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| Lesson Guidance # 25 | |
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| **Grade** | 5 |
| **Unit** | 3 |
| **Selected Text(s)** | *Brown Girl Dreaming* - Author's Note pp. 323-325 |
| **Duration** | Approximately 1 day |

***Plan with guidance from the ELA Instructional Expectations Guide***

**Learning Goal(s)**

Students will…

- *What should students understand about today's selected text?*
- *Students will examine subjectivity and the importance of various perspectives through oral traditions and storytelling.*

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| **CCSS Alignment** | CCSS.ELA-LITERACY.RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.<br><br>CCSS.ELA-LITERACY.RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.<br><br>CCSS.ELA-LITERACY.RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.<br><br>CCSS.ELA-LITERACY.RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.<br><br>CCSS.ELA-LITERACY.W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.<br><br>CCSS.ELA-LITERACY.SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.<br><br>CCSS.ELA-LITERACY.SL.5.1.A Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. |
| ELD WIDA Alignment | **ELD-LA.4-5.Narrate.Interpretive**<br>Interpret language arts narratives by analyzing how character attributes and actions develop across event sequences.<br>**ELD-LA.4-5.Narrate.Expressive** Construct language arts narratives that develop and describe characters and their relationships. |

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| **End of lesson task**<br>*Formative Assessment* | Write an opinion piece that explains how you think the author's note at the end of the book demonstrates Jacqueline's **point of view** and the **subjectivity** of her life experiences. Be sure to include why it was important for her to include the perspectives of multiple family members in this novel. |
| **Knowledge Check**<br>*What do students need to know in order to access the text?* | **Background knowledge:**<br>● What is an author's note? (An opportunity for authors to speak directly to readers about their work - to reflect and explain what they've created and why. It tells the story behind the story and it addresses the reader directly)<br><br>**Key concepts** *(Domain specific terms to analyze text; text features)*<br>● **point of view:** the perspective from which the narrative is told<br>● **subjectivity:** the way in which a person's memory or judgment is shaped by their personal opinions or experiences<br><br>**Vocabulary Words: (Word Cards Link)**<br>● ***etched:*** (Multiple Meaning) to fix permanently in or implant firmly on the mind; root in the memory. *Still, it felt as though each of them was with me - they're all deeply **etched** now, into memory.* p 323<br>● ***genealogist:*** a person who studies family ancestries or histories. *And even though I was only a baby when I lived there, I have the gift of my aunt Ada Adams, who is a **genealogist** and our family historian.* p 324<br>● ***continuum:*** something that keeps on going, changing slowly over time. *Aunt Ada not only showed me the past, but she also helped me understand the present. So often I am asked where my stories come from. I know now my stories are part of a **continuum** - my aunt is a storyteller.* p 324<br><br>● **Explicit Vocabulary Instruction: 5-Step Process**<br><br>ELD **ELD Instructional Practices for Vocabulary: Use the Frayer Model strategy (Frayer Model with google draw)**<br>"Vocabulary instruction is **throughout** the lesson/unit with only key terms/phrases introduced at the beginning of the lesson. All vocabulary should include illustrations/gifs/photographs. Utilizing hand signals when targeted vocabulary is heard, cements learning,<br>● Effective vocabulary instruction for ELs includes:<br>○ (1) "multiple exposures to target words over several days and across reading, writing, and speaking opportunities" with a variety of instructional activities,<br>○ (2) "student-friendly" definitions<br>○ (3) ensuring students can use the terms for "communication and future learning." (Baker, Lesaux, et al)<br>○ (4) teaching affixes / words that can be altered by adding prefixes and or suffixes,<br>○ (5) pointing out cross-language similarities (e.g., cognates),<br>○ (6) noting multiple meanings across domains (e.g., the definition of "volume" in math and science vs. ELA).<br>● Students can complete a notebook configuration, vocabulary log or Frayer Model activity to increase understanding. |

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| | ELD Adapted Word List (etched, genealogist, continuum)- Graphic supports, cognates and interactive activities. Encourage students to look up the word in their own language, write the sentence from the text with the vocabulary word, and write the word in their own sentence. |

