1. Based on one objective you created in Topic 2, create a pre-assessment instrument to determine the learning needs of the students in your practicum/field experience class. Include both formative and summative assessment instruments.
2. Consider how contemporary tools and resources can maximize content learning and be incorporated into assessment.
3. In your field experience this week, you will administer your assessment to a group of students. You must do this before creating the lesson plan as the data you get from the pre-assessment will inform your lesson plan.
4. Using the COE Lesson Plan Template, and the data gathered from the pre-assessment administered in your field experience, create one lesson plan.
5. Submit the pre-assessment, data, and lesson plan as one deliverable.

Very comprehensive lesson plan. You have more lessons to create, I don’t want you to overdo yourself too early. Be sure to talk to your mentor on the amount of information that can be covered in a 50-minute class. Reviewing your pre-test, it seems to cover more than 5 days. Thank you for the student data and the detail within your lesson plan.

Cindy

**Section 1: Lesson Preparation**

|  |  |
| --- | --- |
| **Teacher Candidate**  |  |
| **Grade Level**  | **Grade 7** |
| **Date:** | **January 19, 2019** |
| **Unit/Subject:** | **Short Story Unit: Lesson 1 of 5** |
| **Instructional Plan Title:** | **“Be an Active Reader”*****LA 7.1.5.c Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.*** ***Students will integrate and use knowledge of literary elements in new situations.***  ***(Vocabulary & Literary Element Bolstering)*** |
| **Lesson Summary and Focus:** | **Short stories reveal important NSCAS vocabulary and literary element understanding in the seventh-grade classroom. The following stories provide an excellent means by which students are given the opportunity to expand upon their ELA knowledge:** **Lesson 1 Short Story Intro: Be an Active Reader*****Essential Question: Why is it important that I be an Active Reader in the classroom and outside the classroom walls?***Future Lesson Tie-In: Thank you for sharingLesson 2 “Ransom of Red Chief” by O. Henry – Mood, Irony, Plot, Conflict, ForeshadowingLesson 3 “Last Cover” by Paul Annixter – Character, PlotLesson 4 “Two Kinds” by Amy Tan – Character, Predicting, SymbolismLesson 5 “All Summer in a Day” by Ray Bradbury – Author’s Purpose, Setting |
| **Classroom and Student Factors/Grouping:** | Students with exceptionalities are provided modified learning experiences to be successful in the classroom. With the assistance of a para-educator in the classroom, redirection and focus will be encouraged. High-ability students will be challenged with extension activities and further opportunities for review. **Student Focus:** **1 ELL Level 4 Student****2 ADHD Behavior-Monitored Students (IEP)****1 High-Ability Learner – MAPs & NSCAS Determined**  |
| **Nebraska English Language Arts Standards: Will you cover each one of these standards within a 50-minute class? Only list your standards that you will be addressing to this class/period.** | *LA 7.1.5.c Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations**LA 7.1.6.l Build background knowledge and activate prior knowledge to clarify text, deepen understanding, and make text-to-self, text-to-text, and text-to-world connections while reading complex text.**LA 7.2.2.b Provide evidence from literary or informational text to support analysis, reflection, and research.**LA 7.3.3.e Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly and persuasively express one's own views while respecting diverse perspectives.* |
| **Specific Learning Target(s)/Objectives: This must have taken a lot of work. For this particular lesson which one of these objectives will you be showing your students? I need to know to ensure everything is aligned.****In other words, you only want to list the measurable objectives that you will address during this class/period.** | Key Knowledge* Students will acquire vocabulary terms to apply on the Active Reading Checklist.
* Students will activate prior knowledge to review literary elements and apply on various assessments and assignments.

Formative Measurable Activities **I appreciate your measurable objectives.** Key Skills: Students will…* activate prior knowledge to evaluate vocabulary terms with 90% accuracy on a collaborative Four Corners Vocabulary Activity.
* analyze text and apply the 5-step process found on the Active Reading Checklistusing Think-Pair-Share with 90% accuracy.
* orally synthesize and contribute at least 2 answers while filling out the Active Reading Checklist during classroom discussion.

