

Slice Co-planning Form

Grade & Content: 9th/ELA	Co-teachers: Grace Absher & Michelle Neat
KAS Standard	<i>Green (italic) = Comprehension</i> Purple (bold) = Analysis MAROON (CAPS) = CONTENT R.L.9-10.4 <i>Determine the meaning of words and phrases</i> as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of specific WORD CHOICES on meaning and TONE. R.L.9-10.10 By the end of the year, flexibly use a variety of comprehension strategies (i.e., <i>questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance</i>) to read, comprehend, and analyze GRADE-LEVEL APPROPRIATE, COMPLEX LITERARY TEXTS independently and proficiently.
Learning Targets (LT) & Success Criteria (SC)	LT: <i>I can determine the meaning of words</i> used in a text and its impact on meaning and TONE. SC: I know I have it when I can write/explain the meaning of a word using my own words. LT: <i>I can comprehend</i> and analyze the cumulative impact of SPECIFIC WORD CHOICE. SC: I know I have it when I can • annotate my thinking as I read/listen to the passage • explain my annotation to a partner/small group • use comprehension strategies • answer comprehension questions about the text
Appropriate IEP Goal/(s)	• answer comprehension questions about the passage (reading comp) • define words using his own words (vocab)
SDI	• Direct Instruction in Using Thinking Strategies • Anita Archer's Explicit Vocabulary Strategy • SDI at a Glance
SAS	• Thinking Strategies Chart, tools for annotation (e.g., highlighters, cover sheet, dry erase marker, pen, paper/journals), multiple opportunities to respond, post-it notes

Insert details, images, screenshots, and/or links of activities, handouts, organizers, etc. **HERE** 

Chapter 3 Excerpt - Lord of the Flies ([Full-Text PDF](#))

Tier 1- Modeling the think aloud strategy to capture thinking while reading text.

Grace: **PLAN**: Read paragraph one aloud to the small group, providing an example of two annotations from the Comprehension Strategies Chart (**5 minutes**). Provide **5 minutes** of solo work time for the small group to individually read the remaining passage and annotate as they go. **Kagan Strategy**: Stand Up - Hand Up - Pair Up. Find a partner and share one annotation with them using Timed-Pair-Share. Provide a rationale and connect it to the Comprehension Strategies Chart. 30 seconds each to share, then find a new partner and repeat. Do this as long as time allows, hopefully with three different partners. (**5 minutes**) Debrief by asking students which comprehension strategy was easiest to find an annotation for, which was hardest? How much more do they understand and remember the text after annotating versus just reading silently?

Vocabulary: oppressive, furtive, opaque, incredulous, clamorous

Grace: Prepare [slide deck for explicit vocabulary instruction](#), [Teacher's Vocabulary Activity](#); include pp. 66-68 in the handout (participants), include in the last part of the handout the takeaway as adults

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1. Oppressive

- Definition: causing discomfort by being excessive
- Because I am sensitive to the **oppressive** heat, I spend most of the summer afternoons indoors.
- Non-example: When we went to Florida this Christmas, we surely enjoyed the weather. Would you think that the temperature then was oppressive, yes or no? Why not, explain to your partner? The temperature must have been nice, it wasn't causing discomfort. Therefore, it was not "what's the word everyone?" OPPRESSIVE
- The silence of the forest was more oppressive than the heat, and at this hour of the day, there was not even the whine of insects.

2. Furtive

- When the professor turned his back, the cheating student cast a **furtive** glance at his neighbor's test paper.
- Jack himself shrank at this cry with a hiss of indrawn breath, and for a minute became less a hunter than a furtive thing, ape-like among the tangle of trees.

3. Opaque

- Jack's tinted car windows appear **opaque** to everyone outside the car, thus making Jack invisible while driving.
- The opaque, mad look came into his eyes again.

4. Incredulous

- The lottery winner was **incredulous** and could not believe his newfound fortune.
- They were silent again: Simon intent, Ralph incredulous and faintly indignant.

The silence of the forest was more oppressive than the heat, and at this hour of the day there was not even the whine of insects. Only when Jack himself roused a gaudy bird from a primitive nest of sticks was the silence shattered and echoes set ringing by a harsh cry that seemed to come out of the abyss of ages. Jack himself shrank at this cry with a hiss of indrawn breath, and for a minute became less a hunter than a furtive thing, ape-like among the tangle of trees. Then the trail, the frustration, claimed him again and he searched the ground avidly. By the trunk of a vast tree that grew pale flowers on its grey bark he checked, closed his eyes, and once more drew in the warm air; and this time his breath came short, there was even a passing pallor in his face, and then the surge of blood again. He passed like a shadow under the darkness of the tree and crouched, looking down at the trodden ground at his feet.

Comprehension Questions:

Chapter Three: Huts on the Beach

1. How does the author let you know that some time has passed?
2. What was Jack trying to do? How successful was he?
3. What was Ralph doing at the same time?
4. Describe the situation of the building of the shelters.
5. How are Jack and Ralph alike? How are they different?

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6. When Jack is hunting or talking about hunting, what kind of look does he have? What does this signify?
7. How had many attitudes, especially the littluns, changed by this time?
8. What effect does Simon's comment, "As if this wasn't a good island" have on Ralph? On the reader?
9. What has Ralph come to realize about society on the island?
10. Explain the following passage, "They walked along two continents of experience, unable to communicate...They looked at each other, baffled, in love and hate."
11. Identify how Simon is set apart from Jack and Ralph.
12. What societal archetypes do Ralph, Jack, and Simon seem to represent?
13. In what ways does the author create a Christ-likeness about Simon?
14. In Chapter Three, the personal conflict between Jack and Ralph mirrors the thematic conflict of the novel. What is the thematic conflict?
15. What is the significance of "Painted Faces and Long Hair"?

Possible Resources:

Reading Fluency: SDI Timed Repeated Reading Tools: Readworks.org [ORF Passage Generator](#)