## Core Instruction

### Opening Activity:

Students will watch Jacqueline Woodson Brown Girl Dreaming video before reading "author's note" in order to support their understanding her purpose for writing author's note at the end of the novel. Teachers and students will take notes on the video using the Note Taking Comparison Sheet so that they can compare Jacqueline Woodson's words in the video to her words at the end of the novel.
https://www.youtube.com/watch?v=-2YJPGea94E

ELD ELD Scaffolds: When reading a text and/or applying what has been learned, students benefit from being able to listen to their classmates' thoughts/reasoning via a structured, collaborative discussion about the text, concept or ideas.

- Give students sentence frames and a word bank to help them formulate their responses.
- Interactive Note Taking for Brown Girl Dreaming Author Video

### Explicit Vocabulary Instruction:

1. Introduce each word with these student-friendly definitions.

- ***etched:*** (Multiple Meaning) to fix permanently in or implant firmly on the mind; root in the memory.
- ***genealogist:*** a person who studies family ancestries or histories.
- ***continuum:*** something that keeps on going, changing slowly over time.

2. Model how each word can be used in a sentence.

- *Still, it felt as though each of them was with me - they're all deeply **etched** now, into memory.* p 323
- *And even though I was only a baby when I lived there, I have the gift of my aunt Ada Adams, who is a **genealogist** and our family historian.* p 324
- *Aunt Ada not only showed me the past, but she also helped me understand the present. So often I am asked where my stories come from. I know now my stories are part of a **continuum** - my aunt is a storyteller.* p 324

3. Complete (Word Cards Link)

### Background Knowledge:

- What is an author's note? (An opportunity for authors to speak directly to readers about their work - to reflect and explain what they've created and why. It tells the story behind the story and it addresses the reader directly)

Students can use the Before/During **Anticipatory Questioning Guide** to help activate prior knowledge and apply this knowledge to their reading.

### Group Activity:

Students can use the Before/During **Anticipatory Questioning Guide** to help activate prior knowledge and apply this knowledge to their reading.

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## Shared Reading:

- Students will be reading Author's Note pp. 323-325 of Brown Girl Dreaming. Tell students to pay close attention to the author's **point of view** and **subjectivity** represented within the author's afternotes.

**Author's Note Discussion Questions**

**Guiding Questions /Chapter(s): *Author's Note***

1. Why did Jacqueline include memories of her family in Ohio even though she spent so little of her life there?
2. Jacqueline is telling her own life story from her own memories and from the point of view of many of the people in her life. What other points of view does Jacqueline give and how does their perspective shape who she becomes as an adult?

## Discourse:

Students will turn and talk with a partner to discuss Author's Note Questions 1 and 2:

- Why did Jacqueline include memories of her family in Ohio even though she spent so little of her life there?
- Jacqueline is telling her own life story from her own memories and from the point of view of many of the people in her life. What other points of view does Jacqueline give and how does their perspective shape who she becomes as an adult?

Students will share thoughts, reactions, responses and experiences.

ELD ELD Scaffolds: ELD Author's Note Discussion Supports

- Provide students with generative language structures (e.g. formulaic expressions / sentence starters), exemplary writing samples (mentor texts)
- Post anchor charts that give examples that students can reference for "point of view" and "perspective".

## Explicit Vocabulary Instruction:

Teach the definition of the remaining vocabulary words as they appear in the text, ensuring students understand how the author's use of the words helps support the overall purpose of the chapter.

## Independent Writing/Student Practice:

In preparation for the performance task, the teacher may need to do daily modeling and independent writing practice with students to teach the components of writing that students will be expected to demonstrate on their Unit Performance Task.

Scholars should be provided time to practice the daily skill. The teacher could pull a small writing group and/or navigate the classroom and provide one-on-one support to students.

Suggested topics:
Paragraph about the varying perspectives of family and friends as they relate to Jacqueline's own life experiences.

## Formative Assessment:

Write an opinion piece that explains how you think the author's note at the end of the book demonstrates Jacqueline's **point of view** and the **subjectivity** of her life experiences. Be sure to include why it was important for her to include the perspectives of multiple family members in this novel.