Summative Measurable ActivitiesStudents will…* summarize the 5-steps found on the Active Reading Checklist with 100% accuracy. **(Schoology Assessment Typed Submission)**
* define New Vocabulary (predicting, connect) with 100% accuracy.

**(Schoology Assessment Typed Submission)** * **self-reflect in a one-paragraph conclusion** reviewing the Essential Question using the required seventh-grade paragraph requirements with 100% accuracy in their student journal.
 |
| **Academic Language Good job on your academic language. Check out this site that shows academic is different from vocabulary words**[**https://scale.stanford.edu/teaching/pact/supporting-documents/single-subjects/academic-language**](https://scale.stanford.edu/teaching/pact/supporting-documents/single-subjects/academic-language) | **New Vocabulary****Predicting Connect** **Review Vocabulary** **Plot Paraphrase Summarize****Mood Symbolism Characterization** **Irony Setting Theme****Conflict Author’s Purpose Foreshadowing** Students will be introduced to two new terms that they will use on the 5-Step Active Reading Checklist that will be used for short story readings. In preparation for Lessons 2-4 of this Unit, students will be given the opportunity to review essential vocabulary that centers on NSCAS literary terms requirements. These academic terms will assist students in preparing for various assessments.I anticipate some words will be familiar, but a refresher is necessary and will be guided by the pre-test administered prior to Lesson 1. A **Vocabulary Organizer** will be provided to fill in and review definitions. An **Active Reading Checklist** will also be provided that will allow students to fill in pertinent vocabulary.  |
| **Resources, Materials, Equipment, and Technology: I’m not sure what the connection of the video and active reader but I’m sure you have your reasons.** | ***Resources***Prentice Hall Literature Bronze. (1994). Prentice Hall Literature Grade 7. (2007).Preview Video: :”The Big Bang Theory Active Listening - english sub” <https://youtu.be/3_dAkDsBQyk> ***Materials***1. *“Active Reading Checklist” Worksheet*
2. *“Vocabulary Organizer” Worksheet*
3. *“Story Chart Template” Worksheet*
4. *“Pre-Test” – used before lesson starts to dictate direction of lesson.*
5. *Four Corners Matching Vocabulary Activity:*

*Match Terms to Definition – taken from vocabulary organizer**Match Terms to Examples – taken from pretest examples**Match Pictures to Terms – white boards & markers**Match Number Order to Alphabetical Vocab Words – taken from vocabulary organizer* ***Equipment:*** *White board / markers****Technology:*** *ELMO, projector, screen, laptops* |

**Section 2: Instructional Planning**

|  |  |
| --- | --- |
| **Anticipatory Set*** Show video:”The Big Bang Theory Active Listening - english sub” <https://youtu.be/3_dAkDsBQyk>
* I will ask students to respond to the preview video about listening – may not be interested in the topic, but we should be interested in what others are sharing with us for other reasons; while we are not listening to stories, we are reading them, and we must pay attention to what is being shared so we can learn, understand, find compassion for, be entertained, and be persuaded to consider what we see.
* I will tie in the ESSENTIAL QUESTION: ***Why is it important that I be an Active Reader in the classroom and outside the classroom walls?*** *(THIS IS WRITTEN ON THE WHITE BOARD ALREADY). Students will place this question in their personal student journal; it will be reflected upon later.*
* I will ask students to share their ideas regarding the Essential Question, and state that short stories in literature also require that we be Active Readers.
* I will present the Active Reader Checklist to the students and relay the 5-Step Process to them on the white board by heading only; this will help the students predict and connect to their stories.
* I will project the Active Reader Checklist on the screen using an ELMO to review with students as they also review their own copy where they can take any notes that will help them later. I will tell them a copy of this is always available on Schoology and they may make a copy and tailor it to any classroom, not just ours.
* The Active Reader Checklist will be bolstered with the following materials:

