**Educational Epiphany ™**

Districtwide PLC Protocol for **English/Language Arts**

|  |
| --- |
| Teacher/Teacher Team: C. Stewart |
| Grade: 11th  |
| Date: September 11-15, 2023 |

|  |  |  |
| --- | --- | --- |
| **#** | **Planning Question**  | **Teacher/Teacher Team Response**  |
| 1 | Which **state standard** is your lesson progression addressing? | 11-12.RI.KID.1 Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources. |
| 2 | What **literacy concepts** are embedded in the state standard? | · Analysis · Diction · Inferences · Tone |
| 3 | What teacher **knowledge, reminders, and misconceptions** are assumed in the standard?  | Interpretation of Standard: Part 1: Students must be able to cite strong and thorough textual evidence to support an analysis of what the text states explicitly (actually states). Students should be aware that citations are more useful when they include the line number, page number, paragraph number, and/or author – especially when reading more than two texts on the same topic or theme. Students must also be able to recognize and distinguish between/among weak, strong, and thorough textual evidence. Strong evidence is characterized by being connected to the text, logical, and compelling. Thorough evidence is substantive/layered and representative of a methodical approach by the writer. Part 2: In order to master this skill, students must cite textual evidence (word for word) in order to support inferences drawn (made) from the information in the text. Students must understand that drawing inferences follows a formula.Facts/information from the text + prior knowledge and/or experience = inference. |
| 4 | What **objective(s)** must be taught? In what order? Why?  | SWBAT cite strong and thorough textual evidence IOT support an analysis of what the texts says explicitly. |
| 5 | What **academic language** must be taught before the teacher models for students? How will the academic language be **taught and assessed**? | · Cite - the exact location of a quotation or reference from a text brought forward as support (more useful when it includes a line number, paragraph number, page number, and/or author) · Strong – able to perform a specified action well and powerfully · Thorough – written with great care and completeness · Textual Evidence – facts or information used as support for whether a belief or proposition is true or valid · Support – to hold up; reinforce · Inference – a logical assumption based on observed facts from the text and one’s own knowledge and/or experience · Drawn – made · Text - a book or other written or printed work · Cite - the exact location of a quotation or reference from a text brought forward as support (more useful when it includes a line number, paragraph number, page number, and/or author) · Analysis - the act of breaking into smaller components for the purpose of study or examination · Explicitly – clearly stated**Text Based Vocabulary: (Words unfamiliar to students after reading the text)** * from *The Interesting Narrative of the Life of Olaudah Equiano SE p 92-101*

Olaudah Equiano**loathsome, wretched, dejected, pestilential, copious, improvident, avarice, apprehensions*** Letter to John Adams

Abigail Adamsv**assals; foment; dissented, reverential, pusillanimity*** From Dear Abigail: The intimate Lives and Revolutionary Ideas of Abigail Adams and Her Two Remarkable Sisters

Diane JacobsSE pp 102-117**Lamented, posterity, felicity, gangly, impregnable, vagaries, venerated, i**noculated, vestige, portend, dissipated, expounded, contemptible**Instructional Practice 2: (Strategies used to teach unfamiliar words)** * Definitional Context Clues and Inferential Context Clues (Instructional Practice 2: Strategy 5)
* Word Parts (Instructional Practice 2: Strategy 5)
 |
| 6 | **What text(s)** will be used for each phase of **gradual release of responsibility?** | **Anchor Text:** * from *The Interesting Narrative of the Life of Olaudah Equiano SE p 92-101*

Olaudah Equiano* Letter to John Adams

Abigail Adams* From Dear Abigail: The intimate Lives and Revolutionary Ideas of Abigail Adams and Her Two Remarkable Sisters

Diane JacobsSE pp 102-117**Gradual Release Process (How will you release the responsibility to students? Be Specific)****I DO**: Teacher will annotate text identifying types of diction, syntax, and tone in a particular section of the text. **We DO**: The teacher and the students will annotate text identifying types of diction, syntax, and tone in a particular section of the text.**You Do in Pairs:** Students in pre-determined teacher assigned partner pairs will identify types of diction, syntax, and tone in a particular section of the text.**You Do Alone:** Students will independently identify types of diction, syntax, and tone in a particular section of the text. |
| 7 | What **graphic organizer(s)** might support students’ conceptual understanding of the process outlined by the performance-based objective(s)?  | Educational Epiphany Grade 11-12 Reading Informational Text Graphic Organizers |

|  |  |
| --- | --- |
| 8. What **questions** will be posed to ensure that students are able to demonstrate culminating mastery of the standard and objectives(s)? | 1. Define cite.2. What is textual evidence?3. Define strong. 4. Define thorough. 5. Define support.6. Define analysis. 7. Define explicit.**Additional Check for Understanding: (During the lessons and after the lessons):** 1. Read It Questions SE p 100
2. Comprehension Check Question 3 SE p 113
3. Practice Graphic Organizer SE p 115
 |