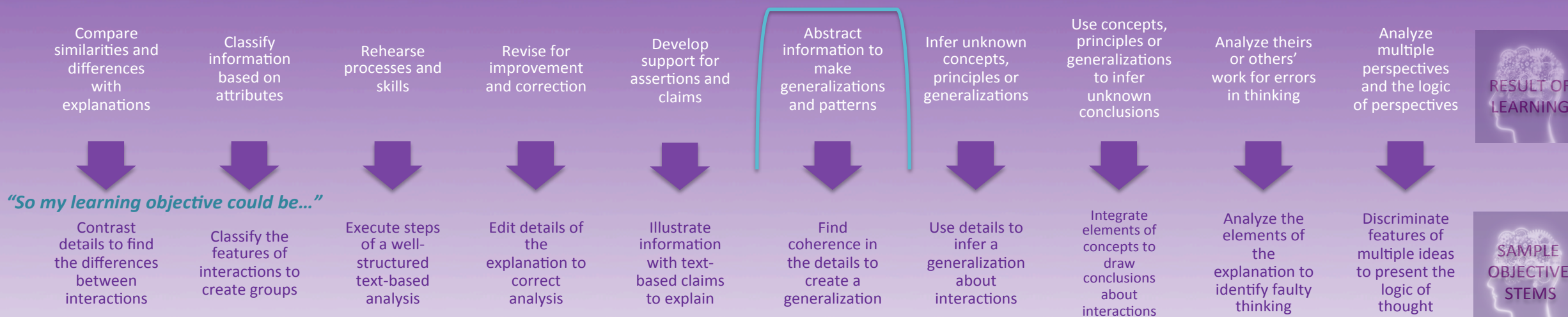


## What's your purpose for teaching – APPLY or ANALYZE?

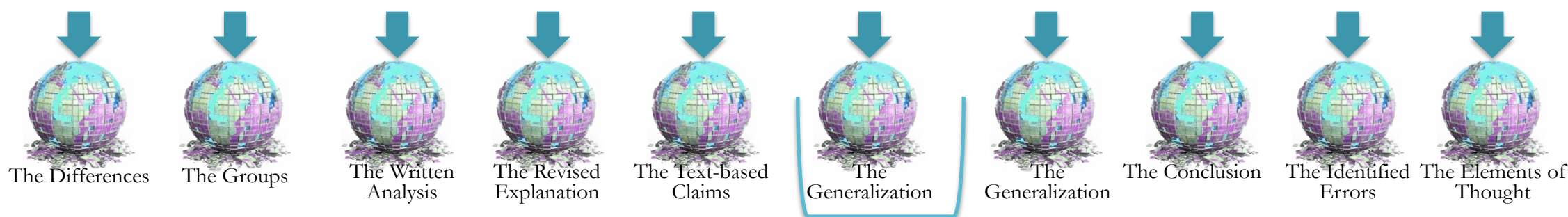
"I want my students to students to..."



"I could organize the order of the lesson like this..."

1. Help students understand the appropriate cognitive process (compare, contrast, classify, rehearse, revise, develop support, abstract, induce, deduce, analyze)
2. Provide visual instructions for executing the appropriate process (the visual instructions could ensure independence and supports diverse learners)
3. Allow students to practice using the appropriate process with the content (interactions between individuals, events and/or ideas in the text)
4. Support students with executing the process (coach/facilitate understanding while students work independently or with peers)
5. Allow students to visually present the results of the process (supports diverse learners and demonstrates learning)
6. Ask students to reflect on the process to share their insights (deepen students' learning)

"And the evidence of learning will be..."