*Step 1 – Purple Literature Book – one story chosen to explain TITLE, PICTURES, background information – Guide for Reading section and Build Skills in the Blue Lit Book**Vocabulary Organizer – important NSCAS vocabulary literature terms: STUDENTS WILL ADD PREDICTING AND CONNECT DEFINITION TO THE CHART AT THIS TIME. Do you think you will have enough time to cover all of this?**Step 2 – Purple Literature Book – one story chosen to explain vocabulary within (Need to know words, nice to know words) To be placed on Checklist – they make their own table (I will model).**Step 3 – Story Chart is handed out and reviewed with students; fill in as read story; will be reviewed after reading to ensure student answers are correct.* *Step 4 – review how to summarize by asking students what summarize means; they can use their definition chart if necessary.* *Step 5 – Connections are reviewed regarding self, text, world with a classroom discussion of students providing answers/ideas.* *Final Step: REVIEW ESSENTIAL QUESTION AND HOW IT RELATES TO THE CHECKLIST** I will have students work in collaborative groups of 3 to complete the **Four Corners Matching Vocabulary Activity.**
 | **Time Needed** |
| **Multiple Means of Representation*** I will provide a pre-filled definition anchor chart (**Vocabulary Organizer)** – for students with exceptionalities who may require more help because of a lack of background knowledge.
* I will model examples during the **Active Reader Checklist** review.
* I will pair students with exceptionalities with non-identified students to complete the **Four Corners Matching Activity** to encourage peer tutoring opportunities.

*Differentiated Representation:* * ELL and Students with Exceptionalities will be provided with a prefilled definition anchor chart, given visual examples to build background knowledge, and paired with peer mentors within the classroom to bolster learning.
* Gifted abilities & Early Finishers: Students can review more required NSCAS literary language using assigned Quizlet reviews:

