Model Lesson #3

Grade 4: English/Language Arts

Unit 1: Character Development

Using This Resource

The Model Lesson Sequence provides an example of a detailed lesson plan using several of the weekly standards identified in the Unit-at-a-Glance. The elements included in this document were chosen from extensive research on the most effective instructional planning practices, and they provide an outline of the essential components of a lesson plan. The Model Lesson Sequence can be taught during the identified week(s) on page 3 or used as a resource for creating lesson plans that incorporate research-based best practices.

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Model Lesson Sequence #3	
Content Area(s)/Course/Grade: English/Language Arts/Grade 4	**Unit 1:** Character Development
Lesson Topic: Students learn the strategy of close reading.	**Suggested Length:** During Week 6, two days

Learning Targets:

RF.4

- Listen to daily Interactive Read-Alouds of complex text in a variety of text structures in order to attend to and apply models of fluent reading.

- Adjust reading rate to purpose for reading.

- Engage in opportunities for daily independent reading of grade-level text in order to build fluency.

- Demonstrate fluent reading in order to fully comprehend text by responding accurately (e.g., discussion, written responses).

- Use prior knowledge and experiences to confirm or self-correct word recognition and understanding.

- Use context clues, sentence structure and visual clues to guide self-correction.

RL.1

- Apply appropriate strategies during, and after reading, viewing or listening to a text.

- Apply a questioning schema to generate, either orally or in writing, text-specific questions at varying levels of cognitive demand.

- Select only relevant textual evidence when responding either orally or in writing to text-specific questions.

- Connect prior knowledge or experience to the text.

RL.4

- Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

RL.10

- Demonstrate understanding of assigned literary texts of steadily increasing complexity.

W.4

- Produce clear and coherent writing in which the development and organization are appropriate to the task, purpose and audience.

W.9

- Draw evidence from literary or informational texts to support analysis, reflection and research.

- Write in response to grade-level print, nonprint, and digital literary or informational text(s).

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W.10

- Adjust the writing process as appropriate for different writing tasks, purposes, and audiences and time frames.

SL.1

- Take notes in preparation for the discussion.
- Participate in group discussions on a variety of topics.
- Access prior knowledge and experiences to extend the topic.
- Ask appropriate questions about the topic.
- Express an opinion based on experiences, prior knowledge of the topic and the information presented.

L.3

- Recognize situations requiring formal or informal English.
- Adjust language to a variety of situations.
- Distinguish between literal and nonliteral meanings of words and phrases.
- Use dictionaries and thesauruses to identify and use synonyms for words.

L.4

- Discuss words and word meanings daily as they are encountered in text, instruction and conversation.

Objectives:

Students will be able to:

1. Identify unfamiliar language (vocabulary and phrases) in literary text. (RF.4, RL.4, L.3)
2. Create text-specific questions. (SL.1, W.9, W.4, W.10)
3. Interpret the reasoning behind the author's choice of language. (RF.4, RL.1, RL.10)
4. Explain questions and thoughts to peers. (SL.1, RL.4, L.4)

Assessments

Formative:

- Close Reading Using *Shiloh*

Summative:

- Reading Look-Fors
- Close Reading Rubric

Other Handouts:

- Close Reading: Tips for Teachers

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- Close Reading: Steps for Students

Context for Learning

Students need to read *closely* in order to fully comprehend text. They will learn close-reading strategies that will help them analyze *why* the author chose to use specific language. Through these strategies, students think deeply about the text and generate text-specific questions in order to increase their overall comprehension. Students will take part in whole-group, independent and peer-paired tasks.

Essential Questions:

- What strategies do proficient readers apply before, during and after reading?

- How do readers use evidence from text to support their ideas and deepen their understandings?

- How does a writer's choice of words help convey meaning?

Instructional Delivery

Opening Activities/Motivation:

Display in front of the class selections of thick books that are interesting, yet challenging, for your students. Tell students that today they will learn a strategy that will help them understand more complex text. It is called close reading.

Procedures:

Whole-Group Instruction

- If possible, first show a short video (such as www.youtube.com/watch?v=JZXgr7_3Kw4) on how to teach close reading.

- Hand out copies of the Close Reading Using Shiloh document and the form Close Reading: Steps for Students.

- Tell students that you will be showing them how to apply the steps involved in close reading.

- Read the steps aloud to the class.

- Show page 13 via a document camera or large screen so the class can watch you model.

- Read each step one at a time, and stop to model the step before going on to the next step.

- Think aloud as you model.

Independent Practice

- Instruct students to follow the close reading steps as they read pages 14-15 in the Close Reading Using Shiloh document.

- Walk around the room and make observations. Are students making annotations, identifying words and creating text-specific questions? Use the Close Reading Rubric to monitor progress toward these learning targets.

Small-Group Instruction

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- Break the class into small groups of two, three or four.

- Tell students to share their questions with the group.

- Instruct students to discuss each other's questions and to provide their own thoughts/answers with evidence from the text.

- Students can do a "turn and talk" or a more formal "think-pair-share."

Whole-Group Instruction

- Ask students to share what they discussed with their peers. Allow for an open-ended discussion.

Closure:

Ask students to share their thoughts and opinions about the Essential Questions:

- What strategies do proficient readers apply before, during, and after reading?

- How do readers use evidence from text to support their ideas and deepen their understandings?

- How does a writer's choice of words help convey meaning?