

b. preview

#### INSTRUCTIONAL DESIGN FRAMEWORK



# **Standard** Apply pre-reading strategies to aid comprehension: access prior knowledge c. predict with support or rationale

d. set a purpose and rate for reading

#### The What Comprehension by using pre-reading strategies

# The How (DOK)

- Access prior knowledge
- Preview
- Predict with evidence
- Set a purpose
- Set a rate

# **Academic Vocabulary**

Strategies Predict Prior Evidence Preview Access

#### **Kid Friendly Objective**

- I will comprehend what I read by accessing prior knowledge.
- I will comprehend what I read by previewing the text.
- I will comprehend what I read by making predictions based on what I read.
- I will comprehend what I read by setting a purpose for what I read.
- I will comprehend what I read by setting a rate for my reading.

#### **Assessment of Kid Friendly Objectives**

Read a short passage aloud to students. Stop passage and have student write a prediction based on what they have heard.

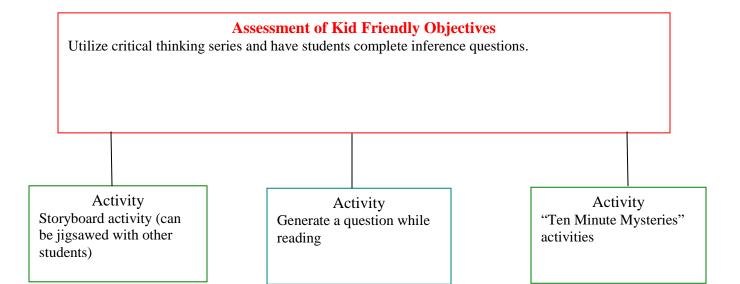
Activity Political cartoon analysis using background knowledge to understand author's intent.

Activity Inner voice sheets (Chris Tovani)

Activity Use a "doctored" photo to have kids make predictions.

# R<sub>1</sub>G **Standard** During reading, utilize strategies to a. determine meaning of unknown words self-monitor comprehension c. question the text d. infer visualize e. paraphrase summarize The How (DOK) **The What** Determine meaning Comprehend while Self-monitor reading Question text Infer Visualize Paraphrase Summarize **Academic Vocabulary** Self-monitor Paraphrase Infer Strategies Summarize Visualize **Kid Friendly Objective** I will comprehend what I read by determining meaning of unknown words self-monitoring my comprehension questioning text making inferences visualizing

- paraphrasing
- summarizing



#### R1H

#### **Standard**

Apply post-reading skills to comprehend, interpret, analyze, and evaluate text:

- a. identify and explain the relationship between the main idea and supporting details
- b. question to clarify
- c. reflect
- d. draw conclusions
- e. paraphrase
- f. summarize

#### The What

#### Post reading:

- Comprehension
- Interpretation
- Analyze
- Evaluating

#### The How (DOK)

- Identify and explain the relationship between the main idea and supporting details
- Question to clarify
- Reflect
- Draw conclusions
- Paraphrase
- Summarize

#### **Academic Vocabulary**

Main idea Interpret Analyze Evaluate Draw conclusions Supporting details Clarity Reflect

Identify
Paraphrase
Summarize
Details

#### **Kid Friendly Objective**

I will comprehend what I read by:

- identifying/explaining relationships between main ideas and details
- asking questions to clarify what I've read
- reflecting on what I've read
- drawing conclusions from what I've read
- paraphrasing text
- summarizing text

#### **Assessment of Kid Friendly Objectives**

Multiple choice assessment of inference and analysis based on a selected passage.

#### Activity

Take a paragraph, paraphrase one or two lines then summarize the passage.

Activity sing Six-Way paragra

Using Six-Way paragraphs to focus on main idea.

Activity
After reading a short story
or nonfiction essay,
generate ideas about a
theme

06/17/2009



#### Standard

Compare, contrast, analyze and evaluate connections:

- a. text to text (information and relationships in various fiction and non-fiction works)
- b. text to self (text ideas and own experiences) text to world (text ideas and the world by analyzing and evaluating the relationship
- c. between literature and its historical period and culture)

#### The What

- Compare
- Contrast
- Analyze
- Evaluating

#### The How (DOK)

Juxtaposing:

- Text to text
- Text to self
- Text to world

#### **Academic Vocabulary**

Compare Contrast

Analyze Evaluate

# **Kid Friendly Objective**

- I will compare text using examples from other texts, my own experiences and the world.
- I will contrast using examples from other texts, my own experiences, and the world
- I will analyze using examples from other texts, my own experiences, and the world
- I will evaluate using examples from other texts, my own experiences, and the world

