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| **Topic / Subject / Text** **BREAKOUT! Escape from Alcatraz****by Lori Haskins** |
| **CENTRAL IDEAS****Content: The choices people make carry consequences that can affect one’s life.****Reading CC Standards:** Language Goal(s):* Students can write and speak with expanded expression on one main idea/focus.
* Students can correctly understand and use content-specific vocabulary

RL/RI.5-8.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI/RL.5-8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.**Writing CC Standards:** W.5-8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization (definition, classification, comparison/contrast, cause/effect) and analysis of relevant content. Develop the topics with evidence from text.**Other CC Standards:**SL.5-8.1 Engage effectively in discussions, building on others’ ideas and expressing their own clearly. Come prepared, draw evidence from text, follow conversational rules, review key ideas through reflecting and paraphrasing.L.5-8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |

**Writing for Understanding**

**and Common Core/WIDA ELD Standards**

 **Teacher Plan**

Teacher**\_\_\_\_K Armstrong\_\_\_\_** WIDA Level(s) **\_\_\_ Beginning—(WIDA Comp 1-2.5)\_\_** Grade(s) \_\_\_6-8\_\_\_\_

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|  **Focusing Question** | **Focus (answer to focusing question)** |
| What were the effects/consequences the characters faced because of their choices? |  The set-up of Alcatraz was a consequence of the past choices of the criminals who lived there. It influenced the manner in which they tried to escape. |

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|  **Building Content Knowledge, Understanding of Writer’s Craft**  |
|  • vocabulary • close reading • text mapping • paraphrasing • summarizing • visualizing/ • imaging • dramatizing • oral processing / guided conversation / think-pair- share • experience • debating/Socratic seminar • taking notes (graphic organizers, T-charts, 2 column notes, etc.) • craft lessons (intro, transitions, conclusions, etc) | Realia--dominosFrayer modelVocab Grids.Film Summarizing GridClose Reading SequenceMaps and VideosIllustrated book, videos, maps, pictures.Public notes for Focus Statements.Oral Processing of entire process and writer’s craft.T-chartCraft Lesson on Paragraph and evidence from text.Annotative Poster. |

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|  **Structures** *How will students know how to organize their ideas*  *and construct the piece of writing?* |
|  • graphic organizers• teacher-written models  • teacher-and-student written models  • various types of templates or frames (ex: Painted Essay) | KWLTABC Note-takingHand ParagraphTemplates.Paragraph Frame with color aids.Vocab grids.T-Chart.T and Ss written models. |

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|  **Writing / Revising** *How will students draft / revise so that their final writing is clearly focused,*  *organized, and developed to show understanding of the central ideas?* |
|  • group write, fully or in part • write section at a time • write full piece independently • revise /share full group • revise /share partners • proofreading in partners • proofread w/tubaloos | Group write 1st paragraph.Given Intro/Focus for 2nd paragraph.Write each section at a time, with pair-share, for longer paragraph.Proofread with tubaloos. |

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|  **Lesson Sequence***What steps will I follow so that students are able to effectively* *show their understanding in writing?* |
| • Introduce Two Bad Ants and vocabulary from text:Consequence: The result of something happening earlierGreedy: Selfish, wanting a lot more than you need\*\*Above 2 on Frayer, below on gridScout: A person sent out to see somethingCrystal: (show a crystal, compare to a sugar crystal?)Chamber: An enclosed spaceUnaware: Not knowing• Read book aloud to class• Post up focus statement: “The two ants were greedy and had consequences for the choice they made.”• Realia experience with dominos• Show pictures from text as evidence (got roasted in a toaster, drowned in a cup of coffee, zapped by an electrical outlet, etc.)• Have students list their responses under the posted focus statement using large paper—can draw or write sentences.• Re-read The Two Bad Ants.• Review definition of “greedy” and “consequence”.• Review focus statement and evidence listed underneath.• Introduce “five finger essay” using colored paper and each tracing left hand.• Read typed introduction and wrap up aloud—make connection between hand and paragraph format. Intro: In the book, Two Bad Ants, the two ants faced consequences for the choices they made. Wrap-up: These consequences made the ants change their minds and return to their home and job, where they belong.• Have students write in Intro and Wrap-up on corresponding fingers (three middle strips are still blank.). Do so on large class hand.• Re-read The Two Bad Ants.• Analyze model paragraph• Tell students they will fill in three middle fingers with evidence from their public notes—choose 3 evidence points for class large hand.• Model how to write a full sentence from public notes using large class hand and template.• Students get out their five finger forms and choose 3 examples of evidence from the public notes and fill in the three middle fingers. Transfer notes from hand to paragraph template.• Students read their finished hand paragraph to two other students.* Connect ideas of *consequence* and *cause/effect.* Interactive vocab activities with cause/effect element.
* Introduce Alcatraz as worst jail in US. Show picture of island—have students annotate poster with things they notice or wonder. Do KWLT.
* Movie clips and videos. Organize thoughts on film summarizing grid
* Start vocab on grid and continue this as words are encountered in reading: escape, prisoner, jail, tough, robber/thief, barbed-wire, watchtower, searchlight. Label on individual map.
* Public Notes on Big Paper for consequences of crimes in jail—this will be preparation for hand paragraph for the consequences of being a criminal. Read intro of jail that describes environment. *Use tree G.O.-1 cause, many effects. Make little project? Flip book or cube?*
* Close reading sequence.
* ABC Notes
* T-chart for cause/effect
* Students make another hand template and do a paragraph for what Alcatraz is like as a consequence of who lives there. *Focus: Alcatraz was a tough jail because the worst criminals lived there. There were many things in the jail that kept the prisoners from escaping*. Give above as Intro. Ss do wrap-up independently.
* Continue reading, using T-Chart for needs-solutions for how to escape. Put favorites on Domino G.O.
* Longer hand paragraph—*Focus: The prisoners were creative in solving the problem of how to escape. They did many things in order to be able to escape*. Need then description of tool to solve need. \*Do one as public group model. \*\*Read student models. Then Ss write each need, then join into one paragraph. Pair share after each need is written. Revise.
* Proof-read with tubaloos after creating Editing Template with whole group or using GUM/COPS.
* Make poster to illustrate paragraph.
* Share and publish.
* Vocab Quiz along the way.
* Students evaluate something they did well on project and something to work on next using Y-chart.
* Grade using SmarterBalanced Rubrics for Informational writing OR WIDA Aligned Standards
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|  **Assessment: How are students doing? What are my next steps as a teacher?** |
|  Vocab—formative assessment as do grid, summative on quiz.Paragraph format—as increasingly independent, formative assessment for success and need or not for additional help.T-chart for understanding of reading.Illustration for demonstration of ideas in reading.Self-grading and reflective G.O.—awareness of self as learner. |

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|  **Next Steps: Gradual Release of Responsibility** |
| Try another paragraph requiring proof from text (Report, CR), Ss answer Q with intro too.Cause and Effect Paragraph with no frame. |