

Template for Designing a Text Assignment

Text name: The Desiderata

Objectives for this text: Students will

- Understand blank verse poetry and its characteristics
- Use vocabulary to unlock misunderstandings or no understanding
- Generate discussion about what is important in class and in life
- Write a paragraph using thesis, support, and a concluding sentence.

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>Ask students to consider in small groups two or three of the concepts to be covered. Generate answers to doubts about poetry as a genre from which we can learn about ourselves and others.</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>Read the poem through in pairs. Ask students to highlight words they don't know. Then have individual students place one word they didn't know on butcher paper-Discuss the word and write on the handout what it means. Have students read the poem a second time, this time, marking one "idea" they truly believe.</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 	<p>Write a paragraph using the idea as the topic sentence (explain the format of a good paragraph). Use a graphic organizer to show reasons for why they chose that particular idea. Have students share paragraphs with their partners. Discuss.</p>

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

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| <ul style="list-style-type: none">• connect to other texts• apply the information | |
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Standards this lesson addresses:

E1c.2; E1c.4; E2b.2

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