<https://quizlet.com/_g5jp> <https://quizlet.com/_119wb> | **Time Needed** |
| **Multiple Means of Engagement****Four Square Matching Vocabulary Activity**Directions: Students will be placed in groups of 2-3. Each group will be actively engaged in one of four corner NSCAS vocabulary matching games: ***Match Terms to Definition*** *– words are taken from the Vocabulary Organizer****Match Terms to Examples*** *–**words to match text examples; students must point to key words that help them determine the correct match.* ***Match Pictures to Terms*** – students will play a Pictionary-style game where students are to draw visual representations of the term they selected, and their group must determine what word is being represented by the picture. ***Match Number Order to Alphabetical Vocab Words*** – students need to use alphabetical order when they create reference pages and locate terms and text they are unfamiliar with in glossaries, indexes, and dictionaries. Students will place the vocabulary terms in alphabetical order and match them to their sequential number order. *ESSENTIAL QUESTION IS REVISITED AFTER THIS ACTIVITY:* ***Why is it important that I be an Active Reader in the classroom and outside the classroom walls?*** ***Ask the additional question: how does NSCAS term review help us become Active Readers?*** *Differentiated Activities:* * ELL & Students with Exceptionalities will complete these matching tasks with educator, para, and peer assistance. Students can also be placed in like student ability grouping to allow for additional time to review the terms.
* Gifted & Early Finish students will be given the opportunity to skillfully learn to lead their peer group with additional NSCAS term prompts and questions.
 | **Time Needed** |
| **Multiple Means of Expression**Formative Assessment:Four Corners Vocabulary Activity – identify and apply specific NSCAS literary terms Think-Pair-Share – collaborative peer review of the 5-Step Process / Active Reading ChecklistClassroom Discussion – students will actively contribute by submitting at least two ideas for each activity/discussion/Essential Question review. Continual classroom monitoring will help determine if re-teach is necessary. Summative Assessment:Active Reading Checklist 5-Steps concluded on **Schoology submitted test**. New Vocabulary definitions concluded on **Schoology submitted test**. Essential Question Evaluation: a **one-paragraph reflection** answering: ***Why is it important that I be an Active Reader in the classroom and outside the classroom walls?*** Students are graded according to seventh grade paragraph requirements (rubric provided). This is placed in the student’s personal journal used throughout the year. *Differentiated Assessments:* * ELL & Students with Exceptionalities: testing is completed in a separate/quiet location and is administered by a para-educator. The one paragraph Essential Question evaluation can be hand-written. The 5-Step review will be prompted with first letter answers to help students recall more easily the process.
 | **Time Needed** |
|  |
| **Extension Activity and/or Homework**Essential Questions are placed in a student journal reflective notebook after the question is presented. The students will have an opportunity as a summative assessment to self-reflect upon how the Essential Question applies to them personally. During any additional time presented in class because of early-finishers, etc., students are to review the NSCAS vocabulary terms found on these Quizlet sites: <https://quizlet.com/_g5jp> <https://quizlet.com/_119wb> | **Time Needed** |
| **Rationale/Reflection*****Four Corners***allows students multiple means of expressing and engaging their understanding of vocabulary taught and reviewed.***Think-Pair-Share***allows students to share their ideas with one another and learn to more deeply contemplate other student responses as well as confidently apply their own understanding.***Peer Teaching / Collaboration***allows students to appropriately and confidently communicate with other students when reciprocally sharing ideas.*LA 7.3.3.e Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly and persuasively express one's own views while respecting diverse perspectives.**LA 7.1.5.c Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations**LA 7.1.6.l Build background knowledge and activate prior knowledge to clarify text, deepen understanding, and make text-to-self, text-to-text, and text-to-world connections while reading complex text.****Targeted Feedback***during each review of the Essential Question as during the 5-Step Active Reader Checklist introduction allows students to remain focused on exact answers desired to be shared and understood. *LA 7.2.2.b Provide evidence from literary or informational text to support analysis, reflection, and research.**LA 7.1.6.l Build background knowledge and activate prior knowledge to clarify text, deepen understanding, and make text-to-self, text-to-text, and text-to-world connections while reading complex text.* |  |
| **Pretest Data** Max Score: 100% (58 points) 12 Student Grades (%)Mean: 57% Median: 52% Mode: 35, 35, 41, 48, 52, 52, 52, 59, 72, 72, 79, 83 = 52%Most often missed question: Summarize - Students wrote about one piece of information that often did not include “Henry Doorly Zoo” as this was the topic of the summary text. This is addressed during the Active Reading Checklist: Step 4 classroom review. Students can also review an example on the Vocabulary Organizer that is discussed in Step 1. In essence you will want to focus on writing specifics or in detail?Most often missed section: Example Match - Students did not choose to highlight or underline key words in the text that would help them determine the correct answers. This is addressed during the Four Corners Vocabulary Matching Activity.  Students are to point out key words in the text that help determine why they chose answers.  | 1/16/19 Pretest Date |

**Pre-Test**

Short Story Unit: Literary Elements Focus

ELA - Grade 7

**Definition Match For a 5 day unit plan this seems like a long pre-test. It seems that you can take a couple of your items and spread out into 5 days. Talk to your mentor about breaking this information down into smaller chunks.**

Place the definition letter on the blank next to the vocabulary word it matches.

 Vocabulary Words Definitions

|  |  |
| --- | --- |
| mood \_\_\_\_\_\_\_ | A. struggle between two forces; internal & external |
| irony \_\_\_\_\_\_\_ | B. the reason why the author wrote the text |
| conflict \_\_\_\_\_\_\_ | C. creating and development of a character |
| characterization \_\_\_\_\_\_\_ | D. the feeling created by the author to relay to the reader |
| plot \_\_\_\_\_\_\_ | E. time and place of the story |
| symbolism \_\_\_\_\_\_\_ | F. using something to represent something else in literature |
| setting \_\_\_\_\_\_\_ | G. when something different than expected happens |
| author’s purpose \_\_\_\_\_\_\_ | H. giving hints at what is to come in a story |
| foreshadowing \_\_\_\_\_\_\_ | I. the order of events in a story |

**Example Match**

Choose one answer from the Word Bank list that best represents each text examples below. Underline or highlight key words in the text to help you determine answers.