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ELD [ELD Scaffolds]

- [ELD opinion writing sentence stems, graphic support, and rubric.]
    - Break the task into smaller portions with check-ins to ensure accuracy. Heavy scaffolds may include a cloze activity where students insert vocabulary (from an illustrated word bank)into already generated paragraphs. Harness the child's home language(L1) to complete the task and then transfer into English.
    - Include exemplar that students can emulate. Post anchor charts that describe vocabulary and writing elements.
    - A checklist/rubric with specific information that should be included in the presentation should be made available for students to view ahead of time.

## Opinion Writing:

Suggested Topic:
Formative Assessment is opinion writing

## Optional Extension Activity:

Write your own version of an author's note that represents your perspective of your reading.

| Fluency, Comprehension and Writing Supports | |
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| Fluency | Increasing Reading Fluency for Middle and High School Students Small-Group Intervention Model |
| Sentence Comprehension | Juicy Sentence protocol with sample sentence<br>**Possible Sentence:** *"Still, it felt as though each of them was with me - they're all deeply etched now, into memory."* p 323 |
| Writing | Pattan Writing Scope and Sequence<br>ELD Argumentative Student Language Support Sheet(ELD) |

| Additional Supports | |
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| ELD **ELD Practices** | • English Language Development Instructional Guide<br>• Strategies for English Learners<br>• Argumentative Student Language Support Sheet(ELD)<br>• Narrative Student Language Support Sheet(ELD)<br>• Informational Student Language Support Sheet(ELD)<br>• Sample Linguistic Frames |

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| **SpEd Practice** | • Before the lesson, provide support to students currently experiencing decoding difficulties based on the student's level of need. Student's need may include: ***support with phonemic awareness, alphabetic principle, vowels(short/long); vowel teams; open vowels; r-controlled vowels, syllabication or multisyllabic words, etc)***<br>• At the beginning of the lesson, establish an explicit Vocabulary Instructional Routine to pre teach Tier 2 vocabulary in order to help students gain a deep knowledge of the academic vocabulary used in the text. Vocabulary lesson plan template. Click here. The student will use the completed template as an ongoing vocabulary log for reference<br>• Before reading, set the purpose and review point of view and its relation to subjectivity<br>• While reading, model pointing out details that support a point of view utilizing thinking out loud strategies<br>• During reading, pause and ask standards based questions to check for student understanding:<br>  ○ What are the major events that happen in the story or poem?<br>  ○ What is the author trying to convey? What direct quotes from the text support that?<br>  ○ What inferences can you make and what direct quotes from the text support your inferences?<br>  ○ What is the theme of this story, poem or drama?<br>  ○ What details does the author use that provide clues to the theme?<br>  ○ What conflicts did the characters face? How did they respond to the challenges/conflicts?<br>  ○ In the poem, how does the speaker feel about the topic?<br>  ○ What details would you include from the beginning, middle, and end to summarize the story?<br>  ○ What does the word/phrase _____ mean in this sentence?<br>  ○ What words do you know in the sentence that can help you figure out the meaning of that word or phrase?<br>  ○ Which words and phrases contribute to the tone of the text?<br>  ○ How do specific words and phrases the author chose influence the meaning of the text?<br>  ○ Who is telling the story? Why?<br>  ○ How does this affect the events in the story?<br>  ○ Why do you think the narrator described the events the way he/she did?<br>  ○ What effect does the story have on you? Why?<br>• After the reading, provide the text digitally for those students with IEPs that are not reading on grade level.<br>• During discourse, provide students with sentence frames/starters to guide academic conversation and focus content related material<br>• For students who may need additional support, pair with a peer mentor who understands the task at hand and grasps the content.<br>• Also consider a partially pre-filled graphic organizer depending upon the need |

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| **MTSS Practices** | Practices to promote Tier 1 access |
| **Enrichment Practices** | Practices to promote Tier 1 access |
| **AFT High Leverage Instructional Practices** | AFT HLPs |
| **ELA Grade 5 - Assessment Anchors and Eligible Content Aligned to the PA Core Standards** | PSSA |