

Date: Today

Course: English 9

Content	Lesson Teaching Point(s) : Model how to apply close reading techniques Common Core State Standard(s): RL 1 or RI 1 * Applicable MJSD Standard(s): 1. Understands literature* 2. Understands informational text* *Depends on what type of text you use
Lesson Orientation 5 minutes (or less)	Learning Target: <i>I will engage in my reading by coding text to mark my thinking.</i>
*Focus Lesson 10 - 15 minutes	Materials Needed: Copy of same text for every student SMARTboard or Overhead Reading notebook Anchor chart paper Marker Steps/Directions for lesson: 1. Assign codes to the types of thinking necessary for students to engage. 2. Create the start of an anchor chart demonstrating the codes and what they represent. ?=I have a question about the text. The question is: *=I think this is important. ??=This confuses me. 3. Students record text tag definitions in their reading notebook. 4. Instructor models a think aloud while using the coding process on overhead or SMARTboard with a section from the text and shares thinking while the students follow along.
*Guided Instruction	Conference with individual students or small groups over the next several days

*Collaborative Practice	Students continue to tag the rest of the text and share their questions, areas of importance, and confusions with a partner while also explaining their thinking to each other.
*Independent Practice	Students will use text tagging to mark their thinking in a new text.
Closure about 5 minutes	Check for Understanding: Have students record one of the questions they marked in the text and the thinking that went along with it or collect the marked text.
	Thoughts on Assessment: Eventually, after some more modeling, and teaching the students how to write a summary, the summary can be used as the assessment.

*Vary the order and what is included on any given day based on teacher choice, student need, and where you are working within the gradual release cycle.

Date **October 2012** Course - **ELA 8 (OEU 1C)**

Content	<p>Lesson Teaching Point Model how to use punctuation (i.e., comma, ellipses, and dash) to indicate a pause or break</p> <p>Applicable Common Core State Standard L 8.2a</p> <p>Applicable MJSD Benchmark Demonstrates command of standard English when speaking or writing</p>
Lesson Orientation 5 minutes (or less)	Learning Target: <i>I will understand how to use punctuation (i.e., comma, ellipses, and dash) to indicate a pause or break.</i>
	<p>Materials Needed: Independent reading materials (each student) Writer's notebook (each student) Handout - Using punctuation for pause or break Draft of narrative (written by teacher) Draft of narrative (each student)</p>

Collaborative Practice	<p>Show students what ellipses and dashes look like.</p> <p>Working with partners, students look through published writing (independent reading material) for places where published authors used ellipses or dashes.</p> <p>Student groups mark examples with Post-it notes. After finding several examples, each group guesses about why ellipses or dashes are used.</p>
Focus Lesson 10 - 15 minutes	Steps/Directions for lesson: <ol style="list-style-type: none"> 1. Student groups volunteer to share passages with ellipses or dashes and guesses about why they are used. 2. Teacher shares handout about using punctuation (ellipses, dashes, and commas) to indicate a pause or break. 3. Students glue handout in "Correctness" section of writer's notebook 4. Remind students that commas are also sometimes used for a pause or break (not just ellipses and dashes) 5. Share copy of teacher-written narrative. Demonstrate how to find a place where punctuation to indicate pause or break could be added.
Guided Instruction	<p>To happen during conferences (today or soon).</p> <p>Students show teacher a place where punctuation was added to narrative to indicate a break or pause.</p>
Independent Practice	<p>Each student reviews the draft of his/her narrative to find a place where punctuation is/could be used to indicate a pause or break.</p>
Closure about 5 minutes	Check for Understanding: Student volunteers share places where they used punctuation to indicate a pause
	Thoughts on Assessment: Look for use of punctuation to indicate break or pause in final draft of narratives.