

# Research-Based Lesson Planning and Delivery Guide: Middle School

Teacher:

Course:

Grade Level:

Date:

## Mini-Lesson Planning for *Text Elements* (literary elements, text features, plot, etc.)

### Benchmark(s)/Standard(s):

**LA.6.6.1.1** - explain how text features (e.g. charts, maps, diagrams, sub-headings, captions, illustrations, graphs) aid the reader's understanding;

**LA.7.6.1.1** - explain how text features (e.g. charts, maps, diagrams, sub-headings, captions, illustrations, graphs) aid the reader's understanding;

**LA.8.6.1.1** - explain how text features (e.g. charts, maps, diagrams, sub-headings, captions, illustrations, graphs) aid the reader's understanding;

### Definitions:

**Text Elements (or Features)** are used by writers to aid in reading comprehension. For that reason, these elements/features need to be taught to students to help bring understanding about how these elements can assist them in **reading to learn**.

It includes charts, maps, diagrams, heading and sub-headings, captions, illustrations, graphs, epilogues, labels, parentheses, photographs.

**Literary elements** should include plot development, conflict and resolution, setting, character, point of view and tone.

**Plot** is the structure of the action of a story. In conventional stories, plot has three main parts: rising action, climax and falling action leading to a resolution or conclusion.

### FCAT Stem Questions:

- What is the main conflict in the article/essay?
- When is the central conflict between \_\_\_\_\_ and \_\_\_\_\_ introduced in the story/poem?
- How does \_\_\_\_\_'s character change from the beginning to the end of \_\_\_\_\_?
- What words/phrases create the tone of \_\_\_\_\_?
- How does the setting add to the feeling that \_\_\_\_\_?
- What word best describes the character?
- What pair of words best describes \_\_\_\_\_?
- How do the character's responsibilities affect how he/she reacts?
- How do \_\_\_\_\_'s comments contribute to the development of the story/article?

**Materials/Resources:** Highlighters; photocopied sections of printed text – one set per student; overhead projector; blank transparency and computer(s) with Internet access and display device

## Mini-Lesson Delivery for Text Elements

**Lesson Agenda:** *How will I deliver this lesson to help my students answer the essential question(s)?*

The teacher will help the students understand text features by modeling (pointing out the various text features in selected text), guiding the students through practice and providing the students with opportunities to show what they have learned through independent practices, extended learning activities and assessments.

The learner will

- research a topic from a variety of sources
- recognize text features
- analyze and evaluate information
- determining importance information
- summarize
- make connections to related topics
- draw inferences

### FCIM Mini-Lesson Sequence

Day One: Explicit Instruction (10 min)

Day Two: Modeled Instruction (15 min)

Day Three: Guided Practice (15 min)

Day Four: Independent Practice (10 min)

Day Five: Mini-Assessment (10 min) & Review Student Responses

**Special Note: These FCIM Mini-lessons should be delivered for 10-15 minutes at the beginning of the class for the November. The District's monthly focus skill does not align with the curriculum map timelines for reading. Please understand that it is the District expectation that every teacher adhere to the monthly focus skill calendar in addition to following your content's curriculum map timelines.**

### **Activating Strategy: Mini-KWL**

1. Teacher writes on board "Text Elements/Features"
2. Ask students to write down as many words as this topic generates in their minds.
3. Have students compare and add to their lists with their "shoulder partners."
4. Have one group at a time share/justify one of the things on their list.
5. Teacher compiles appropriate words on chart paper.

**Day 1 - Explicit Instruction:** *How will I focus my students on what they need to learn? What important vocabulary will I introduce/review?*

**Vocabulary for Interactive Word Wall:**

Text features, main heading, subheading, illustrations, charts, lists, maps, diagrams, captions, body of text, textual clues, bold, call-outs, discussions questions, image descriptions, abstracts, guidewords, web pages, hyperlinks, image, animation

**Graphic organizer:**

Have students complete the vocabulary graphic organizer by checking the block that best describes how much they know about each word.

**Use the Graphic Organizer below for Vocabulary**

Accelerate students on unfamiliar words and teach unfamiliar words in context during pre-teaching modeling activities.

**Pre-reading activity:**

Using the Internet show the students a picture of the Biltmore Hotel or any other picture that represents the growth of the 1900s.

Read the information about your picture choice. As you read point out the various text features on the webpage.



**Hold Ctrl key down and click on the picture for hyperlink**

**For the teacher:**

The Biltmore was designed, constructed and lived in during a period of incredible technological growth. The world of the late 1800s was rapidly changing, and by the 1920s there was no industry (home, transportation, manufacture, clothing, food, etc.) that was not radically changed by advancements in technology.

## Tell your students:

Reading is not just passing your eyes over the text from left to right! How you read will change based upon **what** you read.

