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| **SOLs:** **7.6** **The student will read and demonstrate comprehension of a variety of nonfiction texts.**1. **Use prior and background knowledge as a context for new learning.**
2. **Use text structures to aid comprehension.**
3. **Identify an author’s organizational pattern using textual clues, such as transitional words and phrases.**
4. **Draw conclusions and make inferences on explicit and implied information.**
5. **Differentiate between fact and opinion.**
6. **Identify the source, viewpoint, and purpose of texts.**
7. **Describe how word choice and language structure convey an author’s viewpoint.**

**h) Identify the main idea.****i) Summarize text identifying supporting details.** **j) Identify cause and effect relationships.****k) Organize and synthesize information for use in written formats.****l) Use reading strategies to monitor comprehension throughout the reading process.****(\*\* The purpose of the Article of the week is for students to consistently practice and apply all SOLs that relate to nonfiction reading skills. Therefore, while all SOLs are addressed, they are explicitly taught elsewhere in the curriculum not through the AOW.)** |
| **BIG** **IDEAS:** | **Enduring Understandings:*** Critical literacy builds background knowledge in readers, engages them to read beyond the assigned text, and encourages them to take action.

**Essential Questions:*** Why is reading critically essential to effective participation in a community?
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| **LEARNING OBJECTIVE:****What the student will accomplish during the given lesson, including the:** |
| **Conditions** under which the students will exhibit those behaviors**GIVEN:** (what materials and or resources will students be using) | **GIVEN:**Direct Instruction, A Modeled Example, Student Friendly Rubric, Article of the Week |
| **Behaviors** students will exhibit to show learning **STUDENTS WILL WORK:** (how will they be working....independently, in pairs, in groups, in stations)**TO:** (verbs—what will they do – identify, analyze, create, etc. – use the Bloom’s or Webb’s verbs) + your content (what from your curriculum framework will they be identifying, analyzing, etc.) | **STUDENTS WILL WORK:**Independently **TO:** Read, comprehend, and analyze nonfiction text |
| **Criteria** the teacher will use to determine whether students meet the objective**BY or IN WHICH or IN ORDER TO:** (what will they do with what you’ve given them to prove they can meet the objective – how will you know they got it?) | **BY:**Reading and annotating a nonfiction text,and answering a series of text dependent questions related to comprehension and analysis. |
| **TEACHER and STUDENT ACTIVITIES:** |
| Monday | Teacher will review the expectations and rubric for Article of the Week Assignments.Teacher will model completion of the Article of the Week using ActivelyLearn.com * Teacher will read the article with students and model appropriate annotations:
	+ Comments that show that you understand the article. (A summary or statement of the main idea of important sections may serve this purpose.)
	+ Questions you have that show what you are wondering about as you read.
	+ Notes that differentiate between fact and opinion.
	+ Observations about how the writer’s strategies (organization, word choice, perspective, support) and choices affect the article.
	+ Observations/connections you are able to make with prior knowledge and or other literature you’ve read
* Teacher will answer text dependent questions, specifically reviewing the directions that tell HOW to correctly respond to the question (complete sentence, claim-evidence-reasoning, short response, multiple choice, etc.)
* Teacher will direct students to the assigned article for the current week. Students will have until Friday to complete and submit their article.

Teacher will provide students with a copy of the marked text as a mentor during completion of future AOW assignments. |
| Friday | Students will submit their independently completed article of the week. |
| **Additional Information:**Articles of the Week are assigned weekly during “reading focused units,” so this skill/strategy will spiral throughout the year. **Possible Accommodations:** Struggling readers may receive a highlighted text, where only the most important information has been highlighted for them so they don’t have to read the entire article. Students who do not have access to internet at home will have access to classroom during non-content time (SSR, Lunch) to work on ActivelyLearn or will have the option of completing the AOW on paper at home. ActivelyLearn allows students to type their responses, which is helpful for students who have difficulty with penmanship. By putting the AOW on ActivelyLearn, struggling readers have to option to use read aloud software to help them process the article. Students who struggle with composing could use Speech to Text software. |

**Reflection:** What worked? What didn’t work? What could I do differently next time?

**Rationale:** Why teach this lesson this way? Why given, these objectives, are these the best strategies?

Providing students with the expectations and rubric at the beginning of the assignments sets the stage for success. Students know what is expected of them and how to earn the most points on the assignment. By modeling the thinking process for students, it instills the correct process for completing this ongoing assignment and provides them with a mentor text for use in the future.

**CTA Connection:**

**ActivelyLearn was a Cool Tool for Schools mentioned by Tracy Ingle. I plan to use it for both Article of the Week and other reading assignments. I like that text can be scaffolded with text dependent questions, definitions, and teacher reminders to stop and think. This lesson allows me to accomplish mentoring of ActivelyLearn and the completion of Articles of the Week.**