Common Core Deconstructed Lesson Design Process – Part II

RI.7.3. Analyze the interactions between individuals, events and ideas in a text

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

"I want my students to students to…"

Compare similarities and differences with explanations	Classify information based on attributes	Rehearse processes and skills	Revise for improvement and correction	Develop support for assertions and claims	Abstract information to make generalizations and patterns	Infer unknown concepts, principles or generalizations	Use concepts, principles or generalizations to infer unknown conclusions	Analyze theirs or others' work for errors in thinking	Analyze multiple perspectives and the logic of perspectives
⇩	⇩	⇩	⇩	⇩	⇩	⇩	⇩	⇩	⇩
"So my learning objective could be…"									
Contrast details to find the differences between interactions	Classify the features of interactions to create groups	Execute steps of a well-structured text-based analysis	Edit details of the explanation to correct analysis	Illustrate information with text-based claims to explain	Find coherence in the details to create a generalization	Use details to infer a generalization about interactions	Integrate elements of concepts to draw conclusions about interactions	Analyze the elements of the explanation to identify faulty thinking	Discriminate features of multiple ideas to present the logic of thought
"I could organize the order of the lesson like this…"									
1	2	3	4	5	6	7	8	9	10
"And the evidence of learning will be…"									
The Differences	The Groups	The Written Analysis	The Revised Explanation	The Text-based Claims	The Generalization	The Generalization	The Conclusion	The Identified Errors	The Elements of Thought

RESULT OF LEARNING

SAMPLE OBJECTIVE STEMS

ORDER OF LEARNING

EVIDENCE OF LEARNING

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Designing for Close Reading – Part II

			Accommodations		
			Alternative Means of Representation UDL-Principle I	Alternative Means of Action and Expression UDL-Principle II	Alternative Means of Engagement UDL-Principle III
Date:	**Standard**	**RI.7.3 Analyze the interactions between individuals, events, and ideas in a text.**			
Getting Ready to Learn	**Conceptual Understanding (Frames the lesson)**	**Writers provide coherence for readers through the interactions they create between individuals, events and ideas.**			
	Objective (Lesson Target)	**Students will find cohesion between *individuals, events and ideas* in Douglass' narrative to produce a generalization about the interconnections.**			
	Establish Relevance	**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."**			
	Small Group Plan **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.**				
	Activate Prior Knowledge	**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.)**	**3.1 Activate or supply background knowledge**		
Acquire Knowledge **Extend and Refine Knowledge** **Use Knowledge Meaningfully**	**Learning Activities (Use lesson design process that aligns with learning target)** • **Connect to content** • **Connect to practitioner** • **Connect across disciplines** • **Connect to self**	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.** 2. **Employ "think aloud" and Inspiration while adding these deeper considerations to the original model using the notes feature.** 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.** 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.)** 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.** 6. **Ask: what did you notice about Douglass' thoughts? Were they cohesive? How?**	**1.3 Offer alternatives for visual information – use of mapping software** **3.2 Highlight patterns, critical features, big ideas, and relationships**	**4.2 Optimize access to tools and assistive technologies**	
Closure	**Review and Reflect on Learning**	**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.)**			**7.2 Optimize relevance, value, and authenticity**
	Assess Learning	**Collect generalization statements and review them for tomorrow's continuation.**			
Reinforce or Prepare for Learning	**Home Extension** • **Memorizing** • **Accuracy and Speed** • **Deepen understanding** • **Preparation**	**Re-read the paragraph you read for homework yesterday and analyze for the thought elements of purpose and question.** **Advanced students will complete assignment with 3 paragraphs they read the previous night.**			**8.2 Vary demands and resources to optimize challenge**

Marzano, R. (2007). The art and science of teaching: A comprehensive framework for effective instruction. Alexandria, VA: ASCD.
Paul, R. and Elder, L. (2008). How to read a paragraph: The art of close reading. Dillon Beach, CA: Critical Thinking Press.