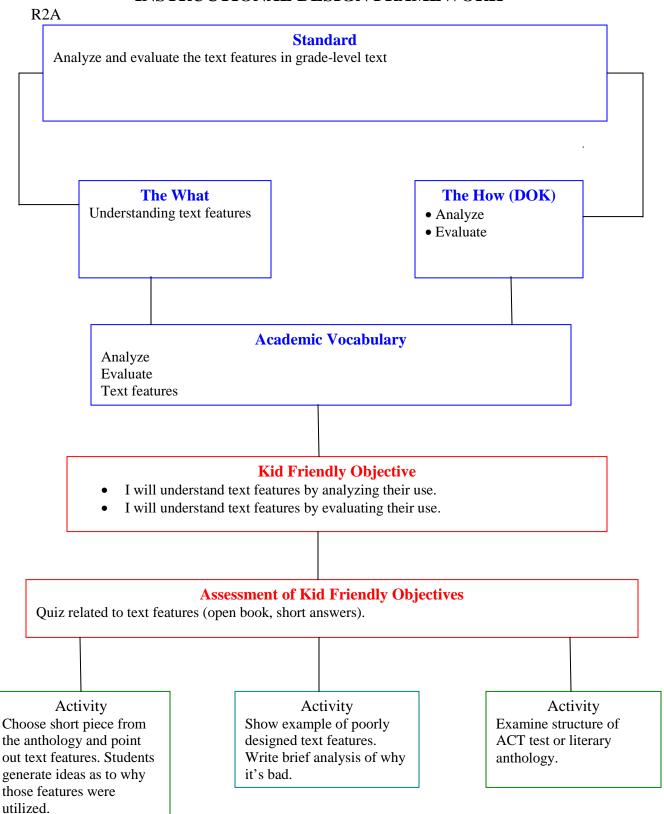
# **Assessment of Kid Friendly Objectives**

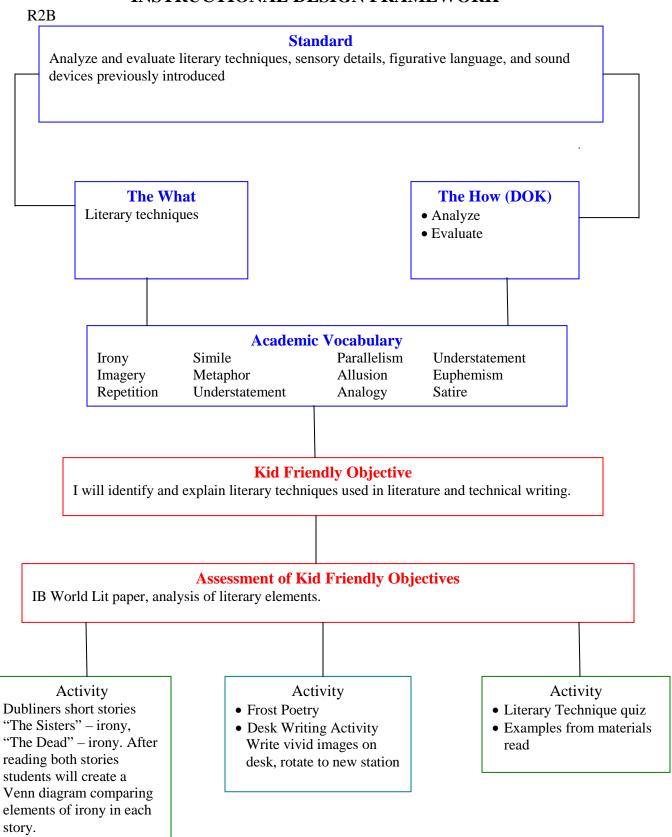
Complete a graphic organizer (comparison/contrast, evaluation of text).

Activity
Graphic organizer
connecting text (or
passage) to self, another
literary work, culture and
historical event.

Activity Inner voice sheets

Activity Informal class discussion related to students experiences.







#### **Standard**

Use details from text(s) to

- a. demonstrate comprehension skills previously introduced
- b. analyze character, plot, setting, point of view
- c. analyze the development of a theme across genres
- d. evaluate the effect of tone on the overall meaning of work

# The What

Use details from the text

#### The How (DOK)

- Demonstrate
- Analyze
- Evaluate

#### **Academic Vocabulary**

Analyze Character Theme Setting Point of view Evaluate Genre Tone Plot

Comprehend

### **Kid Friendly Objective**

- I will use details from the text to analyze and evaluate character.
- I will use details from the text to analyze and evaluate plot.
- I will use details from the text to analyze and evaluate point of view.
- I will use details from the text to analyze and evaluate development of theme.
- I will use details from the text to analyze and evaluate tone.
- I will use details from the text to analyze and evaluate genres.

