Lesson 1

Lesson Part	Activity description/Teacher does	Students do
Formal Pre-assessment (*Sequence start*)	***Formal Pre-Assessment 1.1***: Identifying Power in *Trouble Talk*: Pre-Assessment Teacher will read a short story text (*Trouble Talk* by Trudy Ludwig) aloud to the class. After the read aloud, students will complete a written pre-assessment about the text, answering questions that are aligned to learning targets and the central focus in the learning segment. This assessment will measure students' prior knowledge of academic language, subject-specific vocabulary, and an application of knowledge outlined by cognitively demanding language functions stated in the learning targets. The assessment will help the teacher identify misconceptions related to the learning targets and central focus. The teacher will use the assessment criteria outlined in *Assessment Criteria 1.1* to determine next steps for instruction during the learning segment. -Student voice will be measured on *Formal Pre-Assessment 1.1*. Students will measure their level of a confidence on the learning targets, prior to instruction, a scale of 1-5 (5 being they feel confident that they can demonstrate the knowledge and skills outlined by the learning target, 1 being that they do not understand what the learning target is asking them to do). Students will provide an explanation of their self-assessed strengths and weaknesses in relation to each learning target.	Students will complete a five question, short answer, pre-assessment that will assess students' prior academic and personal knowledge in relation to the learning targets. Students will complete a student voice portion of the pre-assessment that asks students to demonstrate their level of confidence on each learning target, identifying strengths and weaknesses related to the learning target.

Title	Reading for a Social Issue: Identifying Power in a Complex Text
State Standard	CCSS.ELA-LITERACY.RL.6.5 Analyze how a particular scene fits into the overall structure of a text and contributes to the development of the theme or plot. CCSS.ELA-LITERACY.RL.6.1 Cite textual evidence to support analysis of what the texts says explicitly as well as inferences drawn from the text.
Central Focus (CF)	Students **apply** a range of strategies to comprehend, construct meaning from, and interpret complex texts verbally, in writing, and by connecting the text to their own experiences.
Learning Target (LT)	I can **define** power and I can **explain** how different sources of power influence the development of social issues in a text.
Academic Language	**Language Function:** Define, Explain **Language Demand:** Writing, Speaking, Reading **Syntax:** Steps for identifying power in a text. Step 1. Ask: Who has power in this story? Step 2: Name who has power and why: Who gets his/her way? Who has status? Who seems to be in charge or in control? Step 3: Connect power to the development of the social issue in a text. **Vocabulary**: Power, Status, Control, Social Issues (Review Vocabulary) **Discourse:** Sentence stems for speaking patterns include: -One person who has power in my book is… -It seems like _____ has power in this way because… -_____ has power because _____. I think this is good/bad because… -Other characters respond to _____ by… -_____'s power contributes to the development of the social issue because… **Language Support:** Vocabulary chart, copies of anchor charts used during instruction, strategic partnering (ELL student paired with English speaker), sentence stems, small group and individual conferencing during reading.
Instruction Inquiry	Introduction: The teacher begins the lesson by connecting the work that	Introduction: -Students will name some of

students did from the prior day, the pre-assessment, to the lesson today. The teacher will generate student voice by asking students to recall what they were asked to do on the pre-assessment and by identifying areas that were challenging for them.

Teacher will outline the central focus for the learning segment by reading the overarching goal "Students will apply a range of strategies to comprehend, construct meaning from, and interpret complex texts verbally, in writing, and by connecting the text to their own experiences." Teacher will ask for student volunteers to define the word "Apply." Students will supply a definition of the word apply and teacher will direct students to the teacher-supplied definition on their vocabulary chart (*Instructional Material 1.1*). Teacher will explain that students will apply close reading strategies (particularly the lens of power) to look at their texts at a deeper level.

Teacher will tell students that they will begin to learn the skills and strategies they need to know to identify power in their social issues texts. Teacher will present the learning target under the document camera (*Instructional Material 1.5*) "I can **define** power and I can **explain** how different sources of power influence the development of social issues in a text."

The teacher will ask students to rate their level of understanding about the learning target and academic language on a scale of 1-5 (5=they completely understand the target).

The teacher will ask students to define the language functions in the learning target. Teacher will supply definition by guiding students to their unit vocabulary chart. (*Instructional Material 1.1*) The teacher will collaborate with students to outline what the learning target is asking them to do and why they think it is important for them to know. Students will turn and talk to a partner and the teacher will confer with students as they work in partnerships.

Activating Prior Knowledge:
Teacher will ask students to activate prior knowledge from their own personal life or issues that they see in their community.
Teacher will ask students:
-What does the word power mean to you?
-Who are some people or things that have power over us in the world today?

Students will share out their thinking about the meaning of the word power and what sources of power they are aware of in the world around them with a partner. Teacher will use this discourse to assess students on their prior understanding.

After turn and talk, students will share out their responses and teacher will record student responses on a brainstorm chart. (*Instructional Material 1.2*)

the things they were asked to do on the pre-assessment from the previous day. Students will name some of the challenges they had in completing the assessment. Students will define the word apply and will understand how they will be applying close reading strategies to their book club books to understand the text at a deeper level.

Presentation of Learning Target:
-Student will share out their definitions of the verbs "define" and "explain."
-Students will work in partnerships to outline what the learning target is asking them to do and will express why they think the learning target might be important to learn.
-Selected students will share out their thinking about the learning target. Teacher will add additional thinking or clarify misconceptions that this point.

Activating Prior Knowledge:
-Students will respond to the question: What does the word power mean to you? Who are some people who have power over us in the world? Students will brainstorm the answers to these questions with a partner.
-Students will share out thinking about power and teacher will record student responses on brainstorm chart.

