

Template for Designing a Text Assignment

Text name: *Seedfolk* (Lajes High School)

Objectives for this text: Students will

- Read at least 25 books or book equivalents each year.
- Produce a response to literature.
- Produce a narrative account.
- Respond to fiction using interpretive, critical, and evaluative processes.

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 	<ol style="list-style-type: none"> 1. Students freewrite on the following prompt: "gardens remind me of..." Some of them read their responses aloud. 2. We read together "No Place for a Garden," and they make predictions about the piece. 3. Since these activities should have generated enough interest in the piece and tapped into prior knowledge, I assign each student a different character, and they read their particular chapters individually. 4. The class opts for a paper bag project or a quilt project to represent their individual characters. I will allow them to vote, but the whole class must do the same project. <ul style="list-style-type: none"> *Options for paper bag: <ul style="list-style-type: none"> ▪ Inside the bag include three items the character values. ▪ On one side of the bag, create an illustration of an important scene in the character's life or write a short poem depicting the character. ▪ On the other side of the bag, copy a quote from the story that shows the essence of the character. *Ideas for quilt: <ul style="list-style-type: none"> ▪ On a large sheet of construction paper, students include a quote representing the character and an illustration of an important scene. ▪ Their individual quilt squares can be pieced together to create a colorful tapestry, which mirrors the role of the garden in <i>Seedfolks</i>—a unifying force that pulls together the diverse characters. <p>Note: Although students have gone through the "Into, Through, and Beyond" with their own chapters, they are at this stage just entering the text as a whole.</p>
<p style="text-align: center;">THROUGH</p> <ul style="list-style-type: none"> • help students process their reading as they move 	<ol style="list-style-type: none"> 1. At this point, students bring in their bags or tapestries and as we read together the various vignettes, they try to match each other's bags or quilt pieces to the speakers in the book. This activity will increase motivation as they guess each other's characters, and it will help them read for details as

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

<p>"through" it</p> <ul style="list-style-type: none"> • monitor understanding • determine main and sub ideas • make connections to prior learning and experience • summarize/paraphrase 	<p>well as main ideas.</p> <ol style="list-style-type: none"> 2. Conduct a mini-lesson on context clues before reading Gonzalo's story. This will help them define the Spanish vocabulary. 3. Teach a mini-lesson on allusions before Sam's story. 4. Conduct a mini-lesson on tone before Maricela's piece.
<p>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 	<ol style="list-style-type: none"> 1. Students freewrite on the following prompt: "Common ground is..." Some students read their responses aloud. 2. As a follow-up and major assessment, students write a personal narrative about a time when they found common ground with someone who was different. They use the writing process to create these personal narratives, and they are evaluated with trait rubrics. These essays then go into their writing folders and may be revised later for their portfolio. <p>Possible Websites</p> <p>www.poetrypark.com/forms.htm to help students generate ideas for different types of poems they can write on their bags</p>

Standards this lesson addresses:

E1a. The student reads at least 25 books or book equivalents each year.

E2b. The student produces a response to literature that:

- E2b1. engages the reader through establishing a context and creating a persona;
- E2b2. advances a judgment that is interpretive, analytic, evaluative, or reflective;
- E2b3. supports a judgment through references to text and/or personal knowledge;
- E2b7. provides a sense of closure to the writing

E2c. The student produces a narrative account that:

- E2c1. engages the reader by establishing a context, creating a point of view, and developing reader interest;
- E2c2. establishes a situation, plot, point of view, setting, and conflict;
- E2c3. creates an organizing structure;
- E2c4. includes sensory details and concrete language;
- E2c5. excludes extraneous details and inconsistencies;
- E2c6. develops complex characters
- E2c7. uses a range of appropriate strategies
- E2c8. provides a sense of closure to the writing

E5a. The student responds to fiction using interpretive, critical, and evaluative processes; that is the student:

- E5a2. evaluates the author's decisions regarding word choice, style, content, and literary elements;
- E5a5. explains the effect of point of view;
- E5a6. makes inferences;
- E5a7. interprets the effect of literary devices, such as figurative language, allusion, diction, dialogues, description, and symbolism;
- E5a10. understand the role of tone in presenting literature.

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