

Final Exam  
EDUC 417 & EDUC 572  
Lesson Planning for Informational Text

Name:

**PART A**

Directions for PART A:

- Open the “Final Exam” folder in Moodle (it includes resources needed)
- Select a 4<sup>th</sup>-5<sup>th</sup> grade informational text passage from the “ELA Exemplar Texts for Grades 4-5” document (record info about text in template)
- Determine text complexity (record info in template below)
  - Quantitative (use Lexile.com link to determine Lexile)
  - Qualitative (use “Informational Texts Qualitative Measures Rubric”)
  - Reader and Task (use “Reader and Task Considerations Guide”)
- Read the passage
- Determine what “Key Insights” students should take from the text and record in template
- Select 5-10 Tier II (academic) vocabulary words and record in template; include definitions
- Write 5-10 text-dependent questions (some should address the Tier II vocabulary words you previously listed)
- Develop a writing prompt (explanatory, opinion/argument, or narrative) that requires students to use text evidence in their responses (should link to CCSSs); students’ responses to the prompt should allow you to determine if the students have acquired the “Key Insights” for the selection
- List the ELA Common Core Standards to which students will be exposed by completing this task (reading and writing)
- Describe “scaffolding” provided for struggling learners or ELLs

<b>Text grade band placement:</b> _____	
<b>Text</b>	<b>Text Complexity Analysis</b>
<b><u>Text 1:</u></b>  <b>Title:</b>  <b>Author:</b>  <b>Copyright:</b>	<b>Quantitative:</b> Lexile:  <b>Qualitative:</b> _____ <b>complex</b> (Explain.)  <b>Reader and Task:</b> (Explain.)

ELA Common Core Standards addressed by task	
(Bulleterd list)	
What key insights should students take from this text?	
(Bulleterd list)	
Academic Vocabulary	
(Bulleterd list with definitions)	
Text-Dependent Questions	
(Bulleterd list)	
Writing Mode	Writing Prompt
_____	(Explain.)
Scaffolding and support for special education students, English language learners, and struggling readers: (Explain.)	

## PART B

Directions for PART B:

- The table below lists MAJOR activities you would possibly do each day if your students spent 4 days on this passage. **Briefly** explain in the table how you would do these in your classroom each day.

Day	MAJOR Lesson Activities	How You Would Have Your Class Complete These
1	Introduce vocabulary; 1 <sup>st</sup> Close Reading	
2	2 <sup>nd</sup> Close Reading with Questioning	
3	3 <sup>rd</sup> Close Reading with Questioning	
4	Complete Writing Prompt	

## PARC C

Directions for PART C:

- Complete the Tusculum College Lesson Plan Template **FOR ONE HOUR OF ONE DAY** based upon the information you included for Day 1, 2, OR 3 in the previous table. (You may want to consider the text in **red font** in completing each section)

### Tusculum College Lesson Plan Template Summer 2013

Name:

Subject/Grade: ELA/5<sup>th</sup> Grade

Estimated Time Frame: 1 Hour

Standard(s): *Include the ELA standards in your bulleted list that are addressed in THIS LESSON ONLY (do not copy the entire list unless all the standards are addressed in this lesson).*

Big Idea(s)/Essential Question(s): *This may be your “Key Insights” from the template.*

New Learning: *You do NOT have to list information for all four categories.*

Vocabulary – *You may copy your vocabulary list from your template.*

Concepts –

Skills –

Applications -

Learning Target(s)/Objective(s): *Based on the standards you are covering in this lesson and the “Key Insights,” what is the learning target or objective for this particular lesson.*

Summative Assessment: <i>This may be your writing task. If so, copy and paste it here.</i>
Instructional Strategies/Activities: <i>Include those on the Lesson Plan checklist.</i>
Materials and Resources: <i>It is possible that your only item here may be your passage.</i>

### INSTRUCTIONAL STEPS

BEGINNING	Assessment	Anticipated Learning Difficulties/Misunderstandings and Strategies to Address Them
<ul style="list-style-type: none"> <li><i>How will you support vocabulary development to help students understand the text and gain an enduring understanding of the words you have chosen?</i></li> </ul>		<ul style="list-style-type: none"> <li><i>What special supports will you provide to struggling readers, special education students, and English Language Learners?</i></li> </ul>

MIDDLE	Assessment	Anticipated Learning Difficulties/Misunderstandings and Strategies to Address Them
<ul style="list-style-type: none"> <li><i>How will you conduct the initial close reading and re-readings of the text?</i></li> </ul> <p><b>(Your lesson may not follow the “I do, we do, you do” pattern. If not, include the steps you will use in your lesson in SEQUENTIAL order. Include the SPECIFIC close reading questions you will ask related to SPECIFIC parts of the passage.)</b></p> <p>Content Input ( “I do” activities):</p> <p>Guided Practice (We do):</p> <p>Independent Practice (You do; may include Homework):</p>		<ul style="list-style-type: none"> <li><i>What special supports will you provide to struggling readers, special education students, and English Language Learners?</i></li> <li><i>What are the most challenging sections of the text, and how will you help students through them?</i></li> </ul>

END
-----

**TEACHER REFLECTION**

Reflection on Lesson Plan and Delivery (to be completed after lesson is taught): *You do NOT complete this section.*