Word Bank

**internal conflict external conflict foreshadowing irony**

**characterization plot setting symbolism**

Three little pigs each built three different types of  houses. A wolf came to the first little pig’s house and blew it away. Then the wolf went to the second pig’s house and blew it away. The wolf came to the last pig’s home, and it would not blow away. The wolf climbed the roof to sneak in the house through the chimney. He went down the chimney, and a boiling pot of water was waiting for him. The three little pigs lived, and the wolf did not.

This is an example of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

The old house sat alone on the otherwise vacant street. The paint was peeling, the floorboards were rotten, and it’s two feet tall dry grass has not been mowed for three months. It only would take one small spark to get a fire burning.

This is an example of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

A biology student did not study for his test, and he is trying to decide whether to cheat on the test.

This is an example of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

The happy little girl of three could not have been more excited to visit the zoo last week. Her carefree attitude and willingness to explore everything around her with such joy was clearly reflected in her laughing, enchanted eyes. The dark brown curls of her ponytailed hair could be seen bouncing for miles. The continual, brisk skipping and whimsical singing as she moved from one animal to the next proved her a lover of many animals. The zoo was clearly a great place for such an inquisitive child. She strongly desired to return, “I want to be a zookeeper when I grow up, you know,” she said to her mom.

This is an example of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_,

The park was in New York, and it was filled with an abundance of strong oaks, colorful maples, and wispy willows. A man was feeding the ducks by the little red bridge that was covered by fall’s leafy purge.

This is an example of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

The gold coin held tightly in the little boy’s hand was all he needed to feel loved.

This is an example of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Two small children in a tub are determining who is the actual owner of the small, squeaky duck as hollers and profuse splashing could be heard throughout the home.

This is an example of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

The fireman’s home caught fire, and his fire extinguisher was not working.

This is an example of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**Fill in the Blank**

The author’s purpose is to:

P  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

I  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

E \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Types of Conflict

Man vs. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Man vs. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Man vs. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Man vs. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Summarize** this text example:

The Henry Doorly Zoo in Omaha was founded in 1894, and it sits on 130 acres of land. In 1989, Henry Doorly had 120 different species, but it grew to include over 13,000 different species today. Popular attractions at Henry Doorly include the Skyfari aerial ride, a train, the Alaskan Adventure Waterpark, and the Lozier IMAX Theater. Many exhibits entertain Henry Doorly’s guests, and these include the Desert Dome, the Bernice Grewcock Butterfly and Insect Pavilion, the Lied Jungle, Expedition Madagascar, and the domesticated animal petting zoo located at Red Barn Park. The newest exciting addition is the $73 million African Grasslands exhibit. A visitor will find never-ending entertainment at this nationally recognized and ever-changing zoo.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Paraphrase** this text example:

Reptiles are classified as vertebrates because they have scaly skin, they hatch their young, and they are cold-blooded. The four main groups of reptiles include turtles and tortoises, crocodiles and alligators, lizards and snakes, and the tuatara. The tuatara is the only species left from the ancient dinosaur reptiles. There are over 8,000 species of reptiles.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Vocabulary Organizer**

