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Exploring Deeper

CONTENT

Pathway Three: Exploring Deeper

Instructional Components

Grade 6 - High School

Read Aloud
listening to reading

A text is read aloud for the purposes of allowing students to:
- form opinions
- apply comprehension strategies
- express and honor other's perspectives
- appreciate written works

Word Study
study of the language

Language is studied for the purposes of explicitly understanding:
- how word parts work together to create meaning
- how words work together to create meaning
- how language structure creates meaning

Core Reading
learning to read
reading to learn

The reading process requires:
- explicit instruction using modeling and demonstration
- shared learning between students
- support through scaffolding
- instructional level texts

Independent Reading
choosing to read

Self-selecting texts and silent reading:
- provides authentic reading experiences
- strengthens previous learning
- increases schema
- builds fluency and vocabulary

Core Writing
creating composing

Writing to compose requires:
- explicit instruction using modeling and mentor texts
- shared learning using student/student, student/teacher conferences
- application of the writing process
- support through scaffolding

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Exploring Deeper
Lesson Framework - Drama

TEKS: Student Expectations

7.6G Discuss and write the explicit and implicit meaning of text.
6.7B Analyze how the character qualities influence events and resolution to the conflict (R).
7.7C Analyze plot elements including the use of foreshadowing and suspense to advance the plot (R).
7.7D Analyze how the setting influences character and plot development (S).

Important Academic Language for Alignment

internal   literary elements   plot

STEP 2: Literary Elements

Getting Started	Almost There	Made It	Mastered It
Students identify literary elements	Students analyze characters.	Students analyze how the setting influences the characters.	Students analyze how characters and setting influence the plot.
10 Negatives	**Draw a Pig** If students created their own personality pig in the fiction lesson, start with step six.	**Re-create the Setting**	**Student Prompt:** What impact does the character and setting have on the problem and resolution? Support your response with evidence from the text. **This prompt would qualify as an Extended Constructed Response.**
Action: Revisit and add to the Tone and Mood Anchor Chart. **Ask Students:** How is determining the literary elements in drama different from fiction?	**Ask Students:** What was the most helpful (in the text) when determining the character's personality? Explain why.	**Ask Students:** How does the setting influence the characters in terms of their relationships and internal dialogues?	**Note:** The response provides an opportunity to check for understanding.

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Exploring Deeper
Lesson Framework - Drama

TEKS: Student Expectations

7.8C Analyze how playwrights develop characters through dialogue and staging (S).

Note: Lesson Framework Step Three focuses on the planning and presentation of a play. Plays are written to perform. Allowing students to perform provides relevancy to reading drama. Performing also supports the understanding of the importance of staging.

Important Academic Language for Alignment

staging   theater

STEP 3: Performance

Getting Started	Almost There	Made It	Mastered It
Students create job descriptions.	Students apply for a theater position and fulfill the job description.	Students preform a play.	Students rewrite a play into a story.
Job Jabber	Help Wanted	**Practice and Performance** Using their assigned roles, students prepare and preform the original play. Provide support as needed.	**Write a Story** 1. With a partner, students collaborate to rewrite the play creating a fictional story. Make sure each student writes the story. 2. Students share, compare, and justify. 3. Students add their story to their Core Writing anchor drafts.
Ask Students: Why do you think a job description is important?	**Ask Students:** What did you learn new about drama?	**Note:** Planning and performance can be as elaborate as time allows.	**Ask Students:** Is this text better as a play or story? Explain.

Write and Switch

Procedures

1. Organize students into groups of two or three.

2. Provide each group three words from the text and/or words connected to the theme/character/setting/events. Make sure each group receives different words.

3. Each group writes a short story using their three words.

4. Once the writing is complete, students exchange stories with another group.

5. Students read the new story and discuss how their story and the other group's story might connect.

6. Using the two stories, student groups predict what the text is about.

7. Students share, compare, and justify their predictions.

8. After reading, students revisit their predictions.

Thinking Bookmark

adapted from lead4ward Comprehension Kit

Supports understanding of key details, making inferences, making connections, and understanding theme and message.

Procedures

1 After reading, each student completes a thinking bookmark.

- What does it say? (two important details/events from the text).
- What does it mean? (one inference).
- Why does it matter? (real-world connection).

Note: The Thinking Bookmark serves as an opportunity to check for understanding.

2 Students share, compare, and justify.

What does it say?

Write two details/events from the text.

