**Today's session:**

**Louisiana Teacher Leader Summit**
**June 2017**
**Presented by Vernon Parish Teacher Leaders**
**"Using PLC's to Prepare to Effectively Teach from Guidebook 2.0"**

**We will begin approximately 5 minutes after the session start time.**

# *Please take this time to read the questions on the charts in the room; answer the questions or make comments on as many charted questions as you have time to get to before we get started. You may write on the charts or use sticky notes.

# Louisiana Teacher Leader Summit
# June 2017
# Presented by Vernon Parish Teacher Leaders
# "Using PLC's to Prepare to Effectively Teach from Guidebook 2.0"

"Collaborative planning involves grade level teams working and learning together as they plan units and lessons as well as classroom-based assessments by analyzing standards and curriculum. Collaborative planning provides opportunities for teachers to come together during the school day to grow professionally through reflecting on their practices, consulting with colleagues, analyzing student work, planning for instruction and developing their pedagogy" -Maria Losee, Literacy Consultant


Donna Adams
Vernon Parish Teacher Leader
English IV, Dual Enrollment, AP Literature, English II
Leesville High School

Sharyn Price
Vernon Parish Teacher Leader
4th grade
Parkway Elementary School

**Learning Targets:**
**We are learning to** plan to effectively teach ELA Guidebook 2.0 **by** utilizing our professional learning communities and a backwards design model for planning **in order to** improve student achievement.

**Success Criteria:**
**Participants will know they can do this when they can:**
•Know and be able to identify the components of a unit of study.
•Analyze the culminating writing task and cold read assessment and extension task for what students need to know and be able to do as readers and writers.
•Examine the anchor text and Guideboook 2.0 in order to identify areas in which students need more or less information in order to grasp a concept (i.e. the thinking work of the unit).
•Plan lessons with clear learning targets that are Louisiana Standards-based.
•Live as adult readers and writers in order to analyze and transfer the cognitive demand of the lesson.

# Norms for PLC meetings

Why establish a set of norms?

- To ensure that all individuals have the opportunity to contribute in the meeting;
- To increase productivity and effectiveness; and
- To facilitate the achievement of its goals.

When establishing norms, consider:

**Time** (When do you meet? Will we set a beginning and end time? Will we start and end on time?

**Listening** (How will we encourage listening? How will we discourage interrupting?

**Confidentiality** (Will the meetings be open? Will what we say in the meeting be held in confidence? What can be said after the meeting?)

**Decision Making** (How will we make decisions? Are we an advisory or decision-making body? Will we reach decisions by consensus? How will be deal with conflicts?)

**Participation** (How will we encourage everyone's participation? Will we have an attendance policy?)

**Expectations** (What do we expect from members? Are there requirements for participation?)

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Ideas for PLC’s:

- Overall unit preparation
- Daily lesson planning
- Analyzing student work
- Preparing for assessment
- Discussing a professional article
- Observing other teachers
- Redelivery of material from a workshop OR a lesson that went really well in our classroom
- RTI ideas
- Discussing how you use groupings in your classroom

# Predictable features of a LearnZillion Unit

Title of Unit

Grade Level

Duration of Unit

Unit Goal

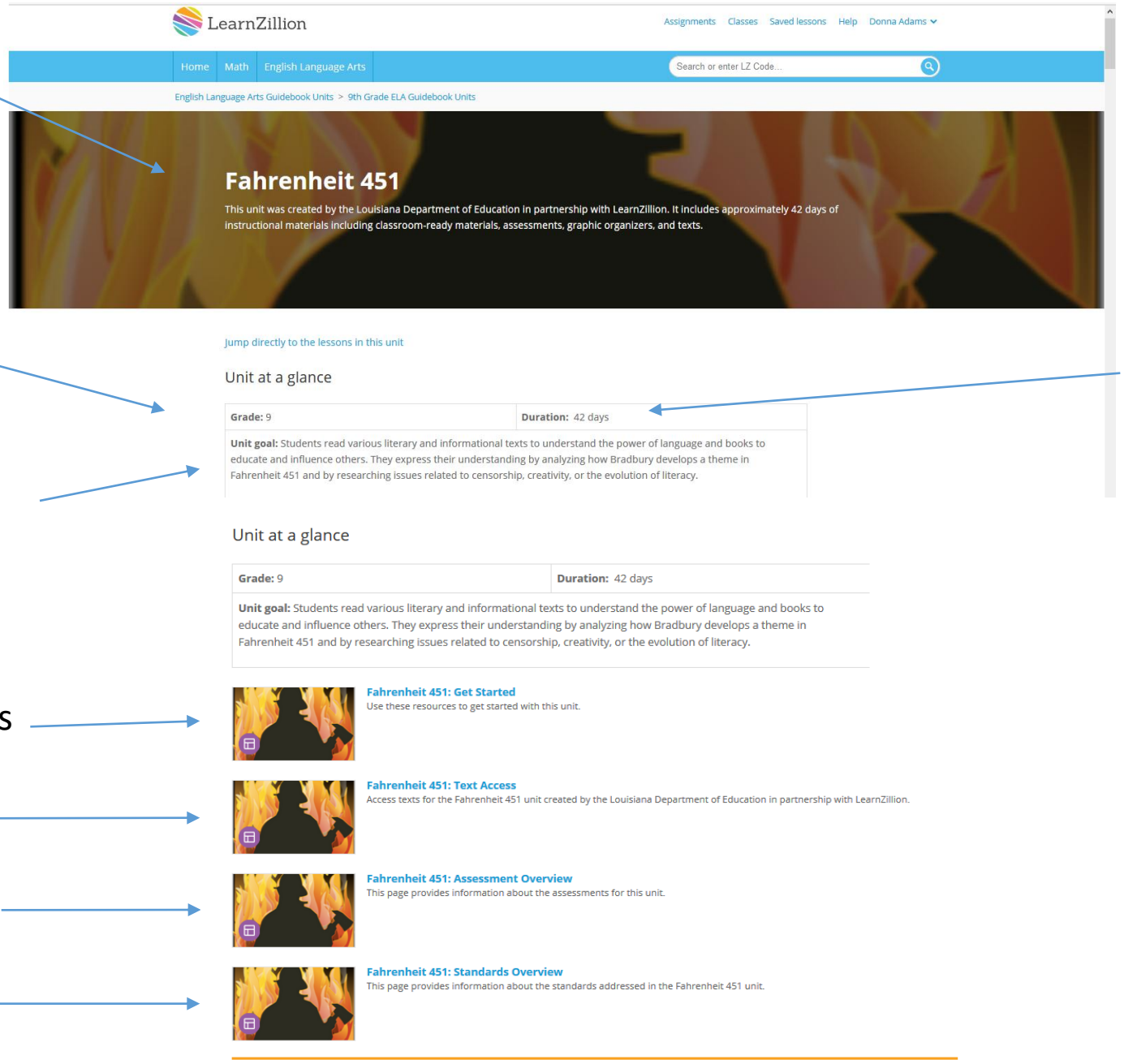
Links to

"Get Started" resources

Text Access

Assessment Overview

Standards Overview



# “Get Started” Resources

Video Overviews

Approach Guides
(Grammar Guide)