	Mini-Lesson *Teacher says:* Today we will be learning the skills and thinking moves that readers use to identify who has power in our books. We will look at how certain characters use their power, whether for better or for worse, and we will identify where this power is coming from. We will then reflect on how power impacts the lives of the characters and the development of the social issue in a variety of texts. Part of the work we will be doing is connecting the idea of power to the social issues that we are seeing the text. From your prior academic learning, what are social issues? How do you think power is related to social issues? **Previewing Vocabulary:** The teacher will connect student definitions of the word power to the definition of power that they will be using in the unit. "Power is the ability to make people feel, think, or act in a certain way." The teacher will ask students to preview the vocabulary words, along with power, that they will use to demonstrate learning associated with language demands during the learning segment. Students will put check marks next to words that they know or have heard before. After students preview vocabulary words, the teacher will have students look at the words power, control, and status. Students will read the teacher supplied definition of the words and then students will attempt to use all three words in a sentence, connecting the meaning of the words together. The teacher will confer with students as they practice using the lesson vocabulary. **Mini-Lesson:** Teacher will present new information from the anchor chart (*Instructional Material 1.4*) about how to find power in a social issues text. Teacher will guide students through the anchor chart with the questions that readers ask themselves to identify who has power in their text. The teacher will tell students that readers go through the following steps to identify places of power in their text. These steps are syntax that indicates how students will organize the information gathered from their books. Step 1. *Ask*-Who has power in this story? Step 2: *Name* who has power and why. Step 3: *Connect*-How does power contribute to the development of the social issue in a text? The teacher has provided students with a copy of *Instructional Material 1.4* for students to use when they are identifying power in the text. Sentence stems are associated with discourse patterns to demonstrate understanding of the learning target as well as represent learning outlined by language demands in writing.	**Mini-Lesson:** Students will share what they remember about social issues. Students will share what they think the connection is between power and social issues. **Previewing Vocabulary:** Students will put check marks next to words that they know or have heard before. Students practice using academic language by using the words power, control, and status together in a sentence with their partner.
Informal Assessment	*Informal Assessment 1.1* Teacher will tell students to share out the definition of power and to name the 3 steps that readers use to identify power in a text with their partner. Teacher will anticipate and clarify any misconceptions related to the learning target at this time.	-Students will turn and talk to share the definition of power and the 3 steps to identify power in their texts.

Practice Activity Support	**Teacher Modeling**: Teacher will use a short story text called *Just Kidding* by Trudy Ludwig (that students have had multiple exposures to and experiences reading) to demonstrate how a reader looks for power in a complex text. The teacher will quickly review the plot and issue in the story with students. The teacher will model going through the 3 steps for identifying sources of power in a text and will use the power annotation prompts to look for patterns of power in the text. Teacher will name one character who has power in the text and why. Teacher will create a post-it note annotation using the prompting sentence stems to identify who has power and why. Teacher will connect how this example of power contributes to the development of the social issue (bullying) in the text and will explain why.	-Students will listen and observe as the teacher models how to use Steps 1-3 in a mentor text.
Informal Assessment	**Partner Practice:** After teacher modeling, students will practice identifying sources of power in the text *Trouble Talk* by Trudy Ludwig (text used in *Formal Pre-Assessment 1.1*). Students will identify who has power in the text by using the anchor chart (*Instructional Material 1.4*). Students will add a post-it annotation to their copy of the text where they see power in the text. After students complete the practice activity, students will share their findings with the class. *Informal Assessment 1.2* **Check for Understanding:** The teacher will ask students to rate their level of confidence on the learning target. The teacher will review the learning target and will ask students to use their fingers to indicate their level of confidence. Students will rate their confidence on the learning target on a scale of 1-5.	-Students will practice identifying sources of power in a short story text with a partner. Students will name the social issue in the text and will identify sources of power in the text. Students will add a post-it annotation where they see issues of power in the text. Select students will share out some of their findings with the class. -Students will rate their level of confidence on the learning target on a scale of 1-5.
Practice Activity Support	**Independent Practice:** Students will begin to track power in their book club books. Students will silently read their text and will go through steps 1-3 to identify power in their books. Students will use the language support documents (definitions, sentence stems, and mini-charts) to help them identify who has power in the text. Students will add post-it annotations to strategic places in the text where a character demonstrates that they have power. **Small Group Support:** Teacher conferences with students that self-assessed at a level 3 or below during *Informal Assessment 1.2*. Teacher will also circulate and work with select students during independent practice.	-Students practice identifying sources of power in their social issues book club books. Students will add post-its where they see examples of power in their text. Students are expected to add at least 1 power post-it during independent reading.
Closure Assessment of Student Voice	*Informal Assessment 1.3, Instructional Material 1.3* The teacher will ask students to complete the exit ticket where students will supply at least one post-it annotation from their reading. Students will rate their level of confidence on the learning target on a scale of 1-5 and will pose any questions they have about the learning target. Students will also name one strategy they applied to their reading that helped them think deeply about the text. The exit ticket is a tool to assess student learning on the LT, academic language, and a way to increase meta-cognitive awareness about the reading strategies they used during the lesson. The teacher will use student responses to adjust instruction and clarify any misconceptions in Lesson 2.	-Students will complete an exit ticket response. Students will provide their best post-it annotation from their reading, will rate their level of confidence on the learning target, and will explain the reading strategy that they used that helped them think more deeply about the text.