What does it mean?

Write one inference you made from your reading.

Why does it matter?

Make one real-life connections from the message/lesson learned.

A View from the Bridge
by Cherokee Paul McDonald

Write two details/eventsfrom the text.

Record one inference you made from your reading.

Make one real-life connections from the message/lesson learned.

What does it say?

The runner describes the fish in great detail for the boy.
"No, my friend, thank you for letting me see that fish."

What does it mean?

The runner appreciates the beauty of something he in the past had taken for granted.

Why does it matter?

We need to take the time to appreciate what nature has given us.

Write two details from the text.

What does it say?

Write one inference you made from the reading.
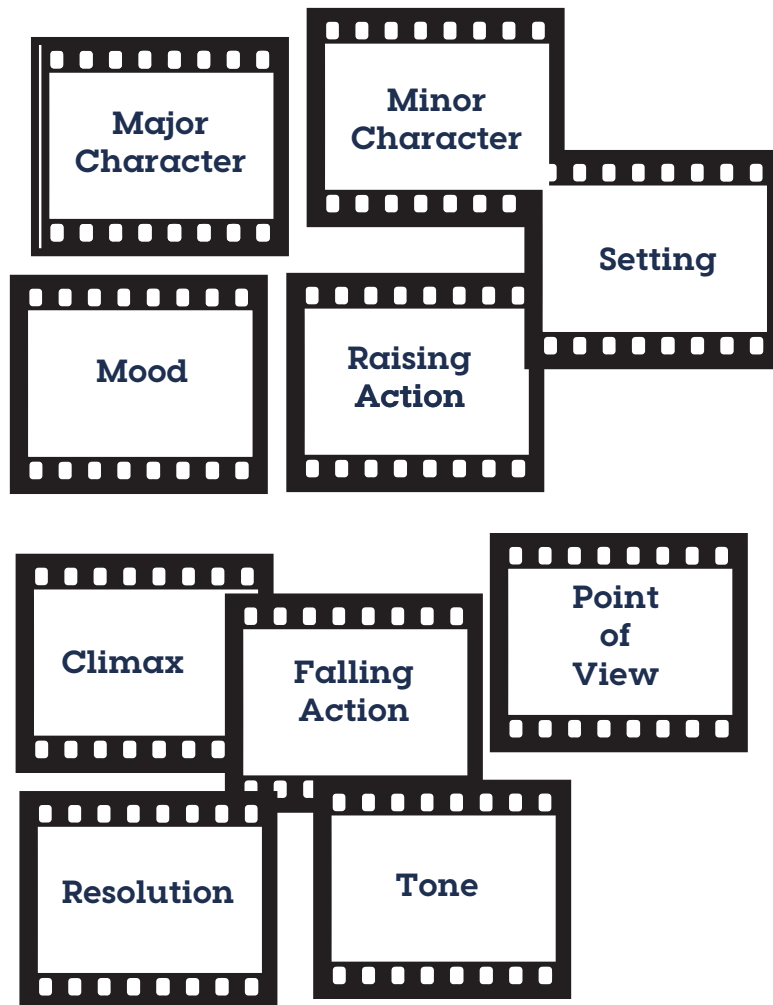
What does it mean?

Make a real-life connection from the message/lesson learned.

Why does it matter?

10

Negatives Revisit

Major Character

Minor Character

Setting

Mood

Raising Action

Climax

Falling Action

Point of View

Resolution

Tone

Procedures

1. Organize student into groups of two and provide each student a 10 Negatives handout.

2. Using the 10 Negatives handout and example handout (left), students cut apart the negatives and record the appropriate information on each negative.

3. Students save the negatives for future revisitis.

   Important: Tone and Mood is new in sixth grade. Allow students to guess the tone and mood with a reminder that tone is the author's attitude and mood is the reader's or characters feelings.

