

Template for Designing a Text Assignment

Text name: *Seedfolks*

Objectives for this text: Students will respond to literature using interpretive, critical, and evaluative processes; Students will produce a report; Students will produce a response to literature; Students will prepare and deliver a presentation; Students will demonstrate an understanding of the rules of English; Students will revise written work.

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 • look at text structure • anticipate assumptions 	<ul style="list-style-type: none"> • Read "Trees" poem for read aloud • Make class chart of students and what they would plant • Plant grass in the classroom and monitor it • IDEA chart to introduce essay goal and help students prepare for it (prewriting, collection of information, etc.)
<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 	<ul style="list-style-type: none"> • Vocabulary chart: specific words for "Kim" • Discussion of Vietnam farming and Cleveland environment • Read along, pause for clarification questions along the way • Filling in IDEA chart for the literal level and discussion the figurative level of what the characters plant • Study of Simile: highlight them as we read, students go through and find them. Discuss how they connect to the IDEA chart. Lead to study of metaphor and author's use of the garden. • Choose a culture or country or state to research, paired research writing and presentation
<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 • apply the information • connect to other texts 	<ul style="list-style-type: none"> • Students write their own chapter to the novel and explain their place in the garden and the importance of what they would plant • Plant African Violets in the classroom • Essay: What is a theme in the novel <i>Seedfolks</i> by Paul Fleischman and how does it affect you? • Similar text: <i>A Tree Grows in Brooklyn</i> by Betty Smith

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