Lesson Part	Activity description/Teacher does	Students do
Title	Reading for a Social Issue: Identifying Different Sources of Power in a Complex Text	
State Standard	CCSS.ELA-LITERACY.RL.6.5 Analyze how a particular scene fits into the overall structure of a text and contributes to the development of the theme or plot. CCSS.ELA-LITERACY.RL.6.1 Cite textual evidence to support analysis of what the texts says explicitly as well as inferences drawn from the text.	
Central Focus (CF)	Students **apply** a range of strategies to comprehend, construct meaning from, and interpret complex texts verbally, in writing, and by connecting the text to their own experiences.	
Learning Target (LT)	I can **define** power and I can **explain** how different sources of power influence the development of social issues in a text.	
Academic Language	**Language Function:** Define, Explain **Language Demand:** Writing, Speaking, Reading **Syntax:** When we look for Power, we ask: "What kinds of power am I seeing in the text?" Step 1. Ask: Who has power in this story? Who gets his/her way? Step 2: Ask: What kind of power does this character have? How is his/her power shown? Step 3: Connect how power contributes to the development of the social issue in a text. **Vocabulary**: Physical Power, Emotional Power, Social Power, Victims, Bystanders, Allies, Power (Review Term) **Discourse:** Sentence stems for speaking patterns include: -One person who has power in my book is… -It seems like _____ has power in this way because… -_____ has power because _____. I think this is good/bad because… -Other characters respond to _____ by… -_____'s power contributes to the development of the social issue because… **Language Support:** Vocabulary chart, copies of anchor charts used during instruction, strategic partnering (ELL student paired with English speaker), sentence stems, small group and individual conferencing during reading.	
Instruction Inquiry	**Introduction:** The teacher begins the lesson by connecting the work that students did from the previous lesson to this lesson. The teacher will generate student voice by asking students to turn and talk to a partner to define power and to explain how we find power in a complex text. The teacher will remind students of the learning target from the previous lesson by projecting the learning target under the document camera (*Instructional Material 1.5*). "I can **define** power and I can **explain** how different sources of power influence the development of social issues in a text." The teacher will ask students to write the learning target down in their reader's notebook in their own words. The teacher will circulate as students outline what the learning target is asking them to do and why they think it is important for them to know. After students have reflected in their notebooks, students will turn and talk to a partner about what the learning target is asking them to do and why it is important for them to know. **Activating Prior Knowledge:** The teacher will activate students' prior knowledge by asking students to think about the list of people they brainstormed who have power in the world around us from the previous lesson. Teacher will post the brainstorm from Lesson 1 (*Instructional Material 1.2*) under the document camera. The teacher will ask students to think	Students will turn and talk and share out their definition of power and will share how they can find power in a complex text. Students will write the learning target down in their notebooks in their own words. After, students will work in partnerships to recall what the learning target is asking them to do and why they think the learning target might be important to learn.

	about the different types of people that have power. Teacher will identify one misconception that the students have about power by helping students see that most of the people that have power on our brainstorm have a higher status in society. The teacher will push the students to continue to think about people in the world that have power, but may not have a higher status in society. The teacher will briefly pose a question for students to think about: "Does a person's amount of power change depending on the situation?" Teacher will select 3 student models (*Instructional Material 2.2*) of thoughtful post-it annotations from the previous lesson exit ticket. Teacher will acknowledge that these are model post-its because students are noticing that power can sometimes come from objects or ideas and not just people. After presenting student models, teacher will tell students that they will be learning new vocabulary words to help them discuss different types of power from their texts. **Mini-Lesson:** The teacher will tell students that when we look for power, we ask: "What kinds of power am I seeing in the text?" to identify different sources of power in the text. Teacher will reference the anchor chart that lists different types of power and academic vocabulary that students will use when they identify different sources of power in their text. (*Instructional Material 2.3*) The teacher will explain that there are many different sources of power that they will be looking for in their social issues books: • *Physical power*- ability to control others by using their own strength. • *Emotional power*-ability to control others by making someone feel a range of emotions. • *Social power*- ability to control others by using their authority, popularity, or peer pressure. **Vocabulary Review:** The teacher will ask student partnerships to review the definitions of these three forms of power using their vocabulary chart (*Instructional Material 1.1*). The teacher will also ask students to categorize at least two people from the brainstormed list into what type of power they have to informally assess language demand. **Mini-Lesson:** The teacher will then explain that sometimes characters are bystanders, victims, or allies, who are indirectly impacted by power. • Victims are people who are directly targeted or hurt by someone using their power in a hurtful way. • Bystanders are the people on the side who witness power being used in a hurtful way, but don't do anything to help. • Allies are the people who support and help the victim, and stand up against the person misusing their power.	**Vocabulary Review:** Students will review the three forms of power with their partner. Students will categorize examples of power from the class brainstorm into the three forms of power.