© 2013. Permission to copy, print and share.

sheronbrownphd.com

## Designing for Close Reading – Part II

<b>Date:</b>	<b>Standard</b>	<b>RI.7.3 Analyze the interactions between individuals, events, and ideas in a text.</b>		
<b>Getting Ready to Learn</b>	<b>Conceptual Understanding (Frames the lesson)</b>	<b>Writers provide coherence for readers through the interactions they create between individuals, events and ideas.</b>		
	<b>Objective (Lesson Target)</b>	<b>Students will find cohesion between <i>individuals, events and ideas</i> in Douglass' narrative to produce a generalization about the interconnections.</b>		
	<b>Establish Relevance</b>	<b>Have students recap the discussion from Part I to re-establish relevance. Reminder of Part I discussion: "Have you ever heard someone speak and wonder, what are they talking about, simply because their ideas seemed disconnected and all over the place?...Have you ever been told that about yourself?...Well over the next few days, we are going to work on you getting better with connecting your ideas...We'll study how others—in this case Frederick Douglass--does it and later this week, we'll apply some of what we learn in our essays."</b>		
	<b>Small Group Plan</b>	<b>Assign partnerships. The co-teacher will work with the small group of XX students to support their use of Level 2 close reading approach, while the partnerships will apply the Level 3 logic wheel approach of close reading.</b>	<b>Accommodations</b>	
		<b>Alternative Means of Representation</b> UDL-Principle I	<b>Alternative Means of Action and Expression</b> UDL-Principle II	<b>Alternative Means of Engagement</b> UDL-Principle III
	<b>Activate Prior Knowledge</b>	<b>Allow 2 to 3 students to share the model constructed in the Part I lesson. Ask them to share the rationale for the connections they made. Inform students that we will go deeper with understanding the interconnections by analyzing Douglass' thinking. We'll re-read Douglass and analyze his thoughts using 2 elements of the logic wheel—purpose and question. (See the interactive Logic Wheel for Level 3 Close Reading.)</b>		
<b>Acquire Knowledge</b> <b>Extend and Refine Knowledge</b> <b>Use Knowledge Meaningfully</b>	<b>Learning Activities (Use lesson design process that aligns with learning target)</b> <ul style="list-style-type: none"><li>• <b>Connect to content</b></li><li>• <b>Connect to practitioner</b></li><li>• <b>Connect across disciplines</b></li><li>• <b>Connect to self</b></li></ul>	<ol style="list-style-type: none"> <li>1. Using the teacher-constructed model from Part I and the logic wheel, demonstrate how to analyze individuals, events and ideas for purpose and the questions they answer.</li> <li>2. Employ "think aloud" and Inspiration while adding these deeper considerations to the original model using the notes feature.</li> <li>3. Allow students to practice by having them analyze one of the items on the model they created in Part I. Allow them to explain the result of their practice to their partner, then have 3 to 4 students share aloud. Clarify misunderstandings before releasing them.</li> <li>4. Allow students to continue analysis by using the logic wheel and sharing with partners. Circulate to provide support. (Co-teacher will work with small group.)</li> <li>5. Ask students to generate a written response to, "What is the line of reasoning that connects the individuals, events and ideas in the Douglass narrative. Use your text-based analysis notes to support your generalization about the interconnections." Share a few on the document camera for students to see and discuss the connections.</li> <li>6. Ask: what did you notice about Douglass' thoughts? Were they cohesive? How?</li> </ol>		
<b>Closure</b>	<b>Review and Reflect on Learning</b>	<b>See # 6 above. Also ask students why they think analyzing the thoughts of authors (or speakers) is important? What is the purpose? (Connect their responses back to the "Establish Relevance" section above.)</b>		
	<b>Assess Learning</b>	<b>Collect generalization statements and review them for tomorrow's continuation.</b>		
<b>Reinforce or Prepare for Learning</b>	<b>Home Extension</b> <ul style="list-style-type: none"><li>• <b>Memorizing</b></li><li>• <b>Accuracy and Speed</b></li><li>• <b>Deepen understanding</b></li><li>• <b>Preparation</b></li></ul>	<b>Re-read the paragraph you read for homework yesterday and analyze for the thought elements of purpose and question.</b>  <b>Advanced students will complete assignment with 3 paragraphs they read the previous night.</b>		
				<b>7.2 Optimize relevance, value, and authenticity</b>  <b>8.2 Vary demands and resources to optimize challenge</b>