

CCRS Lesson Plan: Intermediate

Quantitative Rating of text: Readworks.org lists it as 3rd grade, 770 lexile. Atos score is 6.2, putting it right in the middle of band C's text complexity range.

Qualitative Rating:

- **Meaning/Purpose:** This informational text has 2 purposes. 1. To inform reader about women's suffrage movement, and 2. Describe how some women view the 100th anniversary
 - **Structure:** goes between past events and present celebrations of women's suffrage –this could be confusing for some
 - **Language Features:** this/that referencing abstract nouns or concepts. "That's how it was in 1776" or "to win this right, women held marches and protests
 - **Vocabulary** will be a primary obstacle for this group of learners to understand this text
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CCCR Anchor 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text (RI/RL.4.1)

Also practices RI.5.4 (determine vocabulary meaning context) and L4.4 (consulting reference materials)

Objectives –*Students will be able to...*

- Identify and highlight evidence that supports their answers to text-dependent inference questions as evidenced by their responses to the questions and highlighting marks in the text
- Accurately quote or paraphrase specific evidence from the text as evidenced by small group and whole class discussions

9:30	Introduction Did you know that this year is an election year? In November, Minnesotans will vote for senators, governor, and other state government positions. This year we will talk about the election from time to time. Today we're going to read about one part of voting	objectives on bulletin board
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	<p>history in the United States. Who is allowed to vote in the United States? Who is not allowed to vote?</p> <p>Stand up and talk to three other students: introductions, other countries where you have lived, who is allowed to vote or not allowed to vote.</p> <p>Student Objectives: introduce using bulletin board</p>	
9:45	<p>Find and label text features:</p> <ul style="list-style-type: none"> • Title • Caption • Number the paragraphs <p>(distribute text, Ss find and label text features, and T begins assigning groups by picture)</p> <p>Take out your “vocabulary talk” pink paper...</p> <p>Look at the picture and read the caption. In this sentence, <i>what does the word MARCHED mean?</i> encourage learners to respond using the phrases on their pink paper, including further examples.</p> <p>T reads text aloud to model fluency and pronunciation</p> <p>Review expectations for group work on vocabulary:</p> <p>word → sentence → show it</p> <p>Where to look for meaning:</p> <ul style="list-style-type: none"> -in the text -dictionary -translator -image search -teacher/student <p>I will be listening for the questions and answers on your pink paper.</p> <p>Make sure you understand the first paragraph very well before you start the second paragraph.</p> <p>Allow time for small groups to “chunk and struggle” with the text</p>	<p>copies of reading/questions group assigning cards “vocabulary talk” sheets</p>

10:15	<p>Direct Instruction of <i>this/that/these/those</i> use poster paper and model circling the word and drawing an arrow back to the noun being referenced</p> <p>Student find 4 instances and use red pens to annotate text</p>	this/that/these/those poster red marker red pens
10:30	<p>Model highlighting evidence complete questions 1 and 2 together, highlighting evidence (turn and check your partner’s text)</p> <p>Model referencing evidence</p> <p>Write on the board: <i>In paragraph ____, it says _____</i> <i>-so we know _____</i> <i>-so I think _____</i></p> <p>elicit, then rehearse the responses for questions 1 and 2</p>	highlighters
10:50	<p>Small Group Work</p> <p>review expectations:</p> <ul style="list-style-type: none"> • work together to answer the questions • highlight your evidence in the text • Everyone should be working on the same question at the same time • Practice talking about your evidence • I will be listening for each person in your group trying to talk about the evidence 	
If time	<p>Whole class discussion</p> <p>arrange chairs in a circle, but make sure phrases on the board are visible</p> <p>lead discussion of remaining questions.</p> <p>Encourage participation from quieter students by using the “repeat/rephrase” move</p> <p>At the end, anyone who has not spoken shares one thing they remember from today’s discussion/reading</p>	