Learning Tools
(Coming soon)

Instructional Strategies
(Kagan Strategies,
Protocols…)

## Video Overviews

**ELA Guidebooks 2.0 Overview**
Duration: 1:45 min

**Get Started with ELA Guidebooks 2.0**
Duration: 1:19 min

*More coming soon!*

## Approach Guides

These guides describe the "why" and "how" of the guidebook units and lessons. Study these guides before and while teaching the units to understand how to teach the units more effectively.

**Grammar Guide**
This guide shows what students' written language should look like at each grade level. Teachers can use it to identify gaps in written conventions and target areas for instruction during small-group or individualized instruction.
Type: PDF

*More coming soon!*

## Learning Tools

The following student- and teacher-facing tools are used in every unit to support students in reading, understanding, and expressing understanding of complex, grade-level texts.

*Coming soon!*

## Instructional Strategies

The following instructional strategies are used throughout the units to support all students in reading, understanding, and expressing understanding of complex, grade-level texts. These one-page documents serve as additional support, as needed, to implement each strategy.

**Accountable Talk**
Structured discussion of a text
Type: PDF

**Annotating Text**
Marking a text for main ideas, key details, meaning, and questions
Type: PDF

**Answer Frames**
Unfinished teacher-created sentences or organizational frames posed to students after reading a text
Type: PDF

**Gallery Walk**
Structured discussion in which small groups rotate and respond to prompts or questions posted around the classroom
Type: PDF

**GRADES 9/10**

**Students should enter ninth grade being able to:**

- Use parts of speech[13] correctly (grades K-6, 8)
- Use correct subject/verb and pronoun/antecedent agreement (grades 1, 3, and 6)
- Place phrases and clauses in a sentence, recognizing and correcting misplaced or dangling modifiers (grade 7)
- Use commas correctly[14] (grades 1-7)
- Use other punctuation correctly[15] (grades 1-5, 8)
- Spell correctly (grades 2-8)
- Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language (grade 6)
- Choose language that expresses ideas precisely, recognizing and eliminating wordiness and redundancy (grade 7)
- Vary sentence patterns by choosing sentence types to signal differing relationships among ideas and for reader/listener interest and style (grades 5-7)
- Maintain consistent style and tone (grades 6-8)

Click here to view an example of what students should produce when they **enter ninth grade.**

**Students should build on this foundation throughout ninth and tenth grade.**

(1) *Reinforce the skills students gained in earlier grades.* When conducting shared writing or displaying models of student writing, locate examples and discuss with students how those examples are formed correctly.

(2) *Expand student skills.* Explicitly teach students how to:

a. Use parallel structure
b. Use various types of phrases and clauses to convey specific meanings and add variety and interest to writing or presentations
c. Use a semicolon to link two or more closely related independent clauses and use a colon to introduce a list or quotation
d. Write and edit work so that it conforms to the guidelines in a style manual

Click here to view examples of what students should produce in high school.

[13] Nouns: proper, plural, possessive, collective, abstract; pronouns: relative and intensive pronouns and pronouns in their proper case; verbs:



## END OF GRADE 9

Dorothy Gale famously said, "There's no place like home." *The Odyssey* elaborates on this sentiment as the hero Odysseus embarks on a long journey after fighting the Trojan War to his beloved home, Ithaka. Through his journey, Odysseus encounters formidable foes such as the Sirens and Cyclops. Even when he reaches Ithaka, Odysseus continues to encounter conflict, which shapes him as an epic hero when he finally reunites with his son and wife, Telemachus and Penelope. While both the journey and the goal in *The Odyssey* shape Odysseus, it is ultimately his journey home that truly develops his character and develops a theme of the epic.

The trials and tribulations Odysseus and his crew face on their journey home result in vast changes to Odysseus's character. He leaves the battles of Troy a strong, arrogant man, but he returns to Ithaka a wise, humble man because of the experiences he gained on his journey home. When readers first see Odysseus in book four, though, he is staring out at the sea sobbing uncontrollably, wanting to go home. What unfathomable trials possibly could have brought the warrior to so lowly a state? Stop one on the trip home from Tory is a brutal plunder of the village of Ismarus by Odysseus's warriors. Odysseus boasts, "There I sacked the city, killed the men, but as for the wives and plunder, that rich haul we dragged away from the place—we shared it round" (Homer 212). Odysseus lets his men take what they want from the city, but when Odysseus decides it is time to go, he cannot control his men who have learned the sin of pride from their leader.

A theme woven throughout *The Odyssey* is the importance of humans' piety and proper prayer to and respect of the gods. When Odysseus

## ADDITIONAL RESOURCES

WriteAlong Lessons from LearnZillion

Site includes interactive video lessons for writing and language standards. Click here to learn mc
to use the WriteAlong lessons.

Mechanics from the Purdue Online Writing Lab

Site includes information and examples for some of the more difficult grammatical concepts, su
clarity, dangling modifiers, parallel structure, and gerunds, infinitives, and participles (verbals).

Grammar Presentations at Grammar Bytes!

Site includes handouts and PowerPoint presentations for a wide variety of grammatical skills an
which are free to teachers. Enroll in online grammar tutorials through the same sponsor, using t
to register.

Grammar Exercises at Grammar Bytes!

Site includes student practice exercises in comma splices and fused sentences, fragments, irregu
commas, parallel structure, misplaced and dangling modifiers, apostrophes, pronoun agreemen
case, pronoun reference, subject-verb agreement, and word choice.

Image Grammar

Harry Noden introduces the idea of "brushstrokes" to enhance student writing at the sentence l
provides lessons for each brushstroke—participial, absolute, appositive, adjectives shifted out o

# EXERCISES
# at Grammar Bytes!

Comma Splices & Fused Sentences • Fragments • Irregular Verbs
Commas • Parallel Structure • Misplaced and Dangling Modifiers
Apostrophes • Pronoun Agreement • Pronoun Case
Pronoun Reference • Subject-Verb Agreement • Word Choice

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## Comma Splices & Fused Sentences

### Exercise 1

- **Interactive Exercise**
- Keep track of your answers with this accompanying **handout**.