4. Allow student to revisit and the Tone and Mood anchor chart to add the tone and mood for the play.

10
Negatives
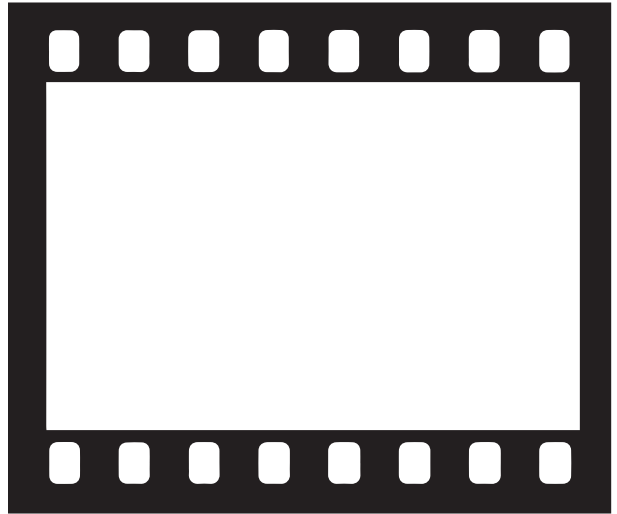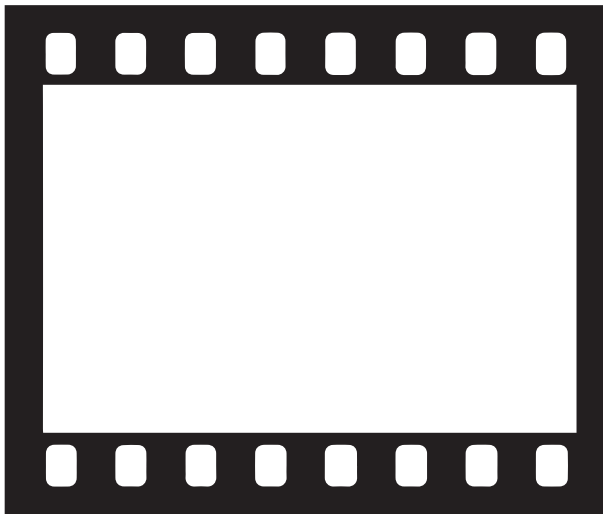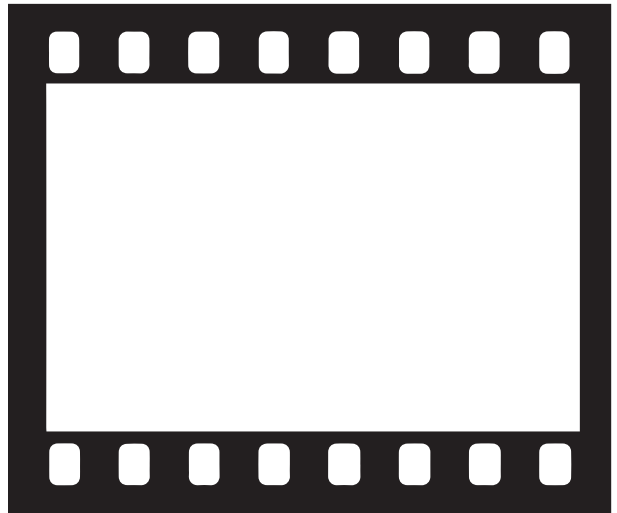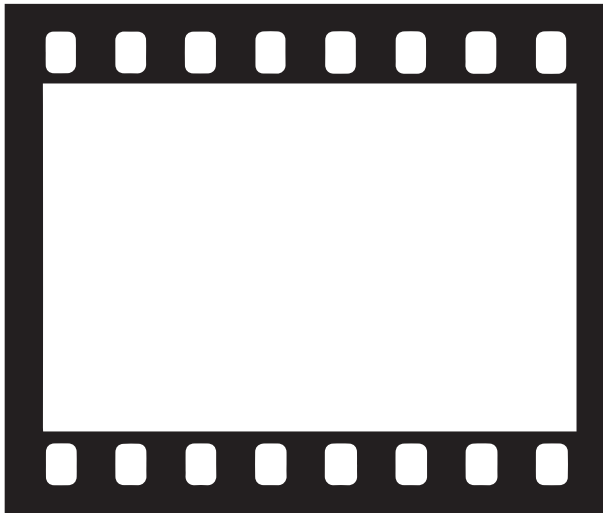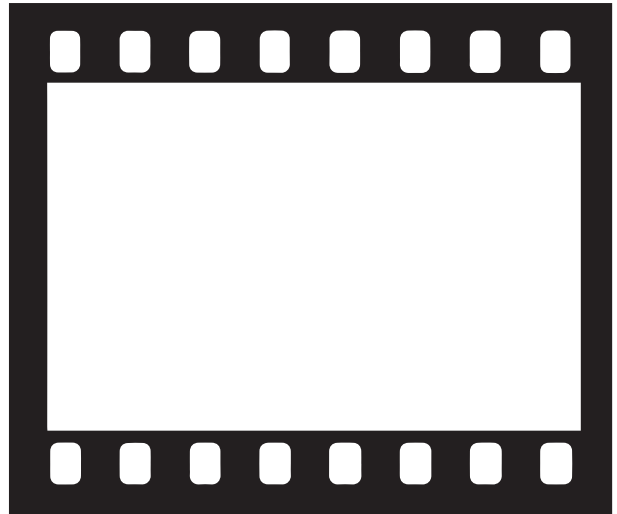