Informal Assessment	**Vocabulary Review:** Teacher will ask students to review the definitions of bystanders, victims, and allies on their unit vocabulary chart (*Instructional Material 1.1*). Students will explain to their partner why the visual on the chart supports the definition of the word by explaining the characteristics of a victim, bystander, and ally to their partner. -Teacher will anticipate and clarify any misconceptions related to the vocabulary covered in the lesson.	Students will explain how the visual that accompanies the vocabulary term demonstrates the definition of the word to their partner.
Practice Activity Support	**Teacher modeling:** The teacher will use the short story mentor text, *Just Kidding* by Trudy Ludwig, to demonstrate how readers look for different sources of power in the text. The teacher will ask students to activate their prior knowledge from the previous lesson about who had power in the text. The teacher will tell students that power can oftentimes come from many different places. The teacher will model identifying another character that has power in the text. The teacher will identify the type of power that the character has by referencing the vocabulary chart. The teacher will share her post-it annotation that demonstrates how the character with power is using their social power to resolve the social issue in the text and how this impacts other characters in the story. The teacher will informally assess students' understanding of how she located the type of power that the character had in the text by asking students for a thumbs up if they saw how she found that source of power in the text or a thumbs down if they did not understand. Teacher will answer student questions if they did not understand. The teacher will model how to find a victim in the text. The teacher will turn the definition of victim into a question: Who is directly targeted or hurt by someone using their power in a hurtful way? The teacher will identify a character that is a victim of power in the text with a post-it annotation. The teacher will describe on her post-it why she knew that this character was the victim and will identify how the victim contributes to the development of the social issue in the text.	Students will share out what they remember from the previous lesson about who has power in the story *Just Kidding* by Trudy Ludwig. Students will give thumbs up or thumbs down to show whether or not they understood how the teacher identified the type of power that the character with power in the text had.
Informal Assessment	*Informal Assessment 2.1* **Partner practice:** The teacher will then tell students that it is their turn to practice identifying what kind of power the character(s) from *Trouble Talk* have and by finding at least one character who is a bystander, ally, or victim in the text. The students will work with a partner to identify a character that has power and will identify what kind of power that character has on their post-it annotation. Students will also add at least one post-it to identify who the bystanders, allies, and victims are in the text. The teacher will ask students to think about how the bystanders, allies, or victims indirectly or directly contribute to the development of the social issue in this text. **Check for understanding:** The teacher will ask students to rate their level of confidence on the learning target. The teacher will review the learning target and will ask students to use their fingers to indicate their level of confidence. Students will rate their confidence on the learning target on a scale of 1-5.	Students will work with a partner to identify a character that has power in their text, what kind of power they have, and who the bystanders, allies, and victims are in the text. Students will explain how these characters contribute to the development of the issue in the text. Students will rate their level of confidence on the learning target on a scale of 1-5.

Practice Activity Support	**Independent Practice:** Students will continue to track power in their text by going back into their post-its about who had power in the text (from previous lesson) and will add annotations to identify what kind of power that character has and how this character contributes to the development of the social issue in the text. Students will use the language support documents (definitions, sentence stems, and mini-charts) to help them identify who has power in the text and what kind of power they have. Students will add post-it annotations in places where they identify victims, bystanders, and allies and how these other characters also contribute to the development of social issues in the text. **Small Group Support:** Teacher conferences with students that self-assessed at a level 3 or below during *Informal Assessment 2.1*. Teacher will also circulate and work with select students during independent practice.	Students will go back to the places in the text where they identified people that have power in their text. Students will identify what kind of power these characters have and how their power contributes to the development of the social issue in the text. -Students will add post-it annotations as they locate the bystanders, allies, and victims of power in the text. Students will also reflect on how these characters contribute, directly or indirectly, to the development of the social issue in their text.
Closure Assessment of Student Voice	**Informal Assessment 2.2, Instructional Material 2.1** The teacher will ask students to complete the exit ticket where students will supply at least two post-it annotations from their reading, one for identifying different types of power in their text and one where they identify a character that is a bystander, ally, or victim in the text. Students will rate their level of confidence on the learning target on a scale of 1-5 and will pose any questions they have about the learning target. Students will also name one strategy they applied to their reading that helped them think deeply about the text. The exit ticket is a tool to assess student learning on the LT, academic language, and a way to increase meta-cognitive awareness about the reading strategies they used during the lesson. The teacher will use student responses to adjust instruction and clarify any misconceptions in Lesson 3.	Students will complete an exit ticket response. Students will provide two post-it annotations from their reading, will rate their level of confidence on the learning target, and will explain the reading strategy that they used that helped them think more deeply about the text.

Lesson 3

Lesson Part	Activity description/Teacher does	Students do

Title	Reading for a Social Issue: Collecting and Justifying Evidence of Power from a Complex Text
State Standard	CCSS.ELA-LITERACY.RL.6.5 Analyze how a particular scene fits into the overall structure of a text and contributes to the development of the theme or plot. CCSS.ELA-LITERACY.RL.6.1 Cite textual evidence to support analysis of what the texts says explicitly as well as inferences drawn from the text.
Central Focus (CF)	Students **apply** a range of strategies to comprehend, construct meaning from, and interpret complex texts verbally, in writing, and by connecting the text to their own experiences.
Learning Target (LT)	I can **justify** how multiple text-based details show how power adds to the development of social issues in a text.
Academic Language	**Language Function:** Justify **Language Demand:** Writing, speaking, reading **Syntax:** Steps for identifying places of power in a text. Step 1. Ask: Who has power in this story?