To access the texts for this unit:

- Purchase bundles of the purchased texts through the Text Portal;
- Purchase the Fahrenheit 451 Unit Reader for each student to access additional texts for the unit, and
- Download and print the Fahrenheit 451 Student Materials for each student.

| Text Title | Excerpt | Author/Source | Use In Unit | Access Type |
|---|---|---|---|---|
| *Fahrenheit 451* | | Ray Bradbury | Student copy (Anchor text) | Text Portal |
| "Burning a Book" | | William Stafford | Student copy | Fahrenheit 451 Unit Reader |
| "The Joy of Reading and Writing: Superman and Me" | | Sherman Alexie | Student copy | Fahrenheit 451 Unit Reader |
| "The Great Imagination Heist" | | Reynolds Price | Student copy | Fahrenheit 451 Unit Reader |
| *"I Am Very Real"* | | Kurt Vonnegut | Student copy | Fahrenheit 451 Unit Reader |
| "Reading Books is Fundamental" | | Charles M. Blow from The New York Times | Student copy (Assessment) | Fahrenheit 451 Unit Reader |
| Original Cover Art from Fahrenheit 451 | | Joseph Mugnaini | Student copy | Digital access |
| "The Country That Stopped Reading" from The New York Times | | David Toscana | Groups | Digital access |
| "The Science of Storytelling: Why Telling Story is the Most Powerful Way to Activate Our Brains" | | Leo Widrich | Groups | Digital access |
| "Video Games and the Future of Storytelling" | | Salman Rushdie from *Big Think* | Groups | Digital access |
| "Barter" | | Sara Teasdale | Student copy | Fahrenheit 451 Student Materials |

Student materials link to download

Text Portal – link to American Reading Company (purchase)

Unit Reader – link to purchase

# Fahrenheit 451: Assessment Overview

This page provides information about the assessments for this unit.

Each unit assessment has three parts, which together measure the following claims:

- Students read and comprehend a range of complex texts independently.
- Students write effectively when using and/or analyzing sources.

## Culminating Writing Task

Students write a multi-paragraph literary analysis in response to the question: How is the theme of Fahrenheit 451 shaped by a literary element or device?

**Fahrenheit 451: Culminating writing task directions**

Type: PDF

**Fahrenheit 451: Culminating writing task student exemplar response**

Type: PDF

**Grades 9-12 writing rubric**

Type: PDF

## Extension Task

Students engage in jigsaw group reading to summarize texts and determine the central idea of the texts. Students assess the value of reading stories and books in a Socratic Seminar discussion based on the texts analyzed in the jigsaw reading. Then students select an issue addressed in two or more of the texts from the unit and generate a question for research. Students write and publish a multi-paragraph research-based argumentative essay modeled after the essays they've analyzed throughout the unit. Students present a persuasive speech to the class based on their essay.

**Fahrenheit 451: Extension task directions**

Type: PDF

**Fahrenheit 451: Extension task student exemplar response**

Type: PDF

**Grades 9-12 writing rubric**

Type: PDF

## Cold Read Task

Students read "Reading books is Fundamental" by Charles M. Blow. Then students answer a combination of questions.

**Fahrenheit 451: Cold-read task items**

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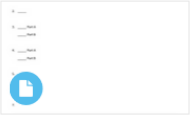

**Fahrenheit 451: Cold-read task answer sheet**

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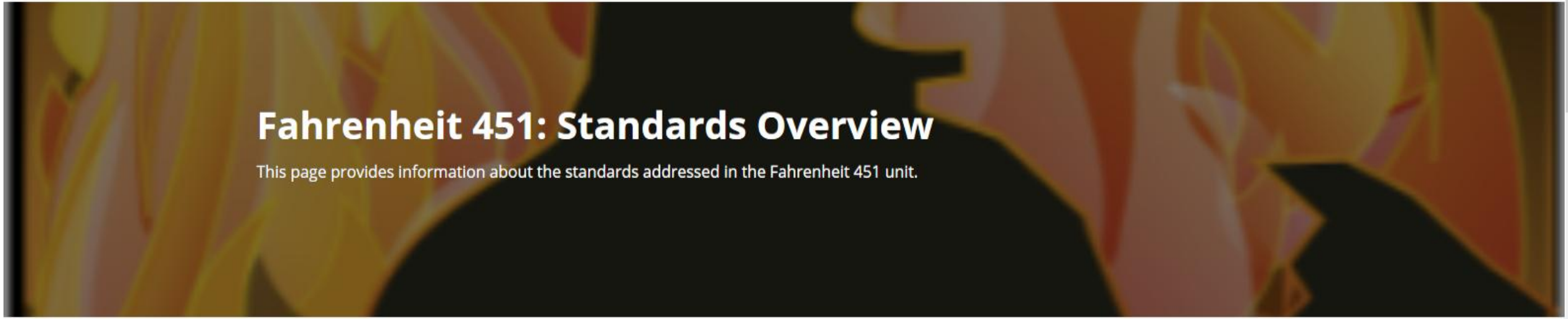
**Fahrenheit 451: Cold-read task answer key**

Type: PDF

**Grades 9-12 writing rubric**

Type: PDF



# Fahrenheit 451: Standards Overview

This page provides information about the standards addressed in the Fahrenheit 451 unit.

The following standards are addressed in the Fahrenheit 451 unit.

### Section One: Lessons 1-3

Lesson 1: RI9.1, RI9.2, RI9.4, RI9.5, RI9.6, RI9.10, W9.10, SL9.1, L9.5a L9.6

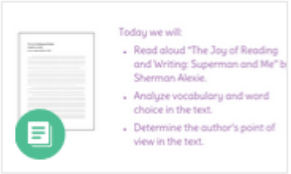
Lesson 2: RI9.1, RI9.3, RI9.5,  RI9.10, W9.10, SL9.1a, d

Lesson 3: RI9.1, RI9.2, RI9.3, RI9.4, RI9.5, RI9.6, W9.10, SL9.1a, d, SL9.4

### Section Two: Lessons 4-8

Lesson 4: RI9.1, RI9.2,RI9.4, RI9.6,  RI9.10, W9.10, SL9.1a,c,d, L9.5a, L9.6

## Section 1 (Lessons 1-3):




### Lesson 1: Analyzing vocabulary and word choice to determine the author's point of view

Students read "The Joy of Reading and Writing: Superman and Me" by Sherman Alexie and identify specific details that develop the central idea. Students read the text to analyze word choice and how it develops the author's point of view.