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Negatives
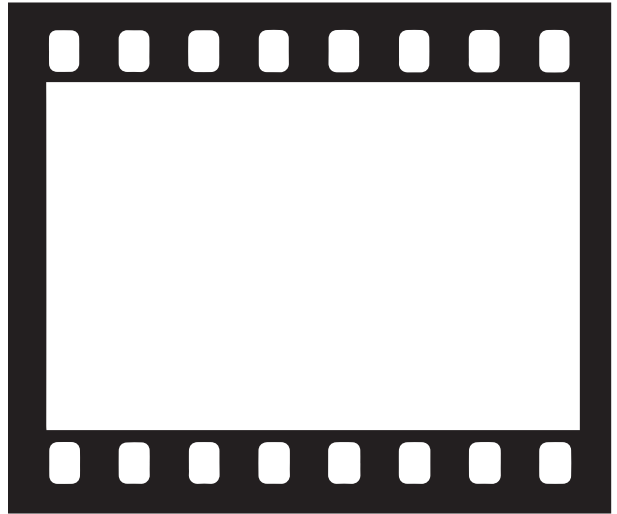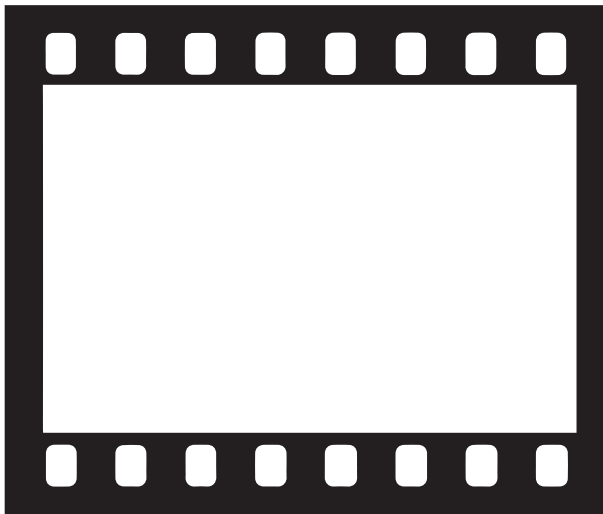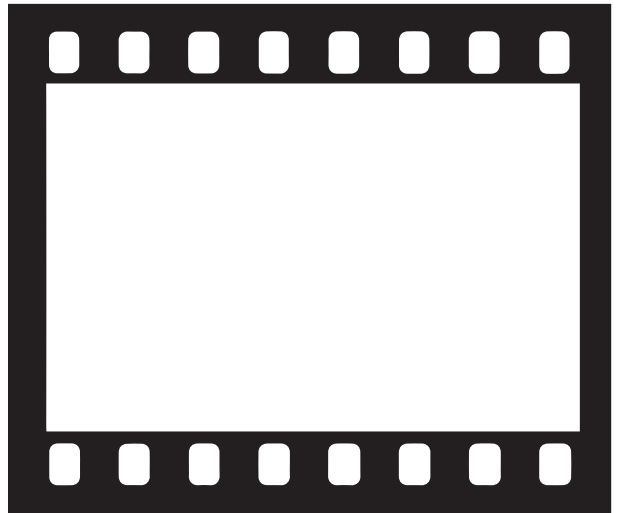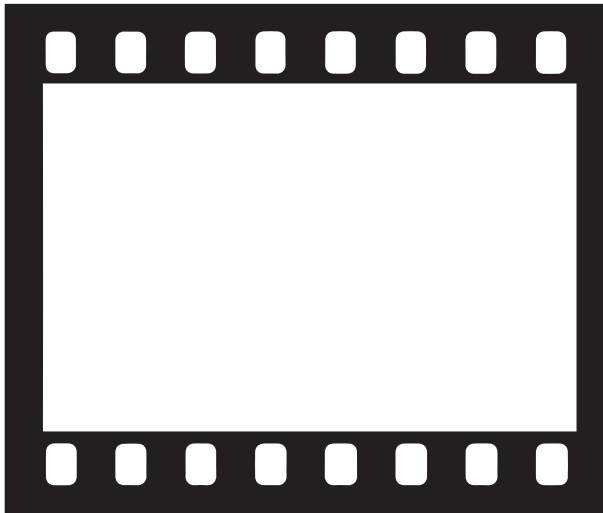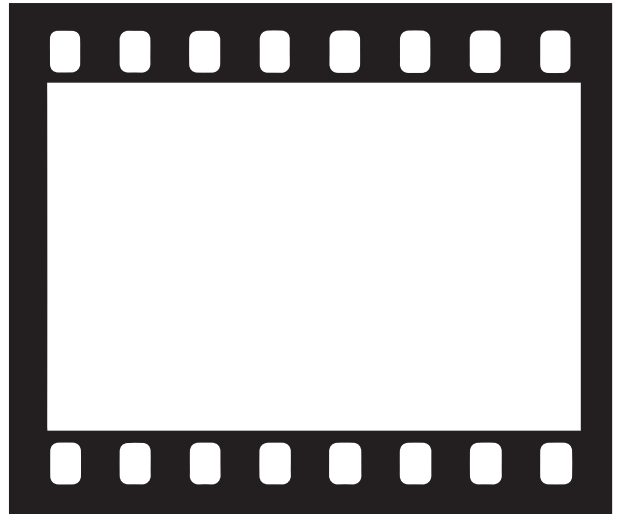
Draw a Pig