	Step 2: Name who has power and why: What kind of power does this character have? How is his/her power shown? Step 3: Connect how power contributes to the development of the social issue in a text. **Vocabulary**: Physical power, emotional power, social power, victims, bystanders, allies, power, status, control (all review terms). **Discourse:** Sentence stems for speaking patterns include: -One person who has power in my book is… -It seems like _____ has power in this way because… -_____ has power because _____. I think this is good/bad because… -Other characters respond to _____ by… -_____'s power contributes to the development of the social issue because… **Language Support:** Vocabulary chart, copies of anchor charts used during instruction, strategic partnering (ELL student paired with English speaker), sentence stems, small group and individual conferencing during reading.	
Instruction Inquiry	**Introduction:** The teacher will begin the lesson by connecting the work that students did from the previous lesson to this lesson. The teacher will generate student voice by asking students to turn and talk to a partner to practice using the vocabulary words that they have learned so far in the learning segment. Students will use vocabulary terms in context by creating sentences that connect vocabulary words that they have learned. Teacher will circulate and evaluate students' ability to use vocabulary words in context.	Students will turn and talk to their partner to practice using vocabulary words that they have learned so far in the learning segment. Students practice using the words in context by creating original sentences with vocabulary words.
	Activating Prior Knowledge: The teacher will ask students to turn and talk to a partner about who they think has power in the text and what kind of power this character has. Students will share if they discovered any victims, bystanders, and allies from their reading yesterday. The teacher will circulate and listen as partners discuss who they think has power in their text. The teacher will share some ideas about the different kinds of power that students are beginning to notice in their texts.	Students turn and talk with a partner about who has power in their text and what kind of power this character has. Students also share any victims, bystanders, or allies from their text.
	To prepare students for the collaborative discussion they will be having in their book club groups, the teacher will tell students that they need to synthesize all of the text evidence and examples that they have collected so far so that they can discuss what characters have power in their text.	
	The teacher will project the learning target under the document camera and will collaborate with students to define and unpack the learning target (*Instructional Material 3.5*). "I can **justify** how multiple text-based details show how power adds to the development of social issues in a text."	**Presentation of Learning Target:** Student will share out their definitions of the language function "justify."
	The teacher will ask students to rate their level of understanding about the learning target and academic language on a scale of 1-5 (5=they completely understand the target).	Students will work in partnerships to outline what the learning target is asking them to do and will express why they think the learning target might be important to learn.
	The teacher will ask students to define the language function "justify" in the learning target. Teacher will supply definition by guiding students to their unit vocabulary chart. (*Instructional Material 1.1*)	Selected students will share out their thinking about the learning target. Teacher will add additional thinking or clarify misconceptions that this
	The teacher will collaborate with students to outline what the	point.

	learning target is asking them to do and why they think it is important for them to know. Students will turn and talk to a partner and the teacher will confer with students as they work in partnerships. **Mini-Lesson:** The teacher will prompt students to connect their prior academic knowledge about how to collect and cite text evidence. The teacher will remind students that when we have good text evidence, we can go back into the text and point to our evidence to support our claims or ideas. **Teacher Modeling:** The teacher will model gathering and organizing her post-it annotations from the whole class mentor text. The teacher will remind students that recording the page number is important because if they ever need to back into the text during a discussion or when they are writing about their reading, they need to know where they recorded their post-it annotation. The teacher will model sorting and selecting her best post-its based on the quality and thoughtfulness of response. The teacher will model analyzing one power post-it on a graphic organizer (*Instructional Material 3.1, Teacher Model Instructional Material 3.3*). The teacher will show how her analysis statement connects her text evidence to how power detail contributes to the development of the social issue in the text. The teacher will also model how to make a text-to-self or text-to-world connection on the graphic organizer. The teacher will provide students with sentence frames to help guide them to explain how a character's use of power contributes to the development, progression, or resolution of the social issue. • I notice that _____ uses their power to… • _____'s power makes the _____ issue better/worse because… • _____'s power contributes to the development of the social issue because…	
Informal Assessment	*Informal Assessment 3.1* **Partner Practice:** Teacher will prompt students to work with their partner to craft an analysis statement that would justify how the teacher's chosen post-it from the model graphic organizer shows how this character's use of power contributes to the development of the social issue. Students use analysis sentence starters like "This shows…" or "This proves…" to justify how the teacher's post-it annotation proves that a character from her text has power. Students will also work with their partner to think of a text-to-self or text-to-world connection they have with the post-it annotation. The teacher will circulate and help students as they work to select a strong defense for how certain details in the text contribute to the development of the social issue. Students will use the sentence frames in their verbal responses that support the language demand. Students will share out some analysis statements that support	Students will work with a partner to create an analysis statement that justifies how teacher's power post-it annotation contributes to the development of the social issue in the text. Students will use sentence frames in their responses.

	the teacher's post-it and the teacher will provide additional support and guidance as verbal feedback.	
	Check for Understanding: The teacher will ask students to rate their level of confidence on the learning target. The teacher will review the learning target and will ask students to use their fingers to indicate their level of confidence. Students will rate their confidence on the learning target on a scale of 1-5.	Students will rate their level of confidence on the learning target on a scale of 1-5.
	Teacher will hand back student's pre-assessments (Formal Pre-Assessment 1.1) to have them review which classroom resources they identified at the beginning of the learning segment that will help them improve their understanding of the learning target. The teacher will encourage students to actively utilize these resources or to select new resources that will help them in this lesson and in the other lessons to follow. The teacher will encourage students to identify which resources they have been using and which resources have been helpful to them on the exit ticket (Instructional Material 3.2).	
Practice Activity Support	**Independent Practice:** Students will add page numbers of their post-it annotations and will sort their power post-its to find strong evidence to support how a character or characters have power. Students will place four of their best power post-its on the graphic organizer and will explain how a character's power contributes to the development of the social issue in a text. Students will also make a text-to-world or text-to-self connection for every example of power from the text. Students will complete their graphic organizer to prepare for the collaborative discussion in Lesson 4.	Students will begin to sort their power post-its to find evidence that will help them justify how a character's power contributes to the development of the social issue in the text. Students will also link examples of power from their text to their own lives.
	Teacher will guide students to make thoughtful text-to-self and text-to-world connections that synthesize their prior academic learning with their own personal/cultural/community assets. Teach will prompt students: "What life experiences do you have that relate to the sources of power you are seeing in the text?"	
	Small Group Support: Teacher conferences with students that self-assessed at a level 3 or below during *Informal Assessment 3.1*. Teacher will also circulate and work with select students during independent practice.	
Assessment of Student Voice	**Informal Assessment 3.2, Instructional Material 3.2** The teacher will ask students to complete the exit ticket where students will rate their level of confidence on the learning target on a scale of 1-5 and will pose any questions they have about the learning target. Students will also name one strategy they applied to their reading that helped them think deeply about the text. The exit ticket is a tool to assess student learning on the LT, academic language, and a way to increase meta-cognitive awareness about the reading strategies they used during the lesson. The teacher will use student responses to adjust instruction and clarify any misconceptions in Lesson 4.	Students will complete an exit ticket response. Students will rate their level of confidence on the learning target, will pose any questions they have about the learning target, and will explain the reading strategy that they used that helped them think more deeply about the text.