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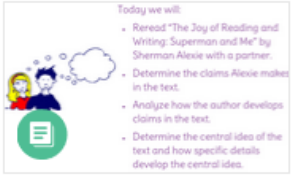


### Lesson 2: Analyzing how an author develops a claim and a central idea in an informational text

Students reread "The Joy of Reading and Writing: Superman and Me" by Sherman Alexie and analyze how the author develops claims in the text. Students determine the central idea of the text and use conversation stems to engage in a whole class...

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### Lesson 3: Evaluating point of view, reasoning, and use of textual evidence in a discussion

Students prepare for a fishbowl discussion of "The Joy of Reading and Writing: Superman and Me" by Sherman Alexie. Students engage in the discussion and use a discussion tracker to evaluate a peer's point of view, reasoning, and use of...

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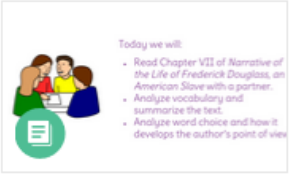
## Section 2 (Lessons 4-8):




### Lesson 4: Analyzing imagery and point of view in an informational text

Students read an excerpt from Narrative of the Life of Frederick Douglass, an American Slave and determine the meaning of vocabulary words using a glossary and summarize the text. Students analyze the imagery in the text and how it develops the author&r...

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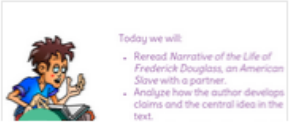


### Lesson 5: Analyzing and evaluating an author's claims in an informational text

Students reread Narrative of the Life of Frederick Douglass, an American Slave and determine the claims and specific details in the text. Students assess the validity of the author's claims, reasoning, and evidence in the text.

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LESSON PLAN

# Lesson 1: Analyzing vocabulary and word choice to determine the author's point of view

Quick assign

Preview assignment »

Save to list

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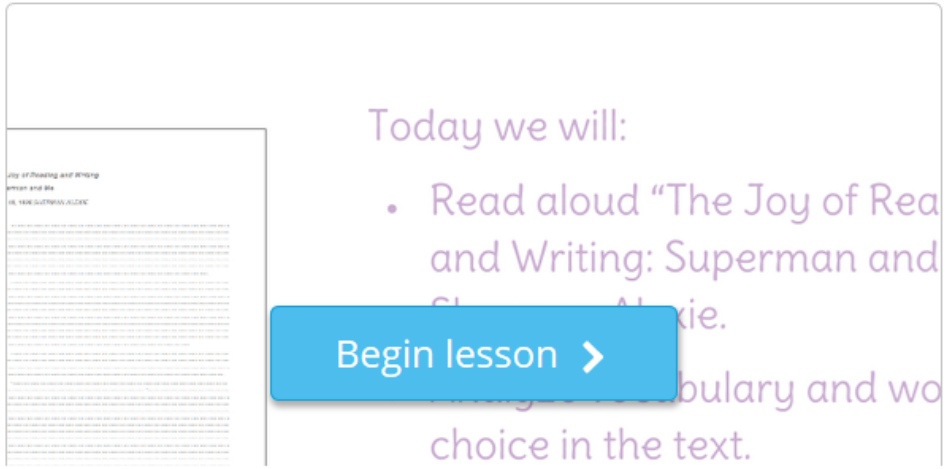
Lesson plan | Additional materials | About this lesson

Card 1 of 15

## Begin lesson

Full screen




**Teaching notes** Print all

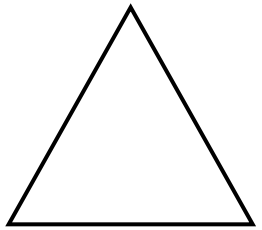
Click the "Begin lesson" button to view this lesson plan. Teaching notes for each slide will appear in this box.

APPEARS IN

**Fahrenheit 451**

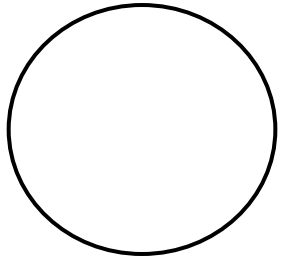

- Fahrenheit 451: Get Started
- Fahrenheit 451: Text Access
- Fahrenheit 451: Assessment Overview
- Fahrenheit 451: Standards Overview
- Lesson 1: Analyzing vocabulary and word choice to determine the author's point of view
- Lesson 2: Analyzing how an author develops a claim and a central idea in an informational text
- Lesson 3: Evaluating point of view, reasoning, and use of textual evidence in a discussion

# Making Personal Connections



3 ideas you want to hold on to related to the features of LearnZillion

4 ideas that sit square with you….



1 idea still circling in your head…

I used to think ….
Now I know …

I like …
I wish …
What if …

I liked …
I learned …
I'm thinking …

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## Culminating Writing Task Directions

How is a theme of *Fahrenheit 451* shaped by a literary element or device?

To answer this question:

- Determine a theme of *Fahrenheit 451*.
- Select the literary element (e.g., characters, setting, conflicts, etc.) or device (e.g., diction, figurative language, symbolism, imagery, etc.) you think most strongly conveys the selected theme.
- Examine how the selected theme is shaped and refined by the element or device you selected.

Write a literary analysis that supports your claims in answer to the question and demonstrates an understanding of the text. Be sure to use proper grammar, conventions, spelling, and grade-appropriate words and phrases. Cite several pieces of textual evidence to support the analysis, including direct quotations and parenthetical citations.

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## Culminating Writing Task Exemplar Student Response

In *Fahrenheit 451* by Ray Bradbury, there is a society that has eliminated books because the ideas and knowledge in the books cause conflict. Throughout the text, Bradbury develops many themes, including the idea that books are an important and controversial part of a society. To effectively develop this theme, Bradbury uses irony.

The society in the text is based on the idea that books cause conflict and firemen are responsible for finding books and burning them. In the text, Clarisse says to Montag, "You know, I'm not afraid of you at all ... So many people are. Afraid of firemen, I mean. But you're just a man, after all ...'"(5). This shows that the role of the fireman in the society is different than what we expect based on the traditional role of firemen in our society. Clarisse also asks Montag, "'Do you ever *read* any of the books you burn?'"(5) and Montag responds in the following way: "He laughed. "That's against the law!'"(5) This shows how the people in the society view books as illegal, which contrasts with the common way of thinking of books as things that provide information and knowledge. This irony causes the reader to think about the role of books in a society and why the people in the society of *Fahrenheit 451* have banned them.