Procedures

1. Provide students a sticky note or blank piece of paper.
2. Ask students to draw a pig. Do not give any other directions.
3. Once everyone has completed their drawing, provide students a copy of the Personality Key.
4. Each student explores their own personality based on their drawing.
5. Provide students another sticky note or blank piece of paper.
6. Assign students a character from the text.
   Note: You may want to focus on the main character, a few characters, or all of the characters.
7. Using the Personality Key, students draw a pig to reveal their character.
8. Ask students to provide quotes from the text to support their drawing.
9. Students share, compare, and justify.

Personality Key

If you drew the pig:

- Toward the top of the paper – You tend to be positive and optimistic.
- Toward the middle – You tend to be a realist.
- Toward the bottom – You tend to be pessimistic and may be prone to behaving negatively.
- Facing left – You tend to believe in tradition and be friendly; you may also be prone to remembering dates well.
- Facing right – You tend to be innovative and active but may be prone to forgetting dates easily and may not have a strong sense of family.
- Facing front – You tend to be direct and may enjoy playing the role of devil's advocate; you also are prone to neither fearing nor avoiding confrontational discussions.
- With many details – You tend to be analytical but may also be prone to being cautious to the point that you struggle with trust.
- With few details – You tend to be emotional and to focus on the larger picture rather than focusing on details. You also tend to be a great risk taker and may sometimes be prone to reckless and impulsive decisions.
- With less than 4 legs showing – May indicate that you are living through a major period of change and as a result you may be prone to struggling with insecurities.
- With 4 legs showing – You tend to be secure and to stick to your ideals; however, others may describe you as stubborn.
- With large ears – Indicates how good of a listener you are (the bigger, the better).
- With a long tail – Indicates how intelligent you are (the longer, the better).

Re-create the Setting

Procedures

1. Organize students into groups of three.

2. Provide each group a different setting. Make sure all of the settings are different from the original text. Think about the historical and cultural setting when creating the new settings.

3. Students connect the main character to their new setting by illustrating a representation of the changed character due to the setting influence.

4. Students share, compare, and justify.

5. After each representation has been presented, students vote privately for the winner in each/some/one of the following categories:

