

Bristol Central IDT Lesson Planning Document

(See links to source document and worksheet at end of lesson plan.)

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Course: English 10

Unit: 1

Date: 10/15/14

Objectives	Lesson Essential Questions
<ul style="list-style-type: none"> o Students will identify strategies to help them read a nonfiction article online. o Students will identify the central idea of the text and delineate the supporting details. o Students will discuss the validity of the argument and author's bias in a small group. 	<ul style="list-style-type: none"> o What strategies will help me to read online text more effectively? o How does an author use details to convey meaning throughout a text?
<p style="text-align: center;">Which items are incorporated into this lesson?</p>	
<p style="text-align: center;">Common Core State Standards</p>	
<ul style="list-style-type: none"> o RI-1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. o RI-2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. o RI-8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. 	
<p style="text-align: center;">Literacy Strategies (CCT Domain 2)</p>	
<ul style="list-style-type: none"> o Close reading of a nonfiction text online o Identifying central idea of a text o Delineating and evaluating supporting details using a graphic organizer 	
<p style="text-align: center;">SBA Targets/Claims Addressed</p>	
<ul style="list-style-type: none"> o Claim 1, Target 9: CENTRAL IDEAS: Summarize central ideas, topics/subtopics, key events, or procedures using supporting ideas and relevant details. o Claim 1, Target 11: REASONING & EVIDENCE: Make an inference or provide a conclusion and use supporting evidence to justify/explain inferences (author's line of reasoning, point of view/purpose, relevance of evidence or elaboration to support claims, concepts, ideas). 	

[Mozilla Web Literacy Map Alignment](#)

Navigation: Using software tools to browse the web

- Accessing the web using the common features of web browsers
- Using hyperlinks to access a range of resources on the web
- Recognizing the visual cues in everyday web services

Credibility: Critically evaluating information found on the web.

- Researching authorship and ownership of websites and their content.

Lesson Development -activities and transitions (CCT Domain 1):

Background information:

Students have finished reading *To Kill A Mockingbird*. They have been responding to and analyzing various literary elements as they read. Throughout the novel, we have discussed the issue of racism as it affects the events in the story. As a class, we read, responded in writing and discussed the NY Times article, ["Is Everyone a Little Bit Racist?"](#)

Lesson Development:

- Intro: Quick write - Have students respond to the following questions for 4 minutes:
 - What are the differences between online and offline reading?
 - What did you “take away” from the article, ["Is Everyone a Little Bit Racist?"](#) which we read and discussed the last class?
- Discuss responses.
- Teacher modeling of online reading. Using the SmartBoard, I will read the [NY Times brief biography of Nicholas Kristof](#)

Instructional Strategies (CCT Domain 2 & 3):

- Small group discussion
- Whole class discussion
- Modeling
- Tutorial
- Guided instruction
- Individual conferencing
- Individual and small group work using Chromebooks
- Sharing (whip around)

Modifications and Differentiation (CCT Domain 2):

- Students develop an individual definition of courage and find appropriate supporting evidence.
- Choice of multimodal forms of evidence. They can add more or less.
- Individual conferencing to assist students who are having difficulty.
- Students assist one another.

Assessments-Formative and/or Summative (CCT Domain 2 & 3):

- Students will be scored on the content, quality and effectiveness of their presentation. See rubric attached.
- Whip around / sharing of final definitions.

Comments:

[Google Classroom Tutorial](#)

[Directions for students](#)

[Courage project rubric](#)