

Template for Designing a Text Assignment

Text name: *Tears of a Tiger* (Incirlik HS)

Objectives for this text: Students will

- Story-telling and variety (ies) of 'telling'
- Consequences for behaviors
- Friends and the quality of relationships
- Recognize/appreciate/use 'sensory' details in story-telling

Stage of Reading	What I'll have students do to support their reading and learning at this stage (i.e. Strategies I'll use).
INTO	
<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 	<ul style="list-style-type: none"> • what is story-telling, think of/give examples/give a short verbal account of a personal story • define 'friends': what qualities are important? What would cause you to abandon a friend/what would cause friends to abandon you? Develop a list of synonyms/antonyms for 'friend' • preview <i>Tears of a Tiger</i>: How does it appear to differ from other stories you've read/are familiar with? Give examples/explain—effective, non-effective and why? • What might the title mean: Develop a "I wonder . . ." list for future reference
THROUGH	
<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"> • Conduct a readaloud of prologue and pp. 1-7: Conduct a few clarifications • Conduct 'thinkaloud' of prologue: Clarify who the story-teller might be and what predictions might be made? • Conduct paired reading over 'readaloud' portion: Have student question each other as they read to clarify/resolve questions. Develop a list of questions to which they have no answer. Develop a set of predictions. • Conduct a Quick Write: What I know about the narrator so far and what I think of him.
BEYOND	
<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 	<ul style="list-style-type: none"> • Using a contemporary news account of DWU/I involving teens, have students compare/contrast the story so far and the news account. • As an option, students may also compare the story to personal knowledge/experience • Begin for purposes of the story a "fleshing out a character' graphic for each character; update as story progresses • Conduct a quick Internet search of Sharon Draper and be prepared to discuss authenticity of the narrative. • And which other Draper stories might be of interest . . . • Write a scene in which Keisha, Gerald, and BJ meet at their 10-year reunion; replicate text's style

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

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| • apply the information | |
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Standards this lesson addresses:

[9th grade standards referenced here, but upper grade standards would apply correspondingly]

- Reading--E1a/E1b: reads 25 books and 4 books by a selected author [Draper encouraged here]; subsidiary components—E1b.1--E1b.1-5
- Writing--E2b: student responds to literature; includes subsidiary components—E2b.1—E2b.7
- Speaking/Listening/Viewing—E2a, E3b, E3c
- GUM—E4a
- Literature—E5a, with focus on E5a.1, E5a.5, E5a.6, E5a.8, E5a.11
- Public Documents—E6a
- Functional Documents—E7b

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

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