit long. They will not have the chance to make changes once submitted, and the grades received according to the rubric will be final. This assessment will accurately reflect their learned investigative and argumentative skills, not simply memorized knowledge.

Sub-objectives, SWBAT (Sequenced from basic to complex): **Content and Language objectives – action verbs such as write, list, highlight, etc.)**

(*In the Shadows* is filled with mysteries, which gives the students an opportunity to analyze the literary "evidence"—descriptions, dialogue, images, setting, plot, etc.—and create working theories to solve the novel's mysteries as the book progresses.)

- SWBAT identify 20 words/phrases/sentences and 10 images from the assigned chapters, and use them to

<p>help answer the questions:</p> <ul style="list-style-type: none"> ○ “What events took place in these chapters?” ○ “In what time period did these events occur?” ○ “Who are the characters (name, age, occupation, relationships to other characters, etc.)?” ○ “Why did the characters perform their actions?” ○ “What is the connection between the novel’s two storylines?” <ul style="list-style-type: none"> ● SWBAT represent their answers and evidence to the above questions in the form of a digital mind-map on Popplet.com. 		
<p>Key vocabulary:</p> <p>Storyline, Analysis, Evidence, Victorian, Mystery, Horror, Gothic, Supernatural</p>	<p>Materials/Technology Resources to be Used:</p> <p>Popplet, Document Camera, Projector, individual copies of the book</p>	
<p>Opening (state objectives, connect to previous learning, and make RELEVANT to real life) ENGAGE/ “hook” the students</p> <p>Do Now: For five minutes, discuss in groups your favorite mystery/gothic/horror/supernatural movie, TV show, short story, or book.</p> <p>Anticipatory Set: I will ask students what elements of their favorite movies, TV shows, short stories, or books have in common and write the list on the board. I will describe how their favorites fall into the different genres, and then introduce <i>In the Shadows</i> in the context of these genres by describing elements of the book that fall into the different categories. As possible, I will verbally associate <i>In the Shadows</i> with the students’ favorites.</p>		
<p>Instructional Input</p>	<p>Teacher Will: Be specific</p> <ol style="list-style-type: none"> 1. I will verbally, briefly review the students' previous knowledge about reading strategies. 3a. I will model the application of these reading strategies using a Doc-Cam. I will skim through the chapter, verbally analyze the text as I go, and gather 20 pieces of evidence to answer the unit's questions. As I gather evidence, I will add it into a sample Popplet. 4a. I will then model how to complete the Popplet assignment on the projector screen for the first chapter, using our gathered evidence, and then grade the assignment according to the same rubric by which the students are evaluated. 5. I will ask the class if they have any questions, and answer them, demonstrating the answer as needed. 	<p>Student Will: Be specific</p> <ol style="list-style-type: none"> 2. Students will read the first chapter independently (it's short). 3b-4b. Students will follow along in their books during my demonstrations, and shout out their input to the analytical process as appropriate. At least 5 pieces of gathered evidence will be from student input.

	<p>Co-Teaching Strategy/Differentiation How will your instruction look different for those students who need differentiation or accommodations during your instructional input/teaching?</p> <p>My simultaneous verbal and visual instructions accommodate persons with hearing or visual disabilities, and students with different learning styles. Additionally, I can project my screen's activity onto a student's individual computer if needed.</p> <p>Some students require additional time or guidance to understand these concepts. Students can ask me questions during their guided reading time, and later take the books home with them.</p> <p>When presenting this assignment to students, I will make particulate note that if students are more visual or more reading oriented, they can rely more heavily on the graphic novel portion of the book or the written novel portion. Students can use both words and pictures as evidence in their Popplets. If students speak better than they write, they are free to use their computers' text to speech capabilities.</p> <p>Because I am using the instructional input segment to primarily establish the processes and expectations for student work in this unit, most of the differentiation will take place in the guided practice segment.</p>	
<p>Guided Practice</p>	<p>Teacher Will: Be specific</p> <p>2. When students have all finished reading the chapter, I will ask students to hold up their fingers to show me how well they understood the events of the chapter on a scale of 1-5. I will ask students to verbally summarize the events of the chapter, providing more or less clarification depending on their responses.</p> <p>3b. I will walk around the classroom and answer questions, guide students' investigative process as necessary, and remind students about their peviously learned reading strategies.</p> <p>4b. I will guide the class discussion, encouraging students to share their thoughts openly and respectfully. I will require students who make unsupported comments to locate textual evidence to support their ideas. All students will have the opportunity to contribute 1-3 times. To accomplish this, I will keep track of who has spoken, call on those who have not, and redirect those who like to share</p>	<p>Student Will: Be specific</p> <p>1. Students will read the second chapter.</p> <p>3a. Students will complete the Popplet assignment. They are free to work as individually or collaboratively as they wish, but each student must complete their own Chapter 2 Popplet.</p> <p>4a. After everyone has completed this chapter's Popplet, any students who volunteer will show their theories to the class, and we will have a group discussion about the plausibility and defensibility of the theory. Students will comment 1-3 times, and accompany their comments with specific evidence from the book.</p> <p>FORMATIVE ASSESSMENT:</p> <p>3a-4a) The discussion of a theory will both engage students and thereby require them to demonstrate the skills I am trying to teach them. Their open participation will also allow me to gage their level of proficiency as a whole class and adjust my approach the following day. Additionally, after each Popplet receives a grade, students will have the opportunity to re-</p>

