

Harvey Daniels Sample Lesson Plan

Option 1- CLOSE Reading	Option 2- Writing
<p><u>Prior to Reading a Text Closely</u> *Preview the text-Skim headings, captions and font-emphasized words to make inferences about the text.</p> <p><u>Active Readers</u></p> <ol style="list-style-type: none"> 1. Ask Questions 2. Create Connections 3. Tracking Down/Determining Important Information 4. Infer 5. Visualizing 6. Eureka! (Synthesis) <p><i>Students need to be familiar with the acronym "Active" for Active Readers</i></p>	<p><u>Narrative Writing</u> The narrative piece contains elements as follows:</p> <ul style="list-style-type: none"> • Characters with defined personalities and identities • Dialogue • Descriptive language to create images in the reader's mind and enhance the story • Use of First or Third Person • Sequencing to establish order of time • Problem or Conflict • Resolution • Transitions indicating time order • Focus on Ideas, Organization, and Word Choice of the 6 Traits of Writing. <p><u>Expository/Informational Writing</u> The expository piece contains elements as follows:</p> <ul style="list-style-type: none"> • Detailed, factual description • A formal, objective style • Use of the Third Person • Transitions indicating time order and reasoning • A timeless tense (which may change according to the stage of a text) • Precise, specific terms • Focus on Ideas/Content and Organization of the 6 Traits of Writing. <p><u>Argument Writing</u> The argument piece contains elements as follows:</p> <ul style="list-style-type: none"> • Claims (What do I think?) • Reasons (Why do I think this?) • Evidence (How do I know this?) • Use of the First or Third Person • Transitions indicating time order and reasoning • A timeless tense (which may change according to the stage of a text) • Precise, specific terms • Focus on Ideas/Content, Organization, and Voice of the 6 Traits of Writing.

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CLOSE Reading Strategies	Writing Strategies
<p>What do Good Readers do? Good Readers do the following to a text:</p> <ul style="list-style-type: none"> *Preview *Question *Predict *Infer *Connect *Summarize *Evaluate <p style="text-align: center;"><u>Teaching CLOSE Reading Strategies</u></p> <p>*First Read: Read to Get the Gist Students are investigating the Key Details and Ideas in the text.</p> <ul style="list-style-type: none"> <i>*What's the main idea?</i> <i>*Can you summarize the text?</i> <i>*What jumps out at you?</i> <i>*What questions do you have?</i> <p>*Second Read: Digging Deeper Students are examining the CRAFT and STRUCTURE of the text.</p> <ul style="list-style-type: none"> <i>*What text structures and text features were used?</i> <i>*What is the author's purpose?</i> <i>*How does the author feel about the subject?</i> <i>*Why did the author use particular words and phrases?</i> <p>*Third Read: Put it all Together Students will be Integrating the Knowledge and Ideas of the text.</p> <ul style="list-style-type: none"> <i>*What inferences can you make?</i> <i>*How does the author support key points?</i> <i>*How does this relate to other texts you've read?</i> <i>*How does this relate to your life?</i> 	<p>What do Good Writer's do? Good Writers compose with the following:</p> <ul style="list-style-type: none"> * a purpose * a topic * an audience in mind <p>Students should be utilizing and/or participating in the same basic processes and strategies each time they are writing.</p> <ul style="list-style-type: none"> -Establishing a predictable writing routine -Using graphic organizers -Teaching strategies for planning, drafting, revising, editing/proofreading, and publishing -Providing feedback: Writing Conferences <p style="text-align: center;"><u>Teaching Writing Strategies</u></p> <p>*Pre-Writing: Clearly presented and fully developed ideas. <i>Example: Brainstorming</i></p> <p>*Constructing a timeline: Writing that is easy to follow and logically organize. <i>Example: Constructing a timeline</i></p> <p>*Word Choice: Effective and precise word choice <i>Example: Rereading text, circling words that are vague and replacing them with more precise words</i></p> <p>*Sentence Fluency: Use of varied sentences to promote fluency, rhythm, and natural speech patterns. <i>Example: Revising the goal of varying sentences to make the paper more fluent</i></p> <p>*Voice (Tone or Mood): Writing that captures the appropriate tone or mood to make maximum impact on the reader. <i>Example: Forming a visual image of the characters' emotions to help set the mood for a story</i></p> <p>*Conventions: Correct spelling, usage, and grammar <i>Example: Reading a composition out loud to help locate grammar miscues</i></p>