Practice Activity Support	**Goal Setting for Collaborative Discussion:** In preparation for the collaborative discussion in Lesson 4, the teacher will instruct students to review their collaborative discussion goals from the previous week of instruction (prior to learning segment). The teacher will prompt students to record an individual goal for the collaborative discussion on collaborative discussion goal setting sheet (*Instructional Material 3.4*). As students begin to set individual goals, the teacher will circulate and work to make sure that students are setting measurable and attainable goals that will help them improve their collaborative discussions. Students will compose group goals for the discussion in Lesson 4.	Students will review individual goals they set for the collaborative discussion from the previous week of instruction. Students will reference the collaborative discussion rubric to set an individual goal for their contributions to the collaboration discussion in Lesson 4.
Closure Assessment	Students record an individual goal aligned to the collaborative discussion rubric and will complete the post-it graphic organizer before the discussion on the following day. Teacher will use student feedback from the exit ticket to guide which groups she checks in with first during the collaborative discussion in Lesson 4.	Students record an individual aligned to the collaborative discussion rubric and complete the post-it graphic organizer before the collaborative discussion in Lesson 4.

Lesson 4

Lesson Part	Activity description/Teacher does	Students do

Title	Reading for a Social Issue: Justifying Evidence of Power from a Complex Text
State Standard	CCSS.ELA-LITERACY.SL.6.1 Engage effectively in collaborative discussions with diverse partners on grade 6 topics, texts, and issues, building on other's ideas and expressing their own clearly. CCSS.ELA-LITERACY.RL.6.5 Analyze how a particular scene fits into the overall structure of a text and contributes to the development of the theme or plot. CCSS.ELA-LITERACY.RL.6.1 Cite textual evidence to support analysis of what the texts says explicitly as well as inferences drawn from the text.
Central Focus (CF)	Students **apply** a range of strategies to comprehend, construct meaning from, and interpret complex texts verbally, in writing, and by connecting the text to their own experiences.
Learning Target (LT)	I can **justify** how multiple text-based details show how power adds to the development of social issues in a text.
Academic Language	**Language Function:** Justify **Language Demand:** Writing, speaking, reading **Syntax:** Steps for identifying places of power in a text. Step 1. Ask: Who has power in this story? Step 2: Name who has power and why: What kind of power does this character have? How is his/her power shown? Step 3: Connect how power contributes to the development of the social issue in a text. **Vocabulary**: Physical power, emotional power, social power, victims, bystanders, allies, power (all review terms). **Discourse:** Sentence stems for speaking patterns include: -One person who has power in my book is… -It seems like _____ has power in this way because… -_____ has power because _____. I think this is good/bad because… -Other characters respond to _____ by… -_____'s power contributes to the development of the social issue because… **Language Support:** Vocabulary chart, copies of anchor charts used during instruction,

	strategic partnering (ELL student paired with English speaker), sentence stems, small group and individual conferencing during reading.	

Instruction Inquiry	**Introduction:** The teacher will begin the lesson by connecting the work that students did from the previous lesson to this lesson. The teacher will remind students that they will be using the graphic organizer from Lesson 3 to guide their collaborative discussions about power in their book club text.
	
	The teacher will remind students of the learning target from the previous lesson by projecting the learning target under the document camera (*Instructional Material 3.5*). "I can **justify** how multiple text-based details show how power adds to the development of social issues in a text." Students will recall the meaning of the word "justify" and the students will describe what they are trying to justify with a partner. The teacher and students will collaborate to come up with a rationale for why the learning target is important to do. The teacher will encourage students to think about how text evidence helps them justify their claims about power.
	
	Mini-Lesson: Teacher will activate students' prior knowledge by asking them to envision what a successful book club conversation looks like. Students will recall demonstrations of successful book club conversations that they discussed prior to the learning segment.
	
	Teacher will ask students if part of their envisionment included people building onto or responding to each other's thinking. The teacher will tell students that one of the goals for the collaborative discussion is to justify, using text evidence, how power contributes to the development of the social issue in the text and how these examples connect to experiences from their own lives (*Instructional Material 4.3*). The teacher will tell students that another goal of the collaborative discussion is to practice listening and building on one another's thinking.
	
	The teacher will remind students of some of the thinking prompts that can help conversations build from one comment to the next. (*Instructional Material 4.1*)
	
	Thinking Prompts for Building Onto Another's Thinking
	-Can you say more about that?
	-What I heard you say is…
	-I agree/disagree with _____ because…
	-Adding onto _____'s thinking…
	-_____'s thinking made me think of this idea that…
	
	The teacher will also tell students when we build onto a conversation we…
	    • Add onto an idea
	    • Make a text-to-self connection related to what someone said
	    • Find evidence to support one of your group member's claims
	OR
	    • Sometimes if you want the conversation to switch
		Student will share out their definitions of the language function "justify." Students will work in partnerships to outline what the learning target is asking them to do and will express why they think the learning target might be important to learn.
		
		Students will briefly list out some of the qualities of a successful book club conversation.

	gears to a new topic, you might say: What _____ said, reminded me to think about… Teacher will remind students that it is always okay to have and to express multiple perspectives and that we can respectfully disagree with one another if this is the case.	
Informal Assessment	**Partner Practice:** The teacher will ask students to practice adding onto one another's thinking using the thinking prompts. The teacher will tell students that Partner A will think about their favorite food and why it is their favorite food. Partner B will respond to Partner A by building onto their thinking about their favorite food. Partners will practice building onto one another's ideas using the prompts listed on the projection screen. The teacher will give Partner A about 30 seconds to say their favorite food and Partner B 30 seconds to build onto their partner's thinking. After turn and talk, teacher will provide students with feedback on areas for improvement and things that went well during the practice. *Informal Assessment 4.1* **Check for understanding:** The teacher will ask students to rate their level of confidence on the learning target. The teacher will review the learning target and will ask students to use their fingers to indicate their level of confidence. Students will rate their confidence on the learning target on a scale of 1-5. Teacher will also ask students how confident they are to build onto their group member's thinking during the collaborative discussion on a scale of 1-5. Teacher will meet with students who gave a score of 3 or lower on the exit ticket or during the informal assessment as they begin to work in their collaborative discussion groups.	Students will practice building onto their partner's thinking about their favorite food by using the discussion prompts on the projection screen. Students will rate their level of confidence on the learning target and on their ability to add onto another's thinking on a scale of 1-5.
Practice Activity Support	**Collaborative Discussion:** In preparation for the collaborative discussion, the teacher will guide students through the steps to setting a group goal for the collaborative discussion based on the goals they set from the previous collaborative discussion. (*Instructional Material 3.4*). Teacher will encourage all groups to think about centering their goals around adding onto each other's thinking and using the text and their graphic organizers to justify their thinking about power in the text. Students will work with their group members to set a collaborative discussion goal. Teacher will also remind students to look back at the collaborative discussion rubric to guide their goal setting. Teacher will circulate and support groups as they set attainable and measurable goals for their collaborative discussion. After goal setting, students will engage in a 12-minute long collaborative discussion where they discuss who has power in their text, what kind of power they have, and will justify their claims using text evidence that they have gathered in their post-it annotations. Students will also discuss how examples of power from the text relate to experiences with social issues from their own lives.	Students will work in their book club groups to set collaborative discussion goals. Students will have a collaborative discussion with their book club. Students will discuss who has power in their text and will use text evidence to justify how a character's power contributes to the development of social issues in the text as well as how these examples of power relate to students' experiences with social issues in the world around them.

Informal Assessment	The teacher will circulate among groups to monitor classroom discussions and will assess student conversations in accordance to the collaborative discussion rubric. Teacher will also remind students to use sentence frames and thinking prompts to guide them to add onto their group member's thinking and to push their groups thinking about power. The teacher will intervene occasionally to ask leading or prompting questions when appropriate. Possible verbal reminders for students in accordance to collaborative discussion rubric: • Body language • Focus • Listening • Participation: Inviting others into the conversation • Adding onto one another's thinking • Book in hand-going back to the text and citing specific examples Prompts to Encourage Deep Thinking: • Have you considered this other perspective? • How might this part of the text be interpreted differently from an alternate perspective? • How does this relate to your life and your experiences? • Have you seen these ideas in other texts? • How is power tied to your social issue? • What do you think the relationship between power and the social issue is? • What ideas do you have about how this power might be seen in a similar way in the world around us? At the end of the 12 minutes, the teacher will ask groups to conclude their conversations. The teacher will provide groups another minute to discuss some of the big ideas that their group came up with during their discussion. The teacher will encourage students to discuss what was successful during their book club conversation that they could share out with the whole class. Each book club group will share out 1-2 successes from their book club conversation. Students will share some of the ideas they had about power in their book as well as their ability to meet their collaborative discussion goal for the week.	Students will build onto and respond to their group member's thinking about what characters have power in their text and how their characters' power contributes to the development of social issues in their text. Students will also make text-to-self and text-to-world connections of where they see examples of power in the world around them. Book club groups will discuss some of the big ideas that their group discussed during the collaborative discussion. Groups will discuss what was successful about their collaborative discussion and will share out this information with the class.
Practice Activity Support	**Goal Setting Evaluation:** After each group has shared out the successes from their collaborative discussion, book club groups will evaluate how their group did in meeting their collaborative discussion goal for the week. Students will score their group on a scale of 1-4 and explain why they gave their group that score. Groups will set a collaborative discussion goal for subsequent collaborative discussions later in the unit. After groups have self-assessed, students will individually assess their ability to meet their collaborative discussion goals. Students will rate themselves against the collaborative discussion rubric as well as against the individual goals they	Students will collaborate with their group members to assess their collaborative discussion for the week. Students will self-assess against the collaborative discussion rubric as well as against the goal they set for their group prior to the discussion. Students will self-assess their contributions to the

	set for the discussion.	collaborative discussion against the collaborative discussion rubric as well as against their individual goals for the discussion.
Closure Assessment of Student Voice	**Informal Assessment 4.2, Instructional Material 4.2** The teacher will ask students to complete a 4-question exit ticket where students will rate their level of confidence on the learning target on a scale of 1-5. To build meta-cognitive awareness, students will also explain what they were trying to justify in their collaborative discussions. Students will name some of the vocabulary words that helped them talk about and deepen their understanding of power in their book. Finally, students will name some of the sentence frames that they used that helped them add onto other people's thinking during their collaborative discussion.	Students will complete an exit ticket slip that assesses their level of confidence on the learning and their meta-cognitive awareness about the content of the collaborative discussion and their ability to incorporate collaborative discussion prompts and vocabulary in their collaborative discussions.

