**Teacher Name: 12 Type of Class: ENG 3/ ESL**

**Coach: 101 Date: 01/20/15**

**Topic: WEB Du Bois, The Souls of Black Folk, Essay 1, Paragraph 4**

**Content Objective(s) –SWBAT determine the meaning and importance of certain terms and phrases throughout the text by answering text dependent questions.**

**Language Objective(s) – locate one central idea that has developed in paragraphs 1-4 and provide the most significant evidence to support their idea.**

**Common Core Learning Standard(s):**

**RI.11-12.2**

*Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.*

**W.11-12.2b**

*Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.*

*b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.*

**W.11-12.9b**

*Draw evidence from literary or informational texts to support analysis, reflection, and research.*

*b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).*

**L.11-12.4a**

*Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.*

*a. Use context (e.g., the overall meaning of a sentence, par., or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.*

**Assessment (How will you know students have met your objective?)**

*During guided practice- Teacher Observation*

*During independent practice- If they have successfully answered a Text Dependent Question and a Quick Write*

**Technology**

*How is the technology being used to meet the objectives?*

*Smart Board for visuals, Audio of text*

**Grouping Configurations**

*Students are paired in twos or threes*

**Materials**

SmartBoard, Audio, Text Dependent Questions, Word Wall, Copies of the text with glossed vocabulary

**Key Vocabulary**

* **Strongest evidence**
* **Merge**

**SIOP Learning Strategies**

* Lesson Preparation- content and language objectives; glossing of the text, thinking guide
* Building Background- using vocabulary examples that the students are already familiar with; annotating text; discussion
* Comprehensible Input- slow speech, multiple versions of “looking” at the text, connection to familiar examples
* Strategies- multiple choice strategies; best answer
* Interaction- partner work
* Practice/Application- guided practice and independent work
* Lesson Delivery- been given modeling of each step before moving on to the guided practice and independent work
* Review & Assessment- daily quick write, observations

**Procedure**

*Connect to Prior Knowledge/Build Background*

**Interactive Vocabulary Speaking Activity**

**e.g. epigraph, metaphor**

*Modeling/Input (Teacher shows how)*

**Modeling has been done in previous lesson**

*Guided Practice (Students try with support)*

**Students will answer their TDQs using the support sheets**

*Independent Practice / Homework*

**Quick Write-**  *Determine two central ideas from paragraphs 1–4 and explain how the ideas interact and develop over the course of the text so far.*

**How are they doing on these, in general? How are you scoring these? What kinds of feedback are you able to provide? Are there some students who consistently struggle?**

**Homework-** *Reading Log*

*Closure*

**Sharing of all the Text Dependent Questions in order to complete the daily Quick Write.**

Action Plan -

Monitor how the MC goes

Dialogue - Watch the students who are not talking as much and think about how to encourage talking

Watch S (2nd row)