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Reading Routine	Writing Routine
<p>Day B I Do: <i>Mini-Lesson: Reading Purpose- Read to Get the Gist</i> Teacher will: -Explain the purpose for the FIRST reading of the mentor text. -Introduce Mentor Text by establishing routines for students to practice each time they participate in a reading block. <i>("What is the first thing active reader's do when examining a text?"second thing? third thing?)</i></p> <p>We Do: Teacher will: -Facilitate/Monitor students, while students conduct a Close Read on the Mentor Text.</p> <p>You Do: Students will: -Conduct a Close Read. -Work with a partner or trio to discuss the text and all notations that peers made on the text.</p>	<p>Day A I Do: <i>Mini-Lesson: Writing Strategy</i> Teacher will: -Choose a writing strategy that students will be focusing on for the current mentor text. -Introduce Mentor Text by establishing routines for students to practice each time they participate in a writing block. <i>("What is the first thing active reader's do when examining an informational text?"second thing? third thing?)</i></p> <p>We Do: Teacher will: -Facilitate/Monitor students, while students conduct a Close Read on the mentor text.</p> <p>You Do: Students will: -Conduct a Close Read. -Work with a partner or trio to discuss the text and all notations that peers made on the text.</p> <p><i>***On the day students conduct a Close read of the mentor text, you must develop a learning objective that reflects the Reading CCSS that the mentor text is being used to support.</i></p>
<p>Day D I Do: <i>Mini-Lesson: Reading Purpose-Digging Deeper</i> Teacher will: -Explain the purpose for the SECOND reading of the mentor text. -Review mentor text by reviewing Active Reader routines. <i>("What is the first thing active reader's do when examining a text?"second thing? third thing?)</i></p> <p>We Do: Teacher will: -Facilitate/Monitor students, while students conduct a Close Read on the mentor text.</p> <p>You Do: Students will: -Conduct a Close Read. -Work with a partner or trio to discuss the text and all notations that peers made on the text.</p>	<p>Day C We Do & You Do: Students will: - Begin the writing process. (Pre-Writing process and Drafting) Teacher will: -Confer with students individually or in small groups when addressing the same skill or concept. **Last 5 minutes You Do: <i>Students share one of their favorite sentences.</i></p>

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<p>Day F</p> <p>I Do:</p> <p>Mini-Lesson: <u>Reading Purpose: Putting it All Together</u></p> <p>Teacher will:</p> <ul style="list-style-type: none"> -Explain the purpose for the THIRD reading of the mentor text -Review Mentor Text by reviewing Active Reader routines <p><i>("What is the first thing active reader's do when examining a text?" ...second thing? third thing?)</i></p> <p>We Do:</p> <p>Teacher will:</p> <ul style="list-style-type: none"> -Facilitate/Monitor students, while students conduct a Close Read on the Mentor Text <p>You Do:</p> <p>Students will:</p> <ul style="list-style-type: none"> -Conduct a Close Read -Work with a partner or trio to discuss the text and all notations that peers made on the text <p>*Students should be utilizing each mentor text for one 6-day cycle.</p>	<p>Day E</p> <p>I Do:</p> <p>Mini-Lesson: <u>Writing Skill</u></p> <p>Teacher will:</p> <ul style="list-style-type: none"> -Choose the CCSS writing strategy that will be the focus of the mini-lesson -Model writing strategy (<i>Shared Writing</i>) <p>We Do & You Do:</p> <p>Students will:</p> <ul style="list-style-type: none"> -Begin the writing process (Pre-Writing Process and Drafting) <p>Teacher will:</p> <ul style="list-style-type: none"> -Confer with students individually or in small groups when addressing the same skill or concept <p>**Last 5 minutes You Do: <i>Students share one of their favorite sentences.</i></p> <p>*Students should be utilizing each mentor text for two 6-day cycles. At the end of the two 6- day cycles, each student should have completed a writing piece with a final draft. All rough drafts should be stapled to the final draft and placed in the student's writing folder. A rubric should be attached to each writing piece with a score and teacher comments that are directly from the rubric, giving the student 1 "Praise" and 1 "Polish".</p>
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