Explain that as they complete their independent assignments, they will be doing research using non-fiction materials (informational books and websites). Remind them that informational books and websites are different from other text. These materials are more complicated, therefore, they will need to pay attention to the clues the writer has included to help them understand what they are reading.

**Day 2 - Modeled Instruction:** *How will I help my students practice answering the essential question(s)? How will I incorporate Teacher – Led Question and Answer, Student Accountable Talk, Collaborative Structures and Checks for Understanding?*

Set up the overhead with a blank transparency for note taking and hand out copies of the selected text

- Tell the student that when they read, they should read any introductions
- Model by pointing out the introductory section in the selected text
- Bring the students' attention to the section headings and sub-headings in the text
- Write down all headings and subheadings from the selected text on the overhead transparency - organizing them in outline form (leave spaces for notes)
- Point out all graphics
- Bring to the students' attention any titles and captions
- Note boldface words in the reading, list any that are particularly challenging on the overhead to define
- Read aloud any questions or activities at the end of the reading
- Help students understand that the physical act of highlighting, drawing around chunks of text, and writing comments in the margins are supposed to force them to actually **THINK** before, during and after they read.

**Day 3 - Guided Practice:** *How will I help my students practice answering the essential question(s)? How will I incorporate Teacher-Led Question and Answer, Student Accountable Talk, Collaborative Structures and Checks for Understanding?*

Hand out a selected passage for demonstrating **Think Aloud**.

Example passage: [The Good Old Days of Plumbing in America](http://www.codecheck.com/cc/pdf/plumbing/HistoryPlumbing.pdf)  
<http://www.codecheck.com/cc/pdf/plumbing/HistoryPlumbing.pdf>

Using all or part of the selected reading passage, allow the students to observe this important reading strategy by demonstrating how you think out loud while you read.

For example, Say:

"First, I'm going to use my yellow highlighter to highlight all the headings for the article. Choose a phrase in the text and say, "Hmmm, I wonder what that has to do with \_\_\_\_\_"?"

Maybe they were having some sort of problems with the \_\_\_\_\_. Or maybe the problems

were because they were \_\_\_\_\_? OK, now I'll skim down and highlight the next heading, '\_\_\_\_\_.' Are they talking about \_\_\_\_\_ here? I'll have to check that out when I read this part. Does that mean that there didn't used to be \_\_\_\_\_ back then? So who did you call to fix \_\_\_\_\_ when it \_\_\_\_\_?"

Continue to the end of the section you're reading.

Have the students complete the passage with a partner or in small groups.

**Day 4 - Independent Practice:** *How will my students practice answering the essential question(s)?*

1. Students will select a topic from a variety of readings and/or websites that includes information about a particular technological advance in the 1900s.
2. Students will copy or print the information gathered about their topic.
3. Using a highlighter, students will highlight headings and subheadings as they read.
4. Using a bold marker, students define the sections of text under each heading by circling the entire section with one big continuous line.
5. Star key concepts
6. As students actively read their passages, they will identify what was available to consumers and businesses at the turn of the century as far as technological changes or growth.
7. Circle the dates, invention information, proper names of key individuals.
8. Students should select at least 3 dates and the related milestones in technological evolution and record these on index cards.
9. Head each card with bibliographic information including the author, title, date, page number, and URL if applicable.
10. These cards will be used to develop a time line that provides information for understanding the life and work of the people living in the 1900s

**Use the Graphic Organizer below for Information Gathering**

**Summarizing:**

Using the information from the timeline, the students will write a one page essay depicting the growth and development of the 1900s and must include text features such as captions, charts, graphics, illustrations, headings, subheadings, etc.

**Day 5 - Assessments:** *How will I know if my students can answer the essential question(s)?*

- Students will submit their text mapping for review.
- Students will each present a major milestone in technological development from the decades surrounding 1900 to the class.
- In a whole-class discussion students will share their findings and create an informal timeline that shows the evolution of technological advances in the decades surrounding 1900s.
- One page essay depicting the growth and development of the 1900s

**SEE ATTACHMENTS BELOW – pages 7 & 8**

## Vocabulary Chart

**Name:**

**Date:**

<b>Vocabulary Word</b>	<b>Know</b>	<b>Familiar</b>	<b>Need Help Understanding</b>
main heading			
sub-heading			
illustration			
captions			
body of text			
textual clues			
bold			
guidewords			
web page			
animation			
hyperlinks			
call-outs			
graphs			
discussions questions			
image descriptions			

## Information Gathering Chart

<b>Title</b>	<b>Author</b>	<b>Technological Milestone/Invention:</b>	<b>Key Individuals</b>	<b>Patent</b>	<b>Date</b>	<b>Page</b>	<b>URL</b>	<b>Impact</b>
1.								
2.								
3.								
4.								
5.								