The theme that books are an important and controversial part of society is also revealed through Bradbury's use of irony in the conflict between Beatty and Montag. For example, when Montag stays home sick, Beatty comes to visit him. Montag asks Beatty what happens when a fireman takes a book. Beatty says, "'A natural error. Curiosity alone,' said Beatty. 'We don't get overanxious or mad. We let the fireman keep the book twenty-four hours. If he hasn't burned it by then, we simply come burn it for him.'"(59) This is ironic because it shows how Beatty knows that Montag has taken a book and is struggling with an inner conflict, but Beatty still acts as if he doesn't know. This is important because it emphasizes what a big deal it is that Montag is beginning to view books in a different way. Later, the theme is revealed in the irony in Beatty's character. When Beatty and Montag have their final interaction, Beatty taunts Montag by saying, "Why don't you belch Shakespeare at me, you fumbling snob? 'There is no terror, Cassius, in your threats, for I am arm'd so strong in honesty that they pass by me as an idle wind, which I respect not!' How's that? Go ahead now,you second-hand literateur, pull the trigger."(113) This shows how Beatty has a lot of knowledge of literature, even though he is supposed to believe it is worthless, as the fire captain. This irony causes the reader to think about the purpose of books and see how even the person who is supposed to be most against them, is actually a supporter of them.

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## Grades 9-12 Literary Analysis Task (LAT) and Research Simulation Task (RST) Scoring Rubric

| Construct Measured | Score Point 4 | Score Point 3 | Score Point 2 | Score Point 1 | Score Point 0 |
|---|---|---|---|---|---|
| Reading Comprehension and Written Expression | The student response<br>• demonstrates **full comprehension** of ideas stated explicitly and inferentially by providing an **accurate** analysis;<br>• addresses the prompt and provides **effective and comprehensive** development of the claim or topic that is **consistently appropriate** to the task, purpose, and audience;<br>• uses **clear** reasoning supported by **relevant** text-based evidence in the development of the claim or topic;<br>• is **effectively** organized with **clear and coherent** writing;<br>• establishes and maintains an **effective** style. | The student response<br>• demonstrates **comprehension** of ideas stated explicitly and/or inferentially by providing a **mostly accurate** analysis;<br>• addresses the prompt and provides **mostly effective** development of the claim or topic that is **mostly appropriate** to the task, purpose, and audience;<br>• uses **mostly clear** reasoning supported by **relevant** text-based evidence in the development of the claim or topic;<br>• is organized with **mostly clear and coherent** writing;<br>• establishes and maintains a **mostly effective** style. | The student response<br>• demonstrates **basic comprehension** of ideas stated explicitly and/or inferentially by providing a **generally accurate** analysis;<br>• addresses the prompt and provides **some** development of the claim or topic that is **somewhat appropriate** to the task, purpose, and audience;<br>• uses **some** reasoning and text-based evidence in the development of the claim or topic;<br>• demonstrates **some** organization with **somewhat coherent** writing;<br>• has a style that is **somewhat effective**. | The student response<br>• demonstrates **limited comprehension** of ideas stated explicitly and/or inferentially by providing a **minimally accurate** analysis;<br>• addresses the prompt and provides **minimal** development of the claim or topic that is **limited in its appropriateness** to the task, purpose, and audience;<br>• uses **limited** reasoning and text-based evidence;<br>• demonstrates **limited** organization and coherence;<br>• has a style that is **minimally effective**. | The student response<br>• demonstrates **no comprehension** of ideas by providing an **inaccurate or no** analysis;<br>• is **undeveloped and/or inappropriate** to the task, purpose, and audience;<br>• includes **little to no** text-based evidence;<br>• **lacks** organization and coherence;<br>• has an **inappropriate** style. |
| Knowledge of Language and Conventions | | The student response demonstrates **full command** of the conventions of standard English at an appropriate level of complexity. There may be a **few minor errors** in mechanics, grammar, and usage, but **meaning is clear**. | The student response demonstrates **some command** of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that **occasionally impede understanding**, but the **meaning is generally clear**. | The student response demonstrates **limited command** of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that **often impede understanding**. | The student response **does not demonstrate command** of the conventions of standard English at the appropriate level of complexity. **Frequent and varied errors** in mechanics, grammar, and usage **impede understanding**. |

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## Extension Task Directions

1. Work in a group to examine "**The Country That Stopped Reading**" by David Toscana, "**The Science of Storytelling: Why Telling a Story Is the Most Powerful Way to Activate Our Brains**" by Leo Widrich, and "**Video Games and the Future of Storytelling**" by Salman Rushdie. For each text, your group should:
    - Read the text and make note of words and phrases that reveal the author's point of view toward the subject of the text.
    - Determine a central idea of the text.
    - Complete the Socratic seminar organizer to record your analysis.
2. Participate in a **Socratic seminar** in which you discuss the value of reading stories and books based on the texts analyzed and using the following prompting questions:
    - According to the various authors and points of views presented in the texts we've read in this unit, what is the value of reading?

# Cold Read Assessment extended response

7. Select a character or literary figure from another text we've read in this unit. Write a multiparagraph essay that compares and contrasts how Blow views reading and writing with how another character or literary figure views reading and writing. Cite evidence from the texts to support your response. Be sure to observe the conventions of standard English.

LESSON PLAN

# Lesson 10: Analyzing word choice and irony in a literary text and how they contribute to character and theme development

Quick assign

Preview assignment »

Save to list

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Lesson plan | Additional materials | About this lesson

Card 1 of 13

## Begin lesson

Full screen

Today we will:

- Engage in gallery walk to sh
our research.
- Read "The Hearth and the
Salamander" from *Fahrenh*
ury.
- Analyze the author's word c
and how it contributes to
characterization.
- Analyze an example of irony
how it contributes to the the
the text.

Begin lesson

**Teaching notes** Print all

Click the "Begin lesson" button to view this lesson plan. Teaching notes for each slide will appear in this box.