   • Most interesting representation

   • Most colorful representation

   • Most detailed representation

   • Representation closest to the original character

   • Most clever representation
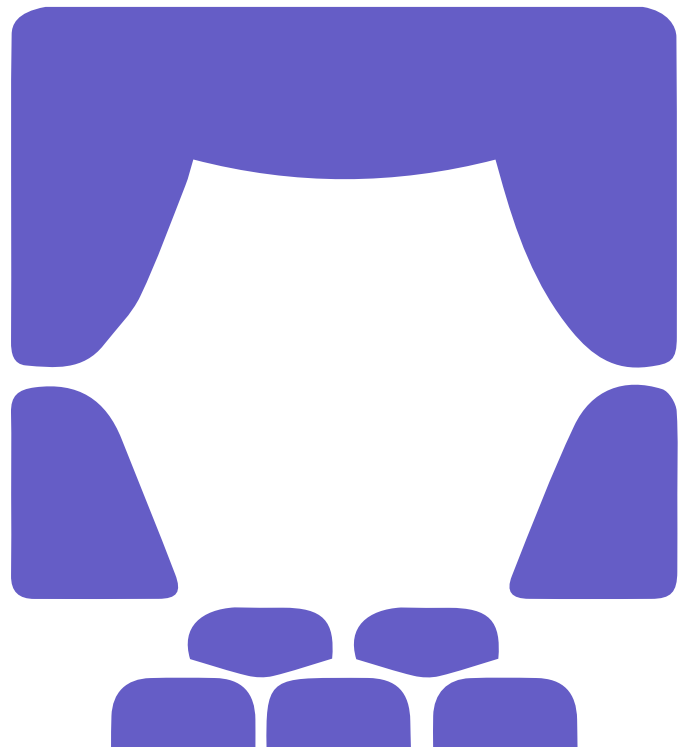
Note: Students may need a demonstration. Use a familiar text or movie, a previously read text, or a common children's book with a changed setting and illustrate a representation of the new character.

Job Jabber

Procedures

1. Organize students into groups of three.

2. Provide each group a piece of chart paper or poster board, a set of markers, colored pencils, and/or crayons.

3. Provide each group a job that will be required in the preparation and performance of the drama.

The jobs are as follows:

Director	**Co-Director**	**Camera Tech**
Stage Manager	**Design Coordinator**	**Design Team**
		Character #1

Note: Character names are listed individually based on the number of characters in the play. Each character is represented.

4. Define the meaning of job description and provide a few examples (if needed).
(job description: a written explanation that outlines the essential responsibilities and requirements of a vacant position/job. (hibob.com)

5. On their piece of chart paper or poster board, students create a job description for their job(s). Allow students to research for correct information. Encourage creativity.

6. Once the job descriptions have been completed and shared, display them around the room.

Help Wanted

Procedures

1. Allow students to engage in a gallery walk to view the job descriptions to identify three positions they have prior experience, find interesting, believe they are a "good fit", etc.

2. Provide each student three sticky notes or three pieces of paper with tape.

3. After students have identified their three choices, organize students into groups of four. The students discuss their choices.

4. After the discussion, students complete their three sticky notes.

   The notes include:
   - Student name

   - One piece of information- The information includes their experience, why they are interested, why they believe they are a "good fit", etc.

5. Once students complete their sticky notes, they place them on the appropriate Job Jabber poster.

Assigning Jobs: Using the information from the Job Jabber and the sticky notes. Jobs are assigned. Below are examples of how jobs could be selected.

Possible Selection Procedures
- Teacher selected.

- Student interviews with teacher.

- Student interviews with a team of peers.

- Student interviews with another teacher(s) or adult(s).

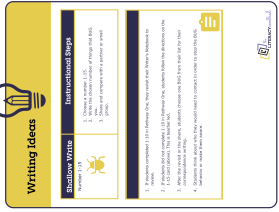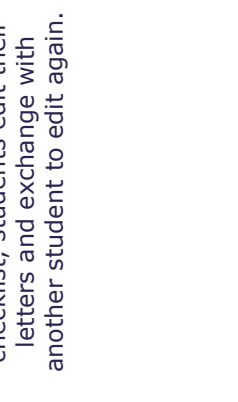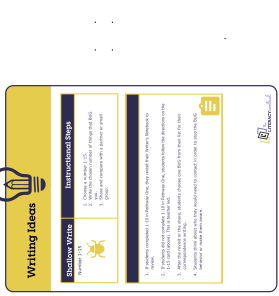- Student writes an argumentative essay as to why they are the best person for the job.

Help Wanted

Lesson Framework - Correspondence

TEKS

7,10C Revise drafts for clarity, development, organization…(R).
7.10D Edit drafts using standard English conventions (R).
7.10E Publish written words for appropriate audiences.
7.11D Compose correspondences that reflects an opinion, or requests information in a business or friendly structure (S).