<p>excessively.</p> <p>FORMATIVE ASSESSMENT:</p> <p>Near the end of each class, after everyone has completed this chapter's Popplet, any students who volunteer will show their Popplets to the class, and we will have a group discussion about the plausibility and defensibility of the theories. Students will comment 1-3 times, and accompany their comments with specific evidence from the book. The discussion of a theory will both engage students and thereby require them to demonstrate the skills I am trying to teach them. Their open participation will also allow me to gage their level of proficiency as a whole class and adjust my approach the following day. Additionally, after each Popplet receives a grade, students will have the opportunity to re-do their work and incorporate feedback. I will have their Popplets graded by the start of the next class. Such opportunities allow for frequent, immediate, formative assessment.</p>	<p>do their work and incorporate feedback. Such opportunities allow for frequent, immediate, formative assessment.</p>
<p>Co-Teaching Strategy/Differentiation/Check for Understanding...how are you going to know if EACH student is ready to move onto independent practice? And how are you going to differentiate if they do not understand?</p> <p>Because I will allow for conversation during this time, students can collaborate and form groups based on their shared ideas. I will not assign groups. If students want to work with each other, they are free to do so, but that collaboration will take the form of discussion only. They may talk to one another about what they thought about the chapter, or what evidence they are each using to support their theories. However, they must Ravi complete their own Popplet, and it cannot be identical to their partner's. My rationale is that by making group work voluntary, this will help students be excited about the process, be invested in the story, and delve deeper into the text as they debate one another's theories, while also allowing students who work better alone to accomplish the same things in their own way.</p> <p>This unit naturally addresses the diverse needs of students with varying academic proficiencies by allowing each student to delve as deep into the text as they desire, and using whichever reading strategies are most effective to them personally. Also, if students are more visual or more reading oriented, they can rely more heavily on the graphic novel portion of the book or</p>	

	<p>the written novel portion. Students can use both words and pictures as evidence in their Popplets. If students speak better than they write, they are free to use their computers' text to speech capabilities.</p> <p>The nature of the activity moves students gradually up the tiers of Bloom's Taxonomy. Students begin by reading the text and listing significant details. Next, they classify the details as pertinent to answering one of five questions, and then they interpret the evidence to come up with analytical answers. Finally, they use that evidence to defend and support their analytical answers to the five questions in order to form theories.</p> <p>I will look at and grade their Chapter 2 Popplets, and the students who score at least 20 points will be free to continue onto the next chapters by themselves or with others, without my direct supervision. Those who score 19 or lower will complete the Chapter 3 Popplet in pairs, shared directly with me so that I can add constructive notes as they work.</p>	
<p>Independent Practice</p>	<p>Teacher Will: Be specific</p> <p>I will walk around the room as students work, guiding their lines of inquiry as necessary, offering advice as needed, answering questions, and reminding students about their previously learned reading strategies. I will give feedback while they work, making specific references to the rubric's criteria. This is the students' time to work alone, but I will be available to guide them to their next steps on an individual basis.</p> <p>FORMATIVE ASSESSMENT:</p> <p>After each Popplet receives a grade, students will have the opportunity to re-do their work and incorporate feedback. I will have their Popplets graded by the start of the next class. Such opportunities allow for frequent, immediate, formative assessment.</p>	<p>Student Will: Be specific</p> <p>Students will read the third chapter at home, and come prepared to complete the Popplet in class.</p> <p>In class, students will complete the assignment by creating the Popplet, answering the questions, and providing evidence, all according to the stipulations in the rubric. Students may work individually or together, but all students must complete their own Popplets.</p> <p>FORMATIVE ASSESSMENT:</p> <p>After each Popplet receives a grade, students will have the opportunity to re-do their work and incorporate feedback. Such opportunities allow for frequent, immediate, formative assessment.</p>
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Closing/Student Reflection/Real-life connections: **What connections will students make to their real lives? What essential questions will they reflect on in their closure of the lesson?**

On the final day of the unit, students will write a quick, one page maximum free response in answer to the question, "How did your theories, your answers to the five questions, change over the course of the novel?" They will be able to look back at all their Popplets during this brief assignment.

Then, I will ask students to think about the skills they learned, and I will type their responses, minimum of ten, into a pretend detective resumé, visible on the projector screen. I will prompt the students to include, or include by myself, the particular skills of: finding evidence, comprehension, analysis, collaboration, creating theories, defending arguments, determining what details are important, and tracking how their ideas changed over time. On a separate section of the pretend resumé, I will have two jobs listed, engineer and artist, and ask the class to list one additional interesting, reasonable job. We will, as a class, brainstorm five ways that the skills students gained from this unit could potentially help them in these future careers.