#### **Assessment of Kid Friendly Objectives**

Write a brief one to two page paper in which students use details from text to evaluate the effect of tone on the overall meaning of work.

Activity Story structure MAP, plot, pyramid, setting, theme Activity

Paragraph analyzing development of "Paralysis" theme in <u>Dubuners</u> and <u>Gatsby</u>

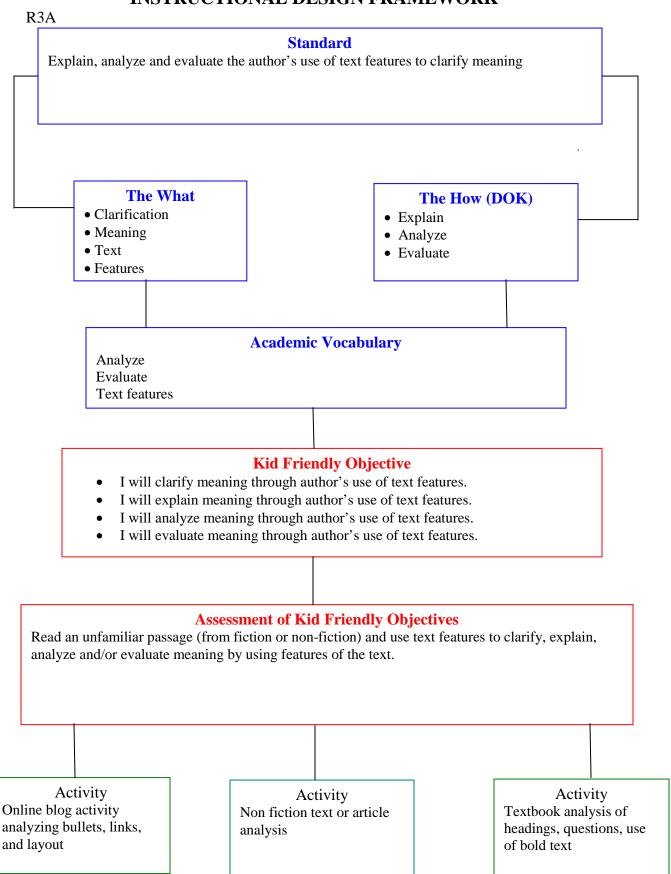
traits

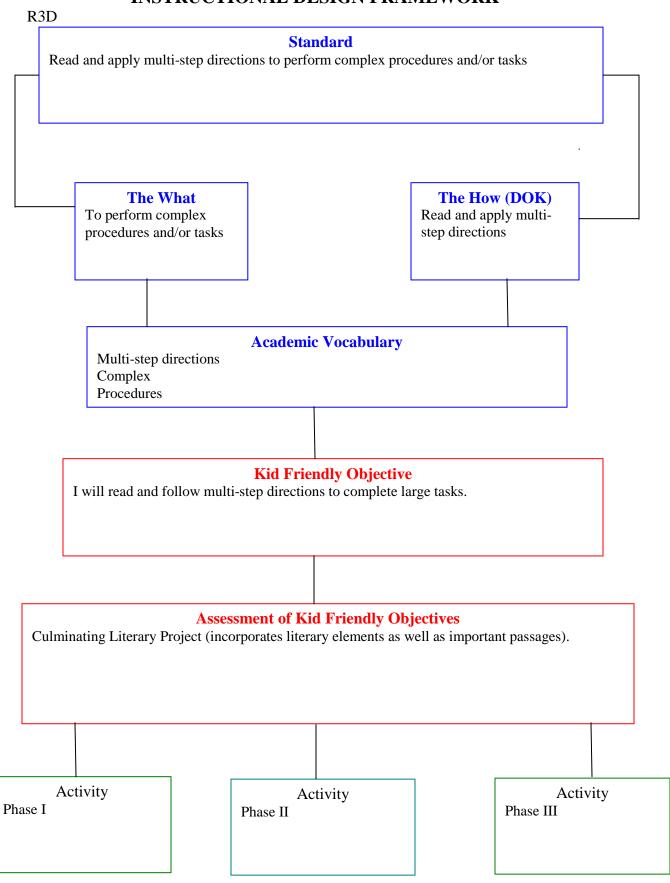
Character MAP

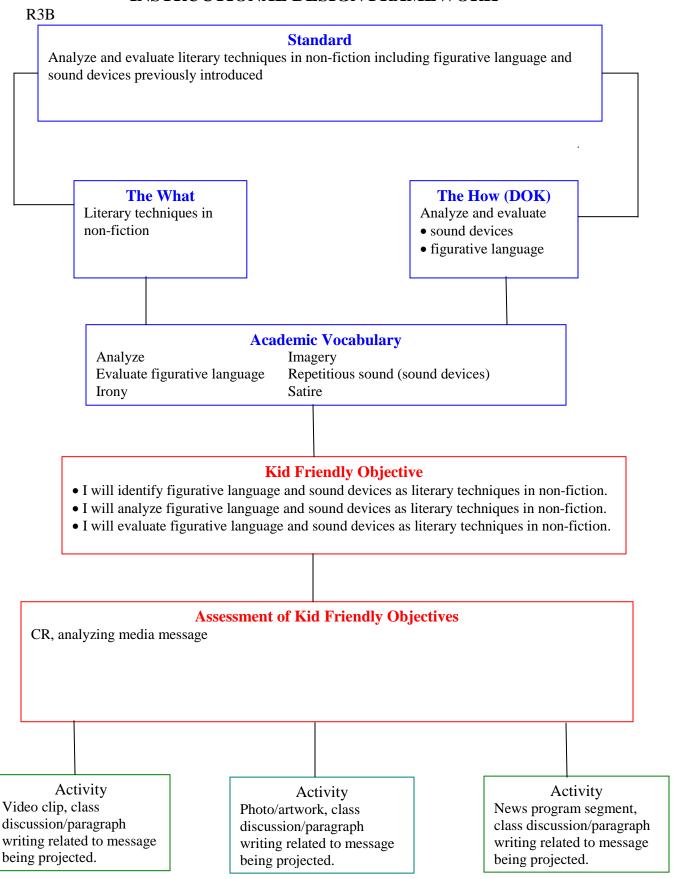
- traits
- actions
- relationship to others

Activity

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#### R<sub>3</sub>C

#### Standard

Use details from informational and persuasive text(s) to

- a. analyze and evaluate the organizational patterns
- b. identify and analyze faulty reasoning and unfounded inferences
- c. evaluate proposed solutions
- d. evaluate for accuracy and adequacy of evidence
- e. analyze and evaluate the type of appeal (emotional, ethical, and logical)
- f. evaluate effect of tone on the overall meaning of work
- g. analyze and evaluate point of view
- h. analyze and evaluate author's viewpoint/perspective
- i. demonstrate comprehension skills previously introduced

#### **The What**

Details from text

#### The How

- analyze and evaluate the organizational patterns
- identify and analyze faulty reasoning and unfounded inferences
- evaluate proposed solutions
- evaluate for accuracy and adequacy of evidence
- analyze and evaluate the type of appeal (emotional, ethical, and logical)
- evaluate effect of tone on the overall meaning of work
- analyze and evaluate point of view
- analyze and evaluate author's viewpoint/perspective

#### **Academic Vocabulary**

Argumentative Organizational patterns Faulty reasoning Unfounded inferences
Proposed solutions

Evidence

Appeal Tone

Point of View

Perspective

# **Kid Friendly Objective**

- I will use details from argumentative text to analyze organization.
- I will use details from argumentative text to analyze faulty reasoning.
- I will use details from argumentative text to analyze solutions.
- I will use details from argumentative text to analyze evidence.
- I will use details from argumentative text to analyze tone
- I will use details from argumentative text to analyze point of view.

