

Figure 2.4 Lesson Plan for Year 10 Success Criteria

<p>Assessed Need: I have noticed that my students need: <i>To internalize their own success criteria for analyzing a document.</i></p>
<p>Standard(s) Addressed: <i>Key Stage 4 Reading: Understand and critically evaluate texts through (1) reading in different ways for different purposes, (2) summarizing and synthesizing ideas and information, and (3) evaluating their usefulness for particular purposes.</i></p>
<p>Text(s) I Will Use: <i>Passage we read yesterday</i></p>
<p>Learning Intention for This Lesson: <i>Identify the ways we determine an author's main purpose by looking at what the author says and how the author writes.</i></p>
<p>Success Criteria for This Lesson: <i>We will develop a checklist we can use to help us locate these in other informational texts.</i></p>
<p>Direct Instruction: Model: Strategies/skills/concepts to emphasize <i>I will think aloud about how I determine a writer's purpose.</i></p> <ul style="list-style-type: none"> • <i>I look at the title and opening paragraph to see if the writer has explicitly stated the purpose.</i> • <i>I consider common purposes for writing, such as explaining and persuading.</i> • <i>I look for evidence, such as citations.</i> • <i>I examine the source of the article. Is it credible?</i> • <i>I look to see if the writer has posed questions to consider, and whether they are rhetorical or actionable.</i> <p>Guide and Scaffold: Questions to ask</p> <ul style="list-style-type: none"> • <i>Why is it essential for a reader to know the writer's purpose?</i> • <i>In what ways is a reader vulnerable when he doesn't understand the purpose?</i> <p>Assess: These are the students who will need further support <i>Scott and Fatima were absent yesterday and have not read the passage. I will need to discuss it with them before the lesson.</i></p>
<p>Dialogic Instruction: Teacher-Directed Tools <i>Students will work in groups of four with another passage and their draft checklist to see if they can locate the writer's purpose.</i></p> <p>Student-Enacted Tools <i>N/A</i></p> <p>Assess: These are the students who will need further support <i>Check for understanding with Scott and Fatima to see if have further questions.</i></p>
<p>Feedback Opportunities: <i>I will meet with Kiara, Tevin, Jake, and Jamie for guided instruction so they can get feedback about how successfully they are using the checklist.</i></p>
<p>Independent Learning and Closure: <i>Students will use the checklist we develop in their independent reading, and then we will discuss what worked and what didn't work for them. We will also revisit the learning intentions and success criteria, providing students time to consider their own learning.</i></p>