Previous | Next

*Tip: swipe on touch devices, use your keyboard's ← and → arrow keys, or clicker buttons to quickly navigate the lesson plan*

APPEARS IN

**Fahrenheit 451**

- Fahrenheit 451: Text Access
- Fahrenheit 451: Assessment Overview
- Fahrenheit 451: Standards Overview
- Lesson 1: Analyzing vocabulary and word choice to determine the author's point of view
- Lesson 2: Analyzing how an author develops a claim and a central idea in an informational text
- Lesson 3: Evaluating point of view, reasoning, and use of textual evidence in a discussion
- Lesson 4: Analyzing imagery and point of view in an informational text
- Lesson 5: Analyzing and evaluating an author's claims in an informational text
- Lesson 6: Writing a precise claim, counterclaim, and rebuttal
- Lesson 7: Using flashback in narrative writing

LESSON PLAN

# Lesson 10: Analyzing word choice and irony in a literary text and how they contribute to character and theme development

Created by: Louisiana Department of Education

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Lesson plan | Additional materials | About this lesson

**Fahrenheit 451: Text Access**
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**Anchor text theme tracker (blank)**
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**Anchor text theme tracker (completed)**
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**Evolution of Montag (blank)**
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**Evolution of Montag (completed)**
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**Gallery walk notes**
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**Reading protocol, conversation starters, and discussion tracker**
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# Lesson 10: Analyzing word choice and irony in a literary text and how they contribute to character and theme development

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Students complete a gallery walk to review the research they did on the 1950s, then review the overarching questions they will explore while reading the main unit text, *Fahrenheit 451* by Ray Bradbury. Students begin reading the text and analyzing the author's word choice and use of irony in developing the main character and theme.

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Lesson 5: RI9.1, RI9.2, RI9.3, RI9.5, RI9.8, RI9.10, W9.10, SL9.1a, c, d

Lesson 6: RI9.1, RI9.2, RI9.3, RI9.4, RI9.5, RI9.6, W9.1a,b, W9.4 W9.10

Lesson 7: W9.3a,b, W9.5, SL9.1

Lesson 8: RI9.2, RI9.5, RI9.6, W9.5, SL9.1a,d L9.1a

**Section Three: Lessons 9-16**

Lesson 9: W9.7, W9.8, W9.10, SL9.1

Lesson 10: RL9.1, RL9.3 RL9.4, W9.1a-b, W9.5, W9.10, SL9.1a-d,

Lesson 11: RL9.1, RL9.3, RL9.4, RL9.5, W9.1a SL9.1a-d

Lesson 12: RL9.1, RL9.3, RL9.4, RL9.5, SL9.1a-d

Lesson 13: RL9.1, RL9.2, RL9.3, RL9.5, RL9.10, W9.10, SL9.1a-d

Lesson 14: RL9.1, RL9.3, RL9.4, RL9.5, SL9.1a-d

Lesson 15: RL9.1, RL9.2, SL9.1a-d

Lesson 16: RI9.1, RI9.2, RI9.3, RI9.4, RI9.5, RI9.6, W9.10, SL9.1a, d, SL9.4

**Section Four: Lessons 17-22**

Lesson 17: RI9.1, RI9.2, RI9.8, W9.10, SL9.1a-d

Lesson 18: RL9.1, RL9.2, RL9.3, RL9.5, W9.10, SL9.1a-d

Lesson 19: RL9.1, RL9.2, W9.10, SL9.1a-d

Determine the most important standard for the lesson; then, write a learning target for that standard.

# Learning Targets

How to make a clear **learning target**.

We are learning to… (skill) by …. (how) … in order to (Why?).

Success criteria:  We will know we can do this when…

9th grade Unit:  Fahrenheit 451 Lesson 10

*Choose a prevailing standard:  RL 9-10.4  Craft and Structure:  Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

9th grade unit: Fahrenheit 451 Lesson 10

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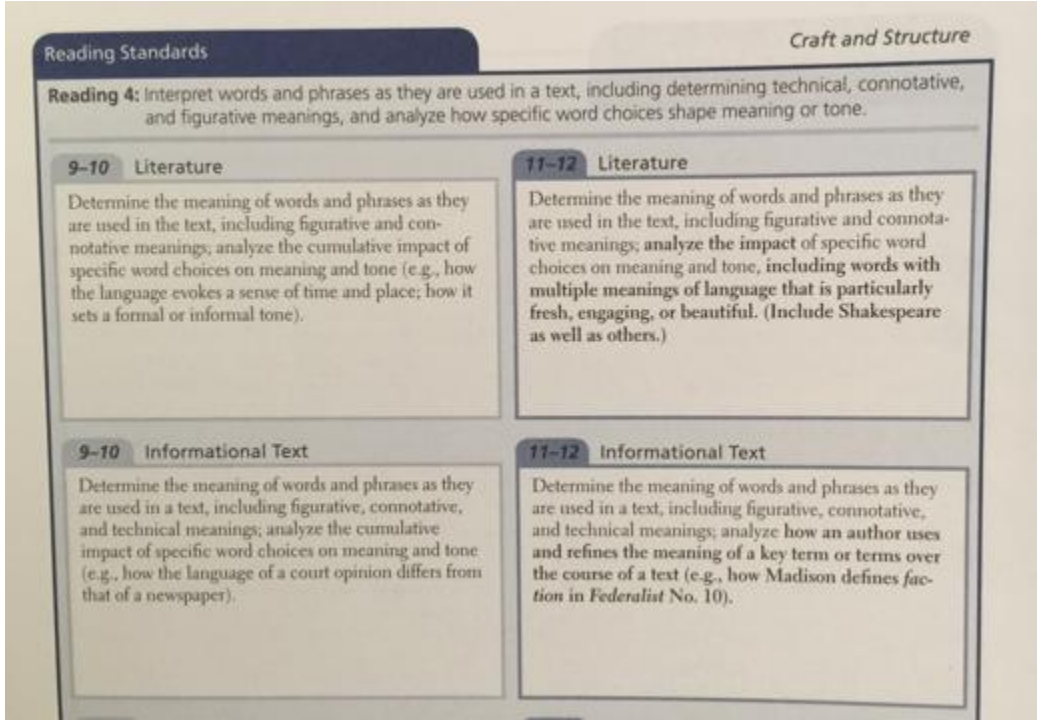
**We are learning to** analyze the characterization **by** noticing how the author's choice of words and phrases (diction) contribute to our analysis of the character **in order to** trace how the character develops across the text.

Using the CC Companion to write the learning target, the GIST for What the Students do when they demonstrate the standard, as well as What the Teacher does to help students accomplish the standard.