Writing Process
7.10A, 7.10BiiCDi, 7.10DivDviiDviii

Experience It	Learn It (revision)	Learn It (editing)	Apply It	Connect It
Students explore purpose for writing a letter.	Students generate an idea, write and revise a friendly and business letter to express an opinion.	Students edit their own and others writing.	Students publish a friendly and business letter.	TBD by campus and/or disrict.
Writing Idea	Silent Get Ready! Get Set! Write! Think, Share, Respond	Using their completed Three Commonalities or editing checklist, students edit their letters and exchange with another student to edit again.	Students apply their revision and editing changes to both letters for the purpose of publishing. In small groups, students read aloud their letters.	
Note: As a review (if needed), model the structure of a letter.	**Action:** Organize students into groups of four. Students share something they changed in their writing to make it better.	**Ask Students:** Is it easier to edit your own or someone elses writing? Why?	**Action:** Place the published writing in a folder to create a portfolio for each student.	

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Writing Ideas

Shallow Write	Instructional Steps
Number 1-15	1. Choose a number 1-15. 2. Write the chosen number of things that BUG you. 3. Share and compare with a partner or small group.

1. If students completed 1-10 in Pathway One, they revisit their Writer's Notebook to review.

2. If students did not complete 1-10 in Pathway One, students follow the directions on the 1-15 card (above). This is teacher led.

3. After the revisit or the share, students choose one BUG from their list for their correspondence writing.

4. Students think about who they would need to contact in order to stop the BUG behavior or make them aware.

SILENT
Get Ready! Get Set! Write!

Procedures

1.
For a designated amount of time, allow students to think about their selected pet peeve. Students generate ideas about what they would like to achieve.

_____

_____

_____

_____

_____

2.
For two minutes students think about the differences in a friendly letter and a business letter when expressing their problem.

3.
For a designated amount of time, students write a friendly letter and a business letter to the appropriate person to address their problem.

_____

_____

_____

_____

_____

_____

_____

_____

T Think About It

1. Provide students the Think About It prompts (below).
   Note: The same prompts are used for both a friendly and business letter.

2. The purpose of the prompt is to engage students in active thinking during the revision process.

3. The prompts can be used as whole class prompts, small group prompts, or student/teacher conference prompts. (If student/teacher conferencing is used, record valuable information on a conference log to serve as a reference for future conferencing.)

   Note: It is not necessary to engage in conferences with every student, every day.

4. After the Think About It, students return to their letters to makes changes (if needed).

Prompt Examples for CORRESPONDENCE

Think about it. Does your writing communicate one clear opinion?

Find it. Where in your writing can the reader tell the letter is friendly or business?

Tell it (in your head). Did you support your opinion with details/examples?

Be honest. Is this something a playwright would want to receive? Why?

TEACHER/STUDENT CONFERENCE: Create a notebook or folder to organize conference notes. Make sure to include the following: student's name, date, title/description of the draft, and valuable information to include feedback and intervention ideas for future learning and conferencing.

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SHARE
RESPOND

S Share it

1. Organize students into groups of two.

2. Taking turns, each student in the group reads their letters aloud.

3. After reading, students exchange letters.

4. Using sticky notes, the students read their partners letter and respond to the following prompts:

   Is the opinion clear? How do you know?
   How did the writer express friendly? How did the writer express business?
   Is there enough details/examples/evidence to impact the playwright thinking?

5. Once the review is complete, each student returns the letters with the sticky notes to the original writer.

6. Students ask each other question for clarification (if needed).

R

Respond to it:

Students consider the feedback provided during the Share it and make revisions based on the feedback and their own reasoning.

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Writing

Application for Coherence, Purpose, Focus/Evidence, Structure, and Conventions

WRITING RUBRIC

	Mastered It	Made It	Almost There	Getting Started
Coherence	Flows and easy to understand	Easy to follow	Difficult to follow	Confusing
Purpose	Clear and concise	Obvious	Unclear (attempted)	Not evidenct
Focus/Evidence	Clear and to the point	Information is connected	Lacked information	Random
Structure	Creative and clear	Obvious	Somewhat disjointed	Incomplete or random

NOTES:

CONVENTIONS RUBRIC

	Mastered It	Made It	Almost There	Getting Started
Correct sentence structure.	Consistent	Adequate	Partial	Not evident
Capitalization	Consistent	Adequate	Partial	Not evident
Punctuation	Consistent	Adequate	Partial	Not evident
Grammar	Consistent	Adequate	Partial	Not evident
Spelling	Consistent	Adequate	Partial	Not evident

NOTES: