

Unit Lesson/ Daily Plan: Reading Informational Text

Virgena Begay BME 637

Start Date: April 29, 2014

End Date: May 2, 2014

Nitsahakees ( Thinking)

Unit Overview	Essential Questions	Unit Resources
In this unit students will read a variety of informational text including consumer, workplace, and public documents. Students will learn how to read and interpret informational text.	What is a consumer document? How do I analyze consumer documents? How do I interpret informational text?	Holt Elements of Literature textbook Reading articles off the internet Technology Blackline masters

Academic Vocabulary	Domain Specific Vocabulary	Dine Bizad
Sequence, technique, function, communicate	Accommodate, evacuation, deducted, punctuality, supervision, tentative, charismatic, version	Ashiilikan, t’odilchxoshi, ch’il (herbs)

Standards: 7.RI.1 cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn.
7.RI.6 determine an author’s point of view or purpose in a text.
Navajo Culture: S3C F3.PO 3: explore the distinct association of Indian cultural viewpoints for using traditional food and herbs to maintain good health.

Nahat’a (Planning)

Mentor Texts/ Lexile Levels	Close Reading Activities	Scaffold Text Dependent Questions
	Internet article: <i>What you are drinking could be a MONSTER problem.</i> *students reread the article for information *students use highlighters to identify words *students read for fluency *students will take notes as we read.	Compare and contrast the herbal content of energy drinks and traditional herbs.

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*Daily*

lina (Action)

Home Work Bell Work	Introduction (Hook/ Activating Prior Knowledge	Presentation and Confirmation(Direct Instruction)
Daily oral language *sentence editing *grammar *vocabulary	Journal Writing: Is it important to know what goes into your body? Students share their writing with the class.	Take a survey of how many students use energy drinks. How often do they drink it?

Interaction (Guided Practice)	Student Directed (Independent Practice	Closure/Formative Assessments
Hand out the article and students will do a first read alone. 1. What makes this article a challenging reading piece? 2. What can we do to make it comprehensible? 3. Students highlight unfamiliar words in the article. 4. Allow time for students to define some of the words.	Students do a second read of the article. Choral reading. *students replace highlighted words with synonyms . *Was the article easier to understand this time around? *check for comprehension questions from the article.	Write about what you learned about using energy drinks.

Siihasin (Reflection)

Homework	Formative Assessment	Lesson Reflection
Write down some questions you may still have about energy drinks. (these are questions that they will use to do research the next day) -Internet research: Students will use the internet to do research on the ingredients of these energy drinks. -Students will compare and contrast 5 energy drinks and measure the amount of sugar in	Oral presentation of research. *students will explain why it is important to know what goes into their bodies.	

each drink. - Students will learn about the dangers of using too much energy drinks.		
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Wise Ways Strategies		Marzano's High Yield Strategies *Illustrate vocabulary words into reader's writer's notebook
<input type="checkbox"/> review <input type="checkbox"/> stimulation of interest <input type="checkbox"/> modeling, demonstration, graphics <input type="checkbox"/> explanation <input type="checkbox"/> prompting/cueing <input type="checkbox"/> reteach <input type="checkbox"/> drilling/class recitation <input type="checkbox"/> review with questioning <input type="checkbox"/> summarize key concepts	<input type="checkbox"/> <u>ide</u> paraphrase, summarize, relate <input type="checkbox"/> metacognition (checking comprehension) <input type="checkbox"/> advance organizers <input type="checkbox"/> sprinkling of questions <input type="checkbox"/> comprehension teaching <input type="checkbox"/> reciprocal teaching <input type="checkbox"/> corrective feedback <input type="checkbox"/> think/know/show <input type="checkbox"/> centers <input type="checkbox"/> reinforcement <input type="checkbox"/> other	<input type="checkbox"/> Identifying similarities and differences (45% gain) <input type="checkbox"/> Summarizing and note-taking (34% gain) <input type="checkbox"/> Reinforcing effort and providing recognition (29% gain) <input type="checkbox"/> Homework and practice (28% gain) <input type="checkbox"/> Nonlinguistic representations (27% gain) <input type="checkbox"/> Cooperative learning (23% gain) <input type="checkbox"/> Setting objectives and providing feedback (23% gain) <input type="checkbox"/> Generating and testing hypothesis (23% gain) <input type="checkbox"/> Questions, cues, and advance organizers (22% gain)

Lexile Grade Band <a href="http://www.lexile.com">http://www.lexile.com</a>	Text Pairing	Writing Styles/Purposes
<input type="checkbox"/> K-1: 000-450 <input type="checkbox"/> 2-3: 420-820 <input checked="" type="checkbox"/> 4-5: 740-1010 <input type="checkbox"/> 6-8: 925-1185		<input type="checkbox"/> K-5: Opinion <input type="checkbox"/> 6-12: Argument with Claims <input checked="" type="checkbox"/> Informative/Explanatory <input type="checkbox"/> Narrative

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Mathematical Practices	Bloom's Levels and Learning Targets	Bohoo'aah (Dine Learning Targets)
<input type="checkbox"/> Make sense of problems and persevere in solving them <input type="checkbox"/> Reason abstractly and quantitatively <input type="checkbox"/> Construct viable arguments and critiques the reasoning of others <input type="checkbox"/> Model with mathematics <input type="checkbox"/> Use appropriate tools strategically <input type="checkbox"/> Attend to precision <input type="checkbox"/> Look for and make use of structure <input type="checkbox"/> Look for and express regularity in repeated reasoning	<input type="checkbox"/> Creating (Product) <input type="checkbox"/> Evaluating (Reasoning) <input type="checkbox"/> Analyzing (Reasoning) <input checked="" type="checkbox"/> Applying (Demonstration) <input checked="" type="checkbox"/> Understanding (Reasoning) <input checked="" type="checkbox"/> Remembering (Knowledge)	<input type="checkbox"/> Baa Nitsijikees <input type="checkbox"/> Baayajilti, Hazdileeh <input type="checkbox"/> Hazdiilaa, Yehideesnaa' <input type="checkbox"/> Bil Hoozhoo

Flexible Differentiated (Tiered) Groupings	Response to Intervention/ Accommodations	
	<input checked="" type="checkbox"/> Quantity: Adapt amount of expected work <input checked="" type="checkbox"/> Time: Adapt time allotted <input type="checkbox"/> Support: Increase assistance <input type="checkbox"/> Input: Adapt instructional method <input type="checkbox"/> Output: Adapt manner of response <input type="checkbox"/> Participation: Adapt mode or level of involvement <input type="checkbox"/> Difficulty: Adapt skill level or type of work	<input type="checkbox"/> Alternate goals: Adapt outcome expectations <input type="checkbox"/> Substitute curriculum <input type="checkbox"/> Adaptive technology <input type="checkbox"/> Learning aids <input type="checkbox"/> Repetition/Paraphrasing <input type="checkbox"/> Environment: Proximity, etc. <input type="checkbox"/> Group size: Small group, one-on-one, etc. <input type="checkbox"/> Other