Reading Standards

*Craft and Structure*

**Reading 4:** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

**9–10** Literature

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

**11–12** Literature

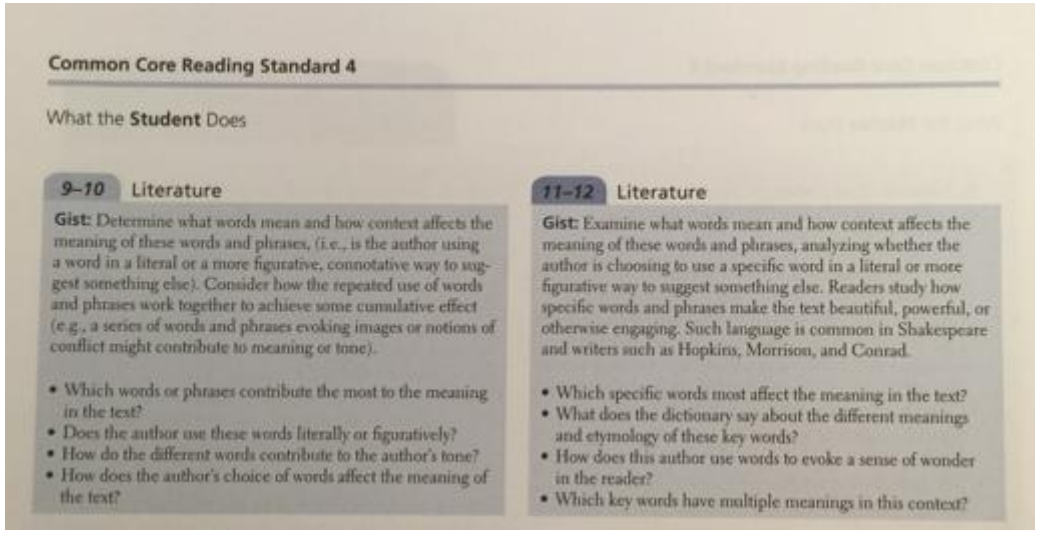
Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; **analyze the impact** of specific word choices on meaning and tone, **including words with multiple meanings of language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as others.)**

**9–10** Informational Text

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

**11–12** Informational Text

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze **how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).**



**Common Core Reading Standard 4**

What the **Student** Does

**9–10** Literature

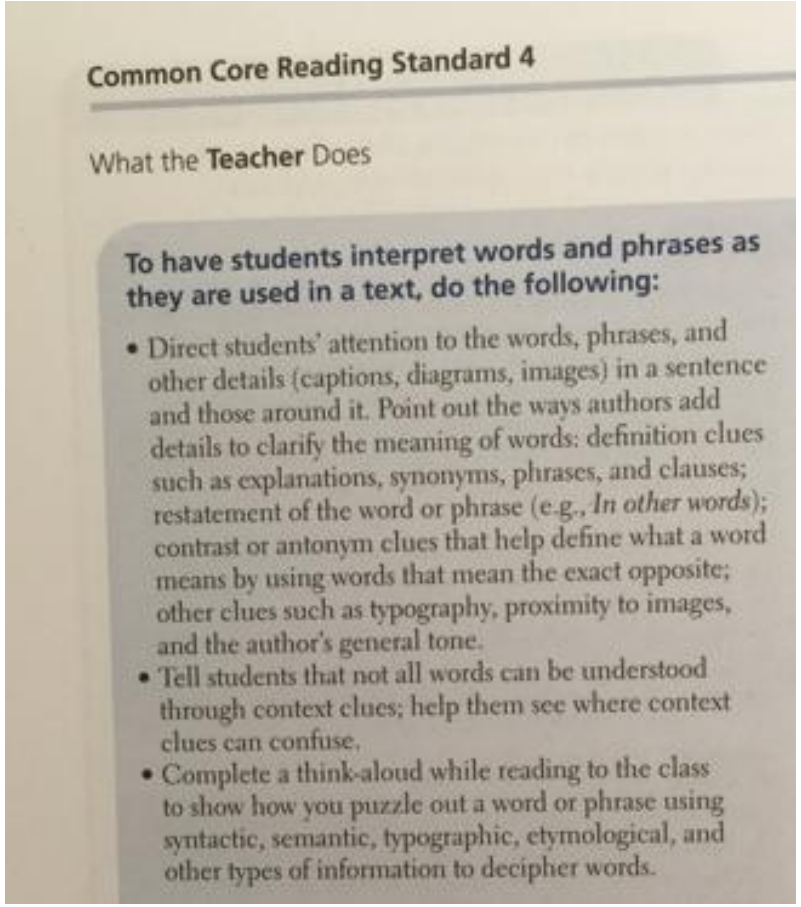
**Gist:** Determine what words mean and how context affects the meaning of these words and phrases, (i.e., is the author using a word in a literal or a more figurative, connotative way to suggest something else). Consider how the repeated use of words and phrases work together to achieve some cumulative effect (e.g., a series of words and phrases evoking images or notions of conflict might contribute to meaning or tone).

- Which words or phrases contribute the most to the meaning in the text?
- Does the author use these words literally or figuratively?
- How do the different words contribute to the author's tone?
- How does the author's choice of words affect the meaning of the text?

**11–12** Literature

**Gist:** Examine what words mean and how context affects the meaning of these words and phrases, analyzing whether the author is choosing to use a specific word in a literal or more figurative way to suggest something else. Readers study how specific words and phrases make the text beautiful, powerful, or otherwise engaging. Such language is common in Shakespeare and writers such as Hopkins, Morrison, and Conrad.

- Which specific words most affect the meaning in the text?
- What does the dictionary say about the different meanings and etymology of these key words?
- How does this author use words to evoke a sense of wonder in the reader?
- Which key words have multiple meanings in this context?



**Common Core Reading Standard 4**

What the **Teacher** Does

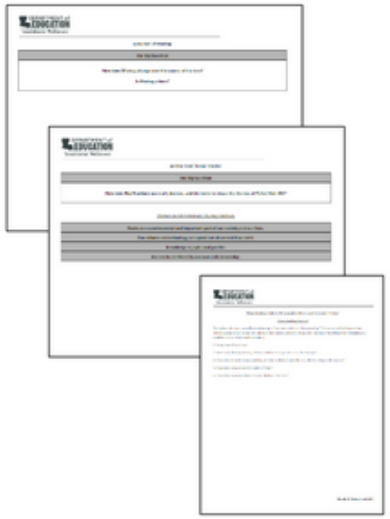
**To have students interpret words and phrases as they are used in a text, do the following:**

- Direct students' attention to the words, phrases, and other details (captions, diagrams, images) in a sentence and those around it. Point out the ways authors add details to clarify the meaning of words: definition clues such as explanations, synonyms, phrases, and clauses; restatement of the word or phrase (e.g., *In other words*); contrast or antonym clues that help define what a word means by using words that mean the exact opposite; other clues such as typography, proximity to images, and the author's general tone.
- Tell students that not all words can be understood through context clues; help them see where context clues can confuse.
- Complete a think-aloud while reading to the class to show how you puzzle out a word or phrase using syntactic, semantic, typographic, etymological, and other types of information to decipher words.

Card 6 of 13

## Let's Practice!

Full screen



- Review the following handouts:
  - The evolution of Montag handout
  - The anchor text theme tracker handout
  - The textual analysis protocol and discussion tracker

**Teaching notes** Print all

- As we read, we will also focus on four main themes that are developed in the text:
  - Books are a controversial and important part of our society and our lives.
  - Our reliance on technology can spiral out of control if we let it.
  - Knowledge is joyful and painful.
  - We can be confined by our own self-censorship.
- Review the textual analysis protocol and discussion tracker process. Explain to students that they will use these tools often

Students are given four themes that Bradbury develops over the course of the text.

At this point, you need to ask yourself—with the work I have done with theme so far this year, how much of this “thinking work” should I do for my students?

Anchor Text Theme Tracker

| Our Big Question |
| --- |
| How does Ray Bradbury use craft, devices, and elements to shape the themes of *Fahrenheit 451?* |

Themes in *Fahrenheit 451* by Ray Bradbury

| |
| --- |
| Books are a controversial and important part of our society and our lives. |
| Our reliance on technology can spiral out of control if we let it. |
| Knowledge is joyful and painful. |
| We can be confined by our own self-censorship. |

Craft, Devices, and Elements

| Author's Craft | Literary Devices | Literary Elements |
| --- | --- | --- |
| word choice | foreshadowing | tone |
| imagery | symbolism | plot structure |
| figurative language | irony | setting |
| | allegory | point of view |
| | tension | characterization |

As the text is read, the students will be asked to focus on two things:

(1) How Montag changes over the course of the text; and

(2) How Ray Bradbury develops the theme over the course of the text.

*Then, students are given “big questions” that go with the focus areas.

**Teaching notes** Print all

- Each focus has a “big question” that goes with it. These questions are listed on the front of each of the first two handouts:
  - How does Montag change over the course of the text? Is Montag a hero?
  - How does Ray Bradbury use craft, devices, and elements to shape the themes of Fahrenheit 451?
- We will keep these question at the forefront as we read and discuss the text.

Card 8 of 13

## Let's Discuss!

Full screen

What does this language reveal about Montag?

What does this language reveal about Montag's profession?

**Teaching notes** Print all

**Guiding Questions and Prompts:**

- When students share out the language they noted, ask them to identify patterns or contrasts in the language.
- Ask students:
  - How does Bradbury describe Montag's reaction to his job?
  - What is different about a firefighter's responsibilities in this society?
- Prompt students to use the conversation stems as they are discussing. As needed during the discussion, model how to use the stems. The goal is to get students to use these prompts as

Previous Next

As students read through the text, they are asked to share out their noticings and to identify patterns or contrasts in the language.

**Teaching notes** Print all

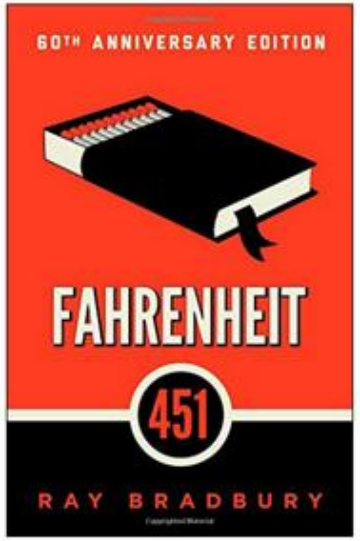
- Summary: Montag is a fireman. He finishes his work at a fire and at the station and is walking home.
- Language to note:
  - Montag: "blood pounded"(1); "hands of some amazing conductor"(1) "eyes all orange flame"(1); "strode"(1); "grinned the fierce grin"(2) "wink at himself"(2); "fiery smile still gripped by his face muscles"(2) "whistling"(2) "uncertain feelings"(2)
  - Montag's profession: "special pleasure to burn"(1); "great python spitting its venomous kerosene"(1)

The teaching notes give you, the teacher, student "look fors" and sample responses.

At this point, student conversations should lead them to the irony of what Montag is doing—he seems to enjoy his job, which is burning books and homes.

# Gradual Release of Responsibility

(Article can be read and discussed during PLCs.)




- Make a two-column chart in your reading log.
- Label the columns the following:
  - Language used to describe Montag
  - Language used to describe Montag's profession
- Take notes in the column as we read aloud the text.

**Teaching notes** Print all

**Directions:**

- Ask students to create the two-column chart in their reading log, according to the directions on the slide.
- Ask students to take notes in the chart while reading.
- Read aloud pages 1-3, stopping at "his eyes or speak".

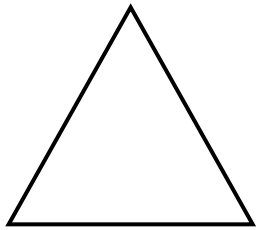
**Student Look-Fors:**

- Students should make a two-column chart in their reading log.
- Students should read along while the text is read aloud and take notes in the chart.

Previous Next

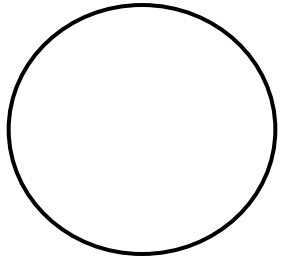
*Tip: swipe on touch devices, use your keyboard's ← and → arrow keys, or clicker buttons to quickly navigate the lesson plan*

# Making Personal Connections



3 ideas you want to hold on to related to the features of LearnZillion

4 ideas that sit square with you related to purposeful planning.



1 idea still circling in your head

I used to think ….
Now I know …

I like …
I wish …
What if …

I liked …
I learned …
I'm thinking …

Inkshedding

*In a small group—4 works really well—students will write in response to a given prompt or idea. For purposes of today's lesson, you will write a paragraph in which you describe how Ray Bradbury characterizes Montag and how this early description of Montag demonstrates irony—given that he is a fireman. Use textual evidence to support your response.

*Give students 5-7 minutes to write the paragraph; then, have the students pass their paragraph to the student on their right. Give students 2-3 minutes to read and comment on the writing. Students should not simply write "I agree" or "Great job"—the comments should be helpful and encouraging. Pass the paragraphs to the right again and repeat this process until the students have their original paragraphs. End with a short time of open discussion within the small group before having the students write a final draft of the paragraph.