#### **Assessment of Kid Friendly Objectives**

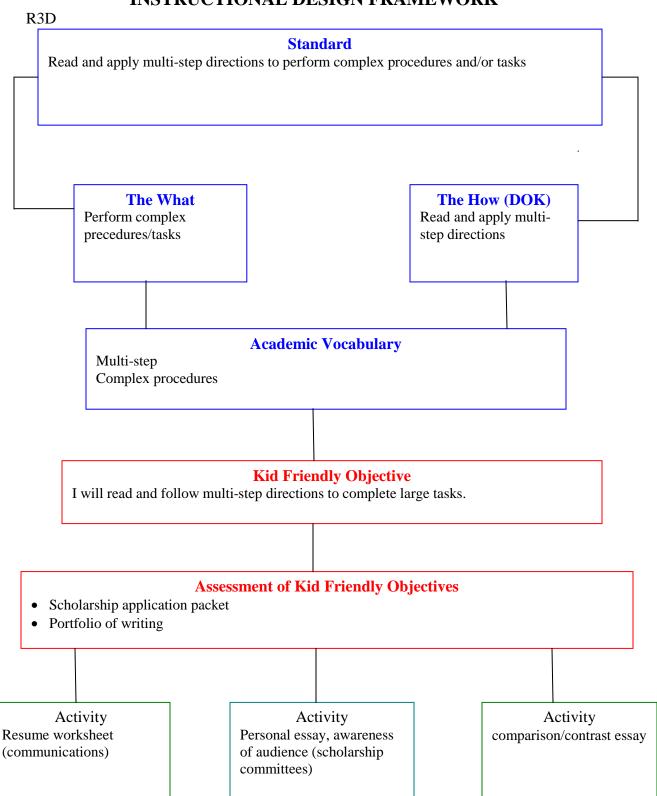
CR paragraph analyzing author's viewpoint.

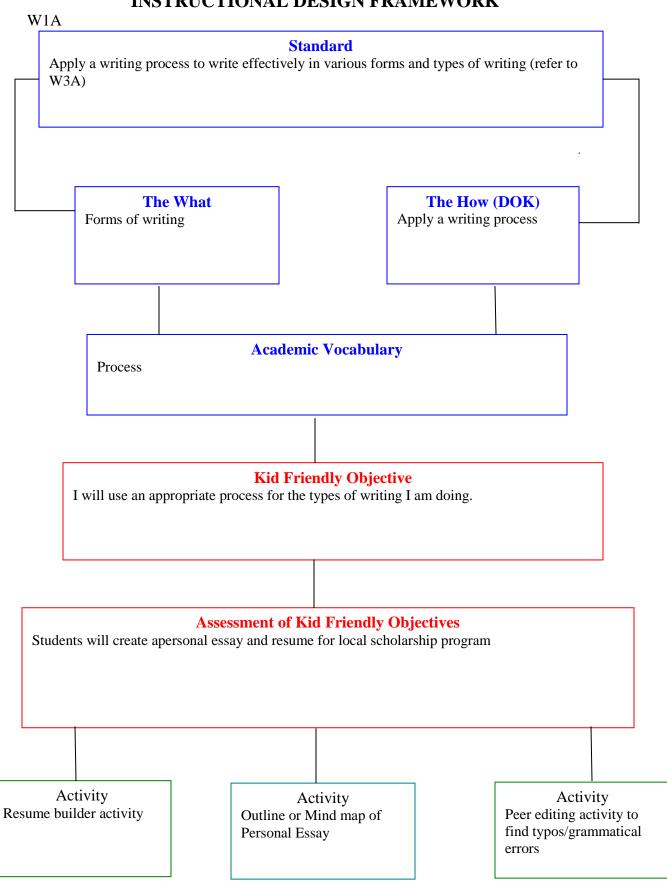
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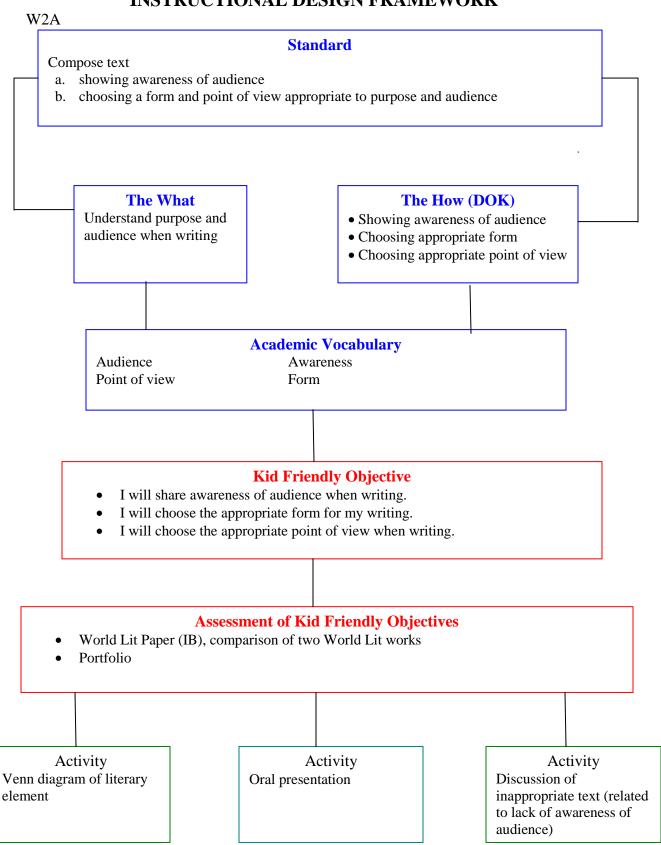
Activity
In groups, evaluate
solutions proposed for a
global or national
problem.

