

Shared/Close Read with Brief Write

Learning to Read

Date/ Time Frame	Week 4
Type:	StudySync: Learning to Read by Francis Ellen Watkins Harper <i>The Reading Strategies Book:</i> 11.17 Word Relationships in a Phrase 11.23 Be Alert for Word Choice
Lessons	2 (or 3 if using both reading strategies)
Technology Integration	StudySync lessons assigned to students Google meet for discussion
Reading Behaviors/ Writing Behavior	<ul style="list-style-type: none"> → Ask questions to deepen understanding of text → Notice and ask questions when meaning is lost → Understand the connotative and figurative meanings of words that are essential to understanding the text
Standards Addressed	<p><u>8.RI.1/8.RL.1</u> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><u>8.RI.4/8.RL.4</u> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p>
Learning Intention	I can understand how to analyze the connotative and figurative meaning of words
Success Criteria	I will know I am successful when I can express the similarities and differences expressed through figurative language and word choice from both texts.
Materials: (Physical or Digital)	<ul style="list-style-type: none"> ● Learning to Read Google Slides View Copy ● StudySync: Learning to Read by Frances Ellen Watkins Harper ● Texts to compare and contrast for writing prompt View Copy ● Google Classroom Compare and Contrast Rubric View Copy

Prompt	<u>Compare the experiences of Frederick Douglass with the speaker in “Learning to Read.” How are similarities and differences expressed through figurative language and word choice?</u>				
Task - What do you want the students to do?	First read independently (students may use audio with StudySync) Identify figurative language in the text and how it impacts the text.				
CFU / Rubric	Criteria	1	2	3	Teacher Feedback
	I will know I am successful when I can express the <u>similarities</u> expressed through figurative language and word choice from both texts.				
	I will know I am successful when I can express the <u>differences</u> expressed through figurative language and word choice from both texts.				
	<ul style="list-style-type: none">● 3- Thoroughly identifies similarities/differences with relevant and sufficient evidence.● 2- Attempts to identify similarities/differences; however, evidence could be irrelevant or insufficient.● 1- Attempts to identify similarities/differences; however, evidence is irrelevant and insufficient.				

Part 1:

Explicit Vocabulary Instruction:

- by hook or crook- by any possible way
- leaf- a page in a book
- Reb- someone who supported the Confederacy during the Civil War
- sneer- to smile meanly
- Yankee- someone who support the North during the Civil War

Introduce reading strategy

Part 2: