

## Template for Designing a Text Assignment

**Text name:** Ultimate Sports "Joyriding" (Developed by W.T. Sampson HS [Cuba])

**Objectives for this text:** Students will

- Set personal goals.
- Plan and participate in interviews, discussions, and newspaper reports for guest speakers
- Analyze how characters' goals are revealed by their actions, speech, and others' opinions.
- Complete two college/program application letters—for character and for self
- Compare and contrast "Secret of Success" of the characters while writing about the futures of the characters.
- Recognize and use unfamiliar words from text utilizing Vocabulary Journal.

<b>Stage of Reading</b>	<b>What I'll have students do to support their reading and learning at this stage (i.e. Strategies I'll use).</b>
<b>INTO</b>	
<ul style="list-style-type: none"> <li>• get students "into" the text</li> <li>• build/tap into prior knowledge</li> <li>• predict/preread</li> <li>• develop vocabulary</li> <li>• look at text structure</li> <li>• generate questions</li> <li>• anticipate assumptions</li> </ul>	<p>~Discuss the qualities of a successful person.</p> <p>~One-half of students go for a run around track, building, to the park, etc. This group interviews (from prepared questions) the expert—track coach and/or track star concerning early goals, practice, sacrifices, family support, etc.</p> <p>~The other half listens to the music teacher or guest play a difficult piano (or other instrument) composition. This group interviews (from prepared questions) the music teacher and/or guest performer concerning early goals, practice, sacrifices, family support, etc.</p> <p>~Students create an interview "report" for the school newspaper about the music teacher, guest, coach, or track star.</p> <p>~Students complete a "goals chart" for themselves showing short term and long-range goals.</p>
<b>THROUGH</b>	
<ul style="list-style-type: none"> <li>• help students process their reading as they move "through" it</li> <li>• monitor understanding</li> <li>• determine main and sub ideas</li> <li>• make connections to prior learning and experience</li> <li>• summarize/paraphrase</li> </ul>	<p>~Students will fill out a "Goals Chart" for each of the characters.</p> <p>~Using the "Goals Chart" and Janet S. Allen's "Skeleton Notetaking" chart (adding an outside part of what others' thought of the character), students will complete a character analysis of the two main characters.</p> <p>~Students will recognize static and dynamic characters in the story.</p> <p>~Students will create a story trail on marker board or bulletin board to map the plot of the story and the intersections of the two characters..</p> <p>~Students continue to add unfamiliar words to their Vocabulary Journal as they read the story (patterned after the Reading Journal and Academic Journal of L. Spillane).</p>

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

## BEYOND

- 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

~Students will write two admission application letters: as Peter—to Julliard School of Music, OR as Kevin—to the U. S. Olympic Committee AND as the student himself or herself—to a college or special program that he or she wishes to attend. They will be specific about the character's goals and endeavors to reach those goals as well as their own.

~Students will share their own goals charts and/or application letters with the rest of the class.

~Working in pairs, students will write then tell the "Rest of the Story" when Peter and Kevin meet 15 years later in life. What will have happened in the intervening years? What will their circumstances be? What will their successes be? How will they have measured the Secrets of Their Success in life? Students will include the dialogue between the two and use this as a Reader's Theatre exercise.

**Standards this lesson addresses: E1c3;E1c4;E2b4;E3b9;E3c5;E4a;E5a;E7b, others**

## VOCABULARY JOURNAL

Title: ___Ultimate Sports, Joyriding___		
Page:	Word/Pron.	Meaning/ Sentence
5	relentless	constant, keeps going
	ree <u>lint</u> les	The EverReady Rabbit is a relentless marcher
6,8	perpetual	continuous, over and over
	purr <u>pet</u> chul	Mom is a perpetual nag about my chores.

HI! I am VJ, your Vocabulary Journal Every time you read, you may come across words that are unfamiliar to you. You may need to look them up in a dictionary OR you may be able to figure out the meaning from what you are reading.

These words need to be written down in me, VJ, your Vocabulary Journal. If it is an ELA Lab assigned reading, your list will be compared with the master list from the reading material. If it is from a "free reading" assignment, your list will be checked separately. There are several ways to learn vocabulary.

\*You will have vocabulary building lessons in addition to your Vocabulary Journal, ME, VJ.

\*You should keep me current with your 30-minutes per day reading that you are required to do.

\*You will fold the journal page so that you can check yourself, quiz yourself, and learn your vocabulary words.

\*You need to keep track of the book, story, article, etc. where you found the new words. Give the word a meaning in your own words and show how it is to be used in a sentence and pronounced.

Good luck with all your new words. VJ

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

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