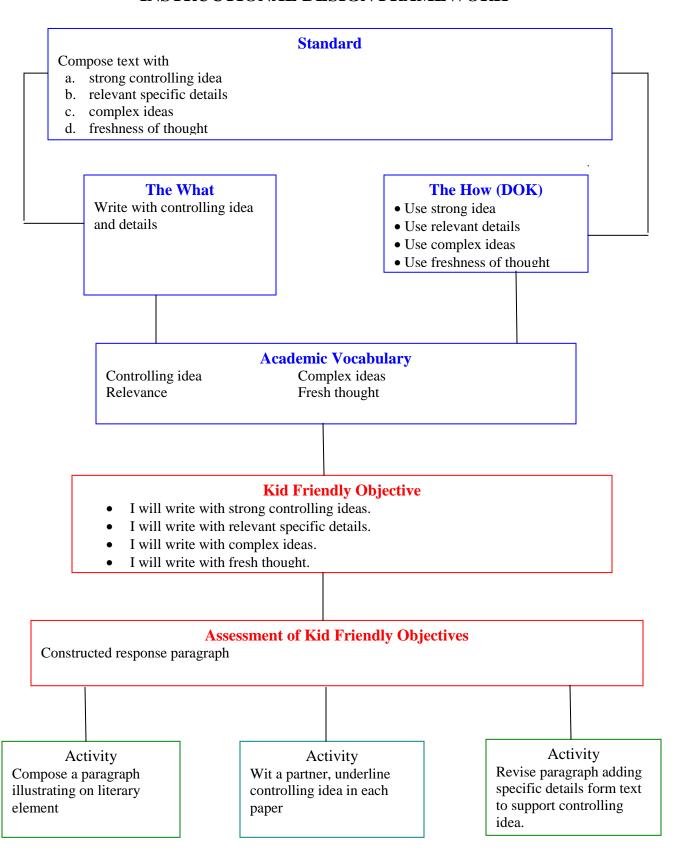
Activity
Analyze magazine ad for
types of appeal (emotional,
ethical, and logical)