**Short Story Unit: Lesson 1**

*(Grey area complete earlier in the year. These are review words.)*

|  |  |  |
| --- | --- | --- |
| **Vocabulary Word** | **Definition** | **Example / Picture** |
| Predicting | educated guess about what will happen in a story by reviewing pictures, titles, and background information (This will be filled in by the student during class.) | Looking at the title I believe…After seeing the picture, I think…(Filled in by student during class.) |
| Connect | relate the story to yourself, other text you have read, and to the world          (This will be filled in by the student during class.) | Text-to-selfText-to-textText-to-world(Filled in by student during class.) |
| Paraphrase | restating text sentences using your own unique wording and structure | Dogs are Mary’s favorite animal at the petting zoo. Nothing is more interesting to Ann than the petting zoo dogs.  |
| Summarize | a brief restatement of the events of a story in the order of which it is told | In Ray Bradbury’s “All Summer in A Day,” Margot is one sad girl when she cannot see her beloved sun.  |
| Plot | the order of events in a story | We went to school. We We came home. We did homework. We went to bed.  |
| Mood | the feeling created by the author to relay to the reader | The dark, gloomy forest was filled with haunting sounds as Sam scurried out..   |
| Irony | when something different than expected happens | A small grease fire starts on a fireman’s stove, and he does not have an extinguisher to put out the fire.  |
| Conflict | struggle between two forces; internal and external | Man vs. Man           Man vs. SelfMan vs. Nature       Man vs. Society |
| Symbolism | using something to represent something else in literature | Flag = freedom       Heart = loveCross = faith            |
| Setting | time and place of the story | West Point, Nebraska, 1807 |
| Author’s Purpose |  the reason why the author wrote the text | Persuade, Inform, Entertain |
| Characterization | creating and development of a character | Mary is a kind, warm-hearted woman who could light up the room with her smile. She has a cool-calm that only teacher could possess.  |
| Theme | central message, concern, or purpose of a story | Don’t judge a book by it’s cover.  |
| Foreshadowing | giving hints at what is to come in a story | The constant drip, drip, drip Matt could hear in the ceiling above him became the least of his worries.  |
|  |  |  |
|  |  |  |

**Is this still part of the pre-test? Or part of the lesson?**

**Active Reading Checklist** (Template Available on Schoology)

**Title:**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Author:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Essential Question:**  (Your teacher will provide this.) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Step 1: Pre-reading Focus**

**Predict** what the story is about using the TITLE, PICTURES, ADDITIONAL INFO FROM TEACHER in

1-2 sentences.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Background Information**: review your literature book and additional teacher provided information to further understanding. This is found in the following locations:

1. Guide for Reading -  first two orange headings (Blue Book)
2. Build Skills - red and blue headings  (Purple Book)

**Literary Focus:**

* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Step 2: Literature Vocabulary Term Review**

(This can be found before the story begins in both the Blue Lit Book and the Purple Lit Book.)

**Chart Definitions:**

|  |  |
| --- | --- |
| **Example Chart** | **Add in as many rows as there are vocabulary words.**  |
| **Word** | **Definition** |

**Step 3: Story Chart**

(This was given to you already.  Add information as you read.)

**Did I chart all sections of the story?**

**YES \_\_\_\_\_\_\_\_\_\_ NO \_\_\_\_\_\_\_\_\_\_ (Ask for help.)**

**Step 4: Summarize**

You may summarize the story in this location as often as you need to help you remember the story.

**You MUST summarize the story at the end in 2-3 sentences**.

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**Step 5: Connections**

**Text-to-self**       (How does this text relate directly to me?)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Text-to-text**      (How does this text relate to something that I have read before?)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Text-to-world**     (How does this text relate to the world of which I live?)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Story Chart**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Title****Author** | **“Last Cover”****Paul Annixter** | **“Two Kinds”** **Amy Tan** | **“All Summer in a Day”****Ray Bradbury** | **“The Ransom of Red Chief”** **O. Henry** |
| **Setting (time & place)** |  |  |  |  |
| **Characters** **Protagonist** **Antagonist** **Extras** |  |  |  |  |
| **Conflict** **(General)** **Man vs. \_\_\_\_\_\_\_\_\_** **(Specific)**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |  |  |  |  |
| **Resolution** |  |  |  |  |
| **Point of View****(1st, 2nd, 3rd)**  |  |  |  |  |
| **Theme** |  |  |  |  |
| **Focus** |  |  |  |  |