

FIGURE 9.6: Lesson Plan for What-How-Why (Individuals)

Lesson Step	Explanatory Notes for the Teacher
1. Teacher prepares and assembles the necessary materials.	<p>1a. Choose content-related and standards-aligned text for teacher modeling and student reading (note that your chosen text must feature an individual), and then:</p> <ul style="list-style-type: none"> • Chunk the text into three parts as shown in the sample text (figure 9.1, page 115). • Complete the reproducible organizer (figure 9.5, page 119) as a key for modeling with your text in preparation for teaching the lesson. <p>1b. Prepare photocopies for students of your selected text, a mini-lesson for teaching students how to embed textual evidence (figure 9.3, page 117), the student-friendly definitions (figure 9.4, page 118), and the What-How-Why reproducible organizer for individuals (figure 9.5).</p> <p>1c. As appropriate, assemble technology to use in modeling the strategy for students (for example, document camera, PPT slides, SMART Board, overhead transparencies, or an enlarged poster version)</p>
2. Teacher identifies the content standard from state or district standards for students.	Display the content-specific standard you want students to understand and retain as a result of their reading, thinking, and writing. Discuss the standard with the students.
3. Teacher shares an advance organizer, reviews the student-friendly definitions, and distributes teacher-prepared materials.	<p>Share the following advance organizer or one of your own choosing:</p> <p>Authors write about individuals for many reasons. Perhaps they are respected, memorable, or influential. Maybe they are well loved, like Mother Theresa, or loathed, like Hitler. Or, an author may write about individuals at a time in their lives when they are becoming self-aware or facing a particular challenge about which readers might be interested. Authors may even write about themselves! Our challenge as a reader is first to understand what the text is about and then to discover how and why the individuals are developed and interact over the course of the text. This strategy will provide practice in tackling these challenges.</p>
4. Teacher models and provides rehearsal opportunities, gradually releasing responsibility to students for doing more of their own thinking and writing.	<p>Teacher models: Chunk 1</p> <p>Ask students to read the first text chunk silently. You will then read it aloud, stopping as soon as you can identify the individuals the author has chosen to write about. Record the answer on the “What individuals develop and interact” row of the organizer (figure 9.5, page 119).</p>

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<p>4. Teacher models and provides rehearsal opportunities, gradually releasing responsibility to students for doing more of their own thinking and writing.</p> <p><i>(continued)</i></p>	<p>Ask students to look at column A on the organizer as you discuss the items on the list and explain how this list will serve as a reference and resource for how ideas are developed—what you will now model identifying. Armed with these examples, start reading aloud from the beginning of the chunk again, this time to identify examples in the text to answer how the author is developing the individual(s). Record the answers on the organizer and continue to think aloud as you process and record answers for the rest of this chunk.</p> <p>Next, tell students it is time to analyze why the author is developing these individuals—what is the author’s purpose? Ask students to refer to column B on the organizer and explain the items from the list. Armed with this information, start reading the chunk aloud again from the beginning and think aloud as you process and write reasons that relate to the author’s purpose on the organizer.</p> <p>Students work with teacher: Chunk 2</p> <p>After students read the second chunk silently and you read it aloud to them, tell students you want them to see if they can identify and underline examples in the text related to how the author is developing individuals (column A). Call on students to share their ideas. Think aloud, process, and record accurate examples on the organizer.</p> <p>Next, ask students to focus on answering the “why?” question. Give them time to underline sections of the text that might relate to or be important clues regarding the author’s purpose or why the author is developing these individuals (column B). Call on students to share their answers. Facilitate a conversation as they discuss and defend their answers. Capture accurate student answers on the organizer.</p> <p>Students work with peers: Chunk 3</p> <p>After students read the third chunk silently and you read it aloud to them, tell students you want them to work independently to identify how and why the author is developing individuals in this chunk of text. Have students work interdependently with a peer to agree on their answers for “how?” in this chunk. Next, have partners discuss, agree on, and record possible answers for the “why?” question.</p>
<p>5. Teacher formatively assesses student work.</p>	<p>Call on partners to display their answers to “how?” and “why?” for chunk 3. Facilitate a conversation as students discuss the merits of the work that is displayed. Record accurate models on the organizer. Formatively assess as many students as possible from the work that is displayed and the discussion.</p>

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5. Teacher formatively assesses student work. (continued)	NOTE: At this point, you have two options: (1) conclude this lesson by going directly to steps 6 and 7, temporarily skipping the +feature (schedule the +feature for a later class period using the same text and organizers students have completed up to this point), or (2) extend this lesson by incorporating the +feature followed by steps 6 and 7.
What-How-Why (Individuals)+	
<p>Teacher models</p> <p>Ask students to follow along as you read the +prompt aloud (figure 9.5, page 119). Tell students that in order to provide a well-written response to the prompt, they will need to embed words and phrases (evidence) from the text into their answers. Use figure 9.3 (page 117) as a guide for showing them how to effectively embed textual evidence into their writing. Next, tell students they will need to go to the planning area on their organizers where they will work to complete the sentence stem.</p> <p>Students work with teacher</p> <p>Tell students that the stem requires them to do some synthesizing and narrowing of information from the text. Ask students to think about what criteria they can use to narrow their choices in order to answer the stem. Write accurate examples on the board. Working independently, ask students to apply the criteria to narrow their “how” and “why” choices and be prepared to defend them.</p> <p>Students work with peers</p> <p>Next, as students work interdependently with a peer, ask them to reach consensus on their answers and complete the sentence stem that will guide them as they write the constructed response. Finally, ask students to move from the simple completion of the sentence stem to writing a more developed and elaborate response to the +prompt—one that will include embedded textual evidence. Give partners work time. As students work, circulate to answer questions and give feedback.</p> <p>Teacher formatively assesses students</p> <p>Call on several pairs of students to display their answers to the prompt. Ask students to compare displayed answers and facilitate a discussion about the merits of each. Students can either identify one answer as exemplary or can write an entirely new exemplary answer as a class with your guidance.</p>	
6. Teacher returns to the content standard to identify progress in understanding and retaining new content.	<p>In order to identify student progress with the new content, ask students to write an exit ticket in response to this stem:</p> <p>In what ways did the reading, thinking, and writing you did today help you understand the content standard? Explain.</p>
7. Closure	Ask students to reflect on their current level of understanding of the content standard(s) and the literacy skill(s) they worked with today by using “fist to five” hand signals to the following questions as you display them, read them aloud, and ask for student responses:

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<p>7. Closure (continued)</p>	<p>On a scale of fist to five, where making a fist means not at all and holding up all five fingers means so completely that you could be the teacher, rate your understanding of the following content standard: _____</p> <p>On a scale of fist to five, where making a fist means not at all and holding up all five fingers means so completely that you could be the teacher, rate your level of understanding of the following CCSS literacy skill: _____</p>