Activity CR, evaluating tone on overall meaning of work

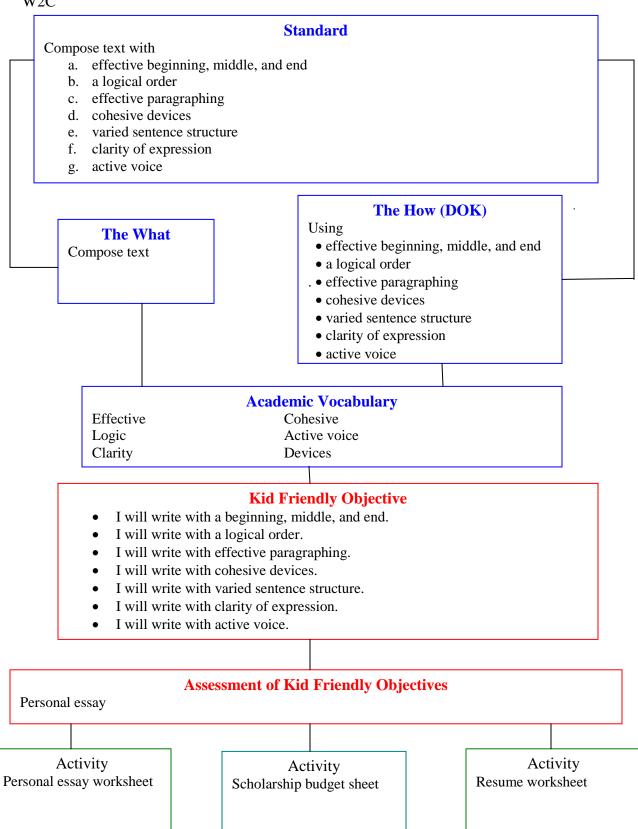


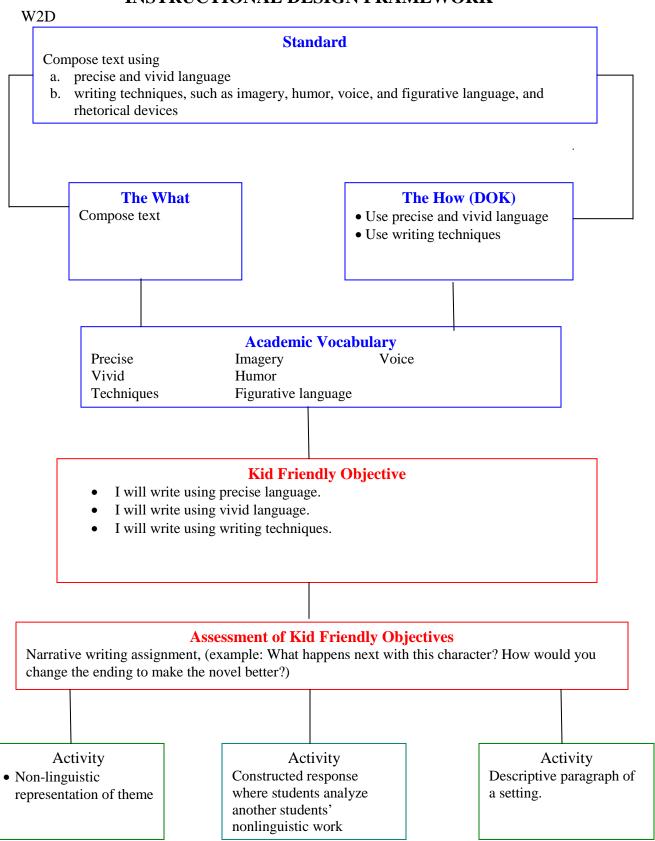


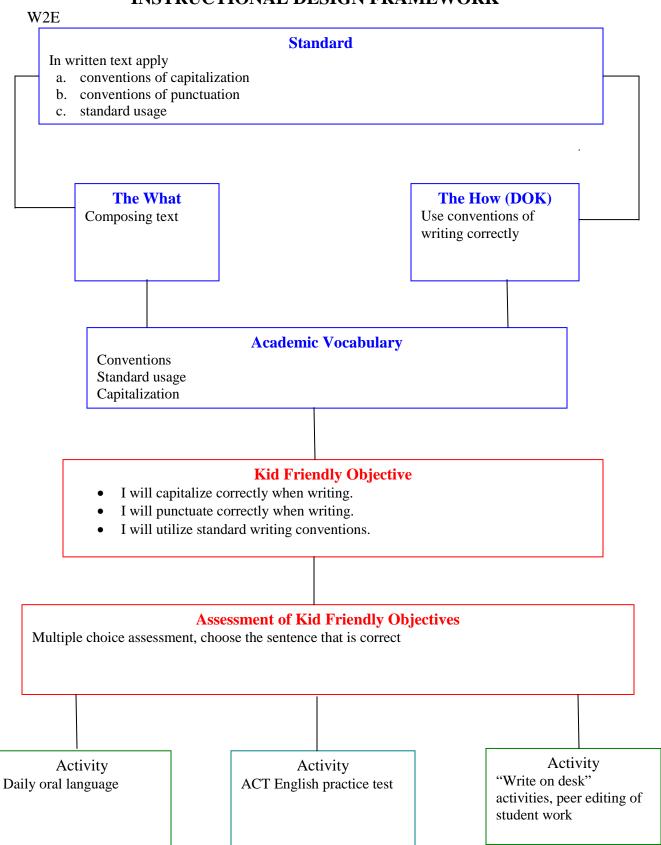




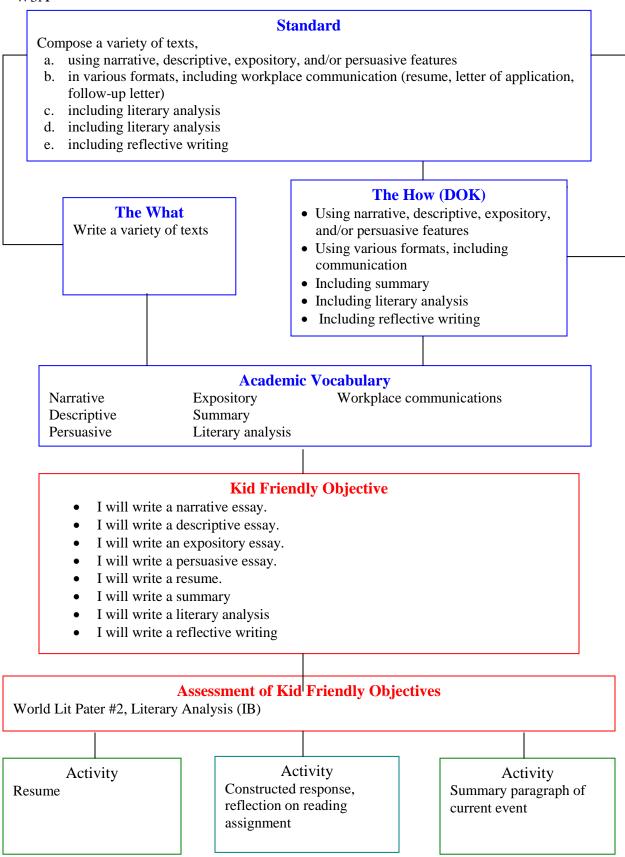
#### W2C





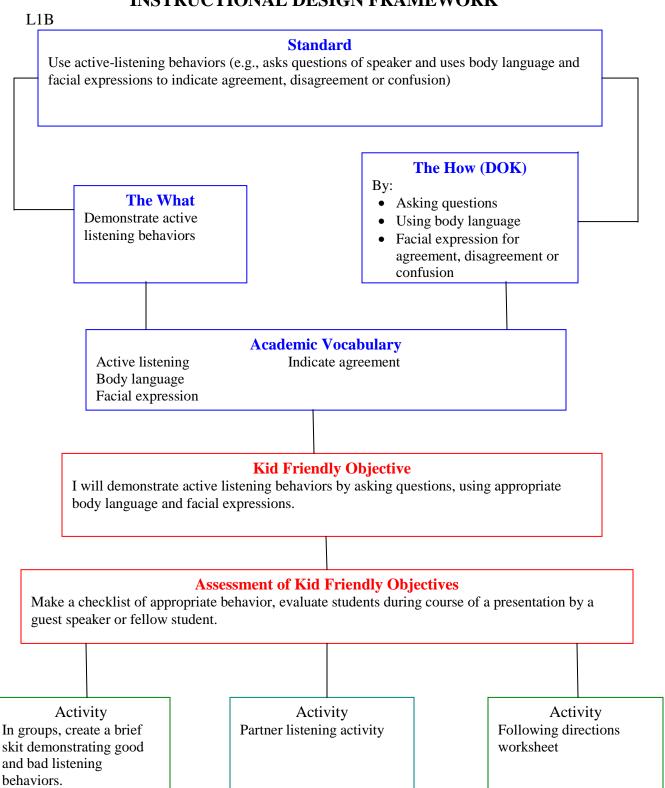


#### W3A



#### L<sub>1</sub>A

# **Standard** Listen • for enjoyment • for information for directions • critically to summarize and evaluate communications that inform, persuade and entertain • to evaluate own and others' effectiveness in presentations and group discussions, using provided criteria The What The How (DOK) Listen effectively for a variety of Evaluate and summarize oral communications purposes **Academic Vocabulary** Effectiveness Reliability Summarize Persuade **Evaluate** Criteria Validity Inform Persuade **Kid Friendly Objective** I will evaluate and summarize various forms of oral communication. **Assessment of Kid Friendly Objectives** Quiz over information Essay evaluating information presented Activity Activity Activity Guest speaker After viewing film, Oral directions for College application students will record enjoyable activity. process important information



#### L2A

#### **Standard**

In discussions and presentations,

- create concise presentations on a variety of topics
- incorporate appropriate media or technology
- respond to feedback
- defend ideas
- demonstrate poise and self-control

#### The How (DOK)

#### By:

- The What
  Participate in discussions

   creating concise presentations on a variety of topics
  - incorporating appropriate media or technology
  - responding to feedback
  - defending ideas
  - demonstrating poise and self-control

#### **Academic Vocabulary**

Discussion Presentations Feedback

and presentations

Media Technology

Poise Self-control

#### **Kid Friendly Objective**

- I will participate in discussion by creating concise presentations on a variety of topics, incorporating appropriate media or technology, responding to feedback, defending ideas, demonstrating poise and self-control.
- I will participate in presentation by creating concise presentations on a variety of topics, incorporating appropriate media or technology, responding to feedback defending ideas, demonstrating poise and self-control.

# Assessment of Kid Friendly Objectives Oral commentary (IB)

Activity Summer Reading Book Talk

Activity Individual oral presentation, comparison of two works read (IB) Activity

- Self evaluation of poise/use of technology
- Peer evaluations

