

Template for Designing a Text Assignment

Text name: Novel: "So Far From the Bamboo Grove"

Objectives for this text: Students will

- Develop an understanding of the Korean War in History
- Analyze a novel using literary concepts: Conflict and Setting
- Create an autobiographical timeline/ narrative for themselves and for Yoko

Stage of Reading	What I'll have students do to support their reading and learning at this stage (i.e. Strategies I'll use).
<p style="text-align: center;">INTO</p> <ul style="list-style-type: none"> • get students "into" the text • build/tap into prior knowledge • predict/preread • develop vocabulary • look at text structure • generate questions • anticipate assumptions 	<p>Map work on Korea with a brief history of the Japanese occupation. Bring in any Korean artifacts, (celadon) from home to share.</p>
<p style="text-align: center;">THROUGH</p> <ul style="list-style-type: none"> • help students process their reading as they move "through" it • monitor understanding • determine main and sub ideas • make connections to prior learning and experience • summarize/paraphrase 	<p>Study guide of questions on chapters, from McDougal Littell Sourcebook, Literature Connections, Page.13 & 14 Oral Reading in class daily</p>
<p style="text-align: center;">BEYOND</p> <ul style="list-style-type: none"> • help students clarify, reinforce, and build on their understanding as they move "beyond" the text • graphically organize the text's ideas • evaluate a text's or author's argument • compare/contrast ideas • connect to other texts • apply the information 	<p>Graphic organizers: Venn Diagrams to compare settings from Sourcebook: pages 42 & 43 Conflict/Resolution using the Big 6 Problem Solving Model Project : autobiographical incident</p>

Standards this lesson addresses: E1A - student will read 25 books.

E1b - this is one of 4 books about same genre, historical fiction/non fiction:theme WAR
E2c; student produces a narrative account that meets rubric E2c.1,2,3,4,5,6,7,8

(Reference to Into/Through/Beyond strategies page 12 *Write Path*)