Lesson 5

Lesson Part	Activity description/Teacher does	Students do

Title	Reading for a Social Issue: Evaluating Examples of Power from a Text and Connecting Power to the World Around Us
State Standard	CCSS.ELA-LITERACY.RL.6.5 Analyze how a particular scene fits into the overall structure of a text and contributes to the development of the theme or plot. CCSS.ELA-LITERACY.RL.6.1 Cite textual evidence to support analysis of what the texts says explicitly as well as inferences drawn from the text.
Central Focus (CF)	Students **apply** a range of strategies to comprehend, construct meaning from, and interpret complex texts verbally, in writing, and by connecting the text to their own experiences.
Learning Target (LT)	I can **evaluate** how examples of power from the text are related to social issues in the world around me.

Academic Language	**Language Function:** Evaluate
	Language Demand: Writing, Reading
	Syntax: Steps for Making Text-to-Self Connections
	"Readers think about how the social issues in their text are shown and ask themselves, "Does this fit with what I have seen in the world and have experienced?"
	They do this by…
	1. Identifying social issues in their text.
	2. Thinking about how power contributes to the development of the social issue.
	3. Evaluating when or how they, as readers, have seen or experienced these social issues and how power made the issue better or worse.
	Vocabulary: Text-to-self connection, physical power, emotional power, social power, victims, bystanders, allies, power (all review terms).
	Discourse: Sentence stems for speaking patterns include:
	    • "The main social issues in this text are…"
	    • "_____'s power contributes to the social issue because…"
	    • "In my life…"
	    • "Once I saw…"
	    • "I know/knew someone who…"
	    • "_____'s power made the issue better/worse because…"
	Language Support: Vocabulary chart, anchor chart, small group and individual conferencing

	during writing	

Instruction Inquiry	**Activating Prior Learning:** The teacher will begin the lesson by connecting the work that students did from the previous lesson to this lesson. The teacher will remind students that we worked with our book club groups to justify how multiple text-based details show how power adds to the development of social issues in a text. We also worked with our groups to make text-to-self and text-to-world connections based on examples of power from our texts.
	
	The teacher will remind students that they know how to find social issues in a text, they know how to prove that power adds the development of the social issue either in a negative or positive way, and today we are now going to continue to work on making those text-to-self and text-to-world connections.
	
	The teacher will project the learning target under the document camera and read it aloud to students (*Instructional Material 5.5*). "I can **evaluate** how examples of power from the text are related to social issues in the world around me." The teacher will ask students to define the language function in the learning target in their own words. Teacher will supply definition by guiding students to their unit vocabulary chart. (*Instructional Material 1.1*)
	
	The teacher will collaborate with students to define and unpack the learning target and why they think it might be important for them to know. Students will share out with a partner what they think the learning target is asking them to do and why it might be important for them to learn. The teacher will confer with students as they work in partnerships. After students share with their partner, the teacher will ask students to share out their thinking and will evaluate student understanding of the learning target as a result of this discourse.
	
	Mini-Lesson: Teacher will tell students that readers evaluate how examples of power are related to social issues in their books and that readers make connections to how power is related to social issues in their our own lives. To do this work, there are certain thinking moves that readers must do before they are ready to write.
	
	Anchor Chart: (Instructional Material 5.3)
	When we make text-to-self connections…
	Readers think about how the social issues in their text are shown and ask themselves, "Does this fit with what I have seen in the world and have experienced?"
	
	They do this by…
	1.Identifying social issues in their text.
	    • "The main social issues in this text are…"
	2. Thinking about how power contributes to the development of the social issue.
	    • "_____'s power contributes to the social issue
		Student will share out their definitions of the verb "evaluate."
		
		Students will work in partnerships to outline what the learning target is asking them to do and will express why they think the learning target might be important to learn.
		
		Selected students will share out their thinking about the learning target. Teacher will add additional thinking or clarify misconceptions that this point.

	because…" *3. Evaluating when or how they, as readers, have seen or experienced these social issues and how power made the issue better or worse.* • "In my life…" • "Once I saw…" • "I know/knew someone who…" • "____'s power made the issue better/worse because…" **Teacher Modeling:** To show me your understanding of making text-to-self connections, you are going to write an essay that outlines the social issues in your books and you will identify who has power in your book and how their power contributes to the development of the social issues in your text. Then, you will connect examples of power from your books to your own life. To prepare you to write, I am going to model for you something I started writing for this essay. Teacher reads aloud her example and shows the 3 steps in her writing. *(Instructional Material 5.4)* Teacher provides prompts for students to use to push their writing past the minimum requirements outlined in steps 1-3. The teacher will explain the importance of making text-to-self connections and how this helps the reader create new meaning as a result of reading their book closely.	
Informal Assessment	*Informal Assessment 5.1* **Make a plan:** Students will have about a minute to silently brainstorm and write down some of their ideas for their writing in the planning box on their essay assessment page. *(Instructional Material 5.1)* Students will be asked to think about: -What social issue they will be writing about -Who has power within this social issue in their book (could either be good or bad power). -Think about how their power continues to make the issue better or worse.	Students will independently begin to create a plan for their essay by thinking about steps 1-3 for making a text-to-self and text-to-world connection.
Practice Activity Support	**Partner Practice:** Students will turn and talk to their partner about steps 1 and 2 for the planning of their essay. Students will discuss what issue they are writing about and what characters (or objects) have power in that issue and how their power contributes to the issue in the text. Students will use their partners to help them continue to brainstorm ideas for their essay. After students discuss steps 1 and 2, the teacher will provide students an additional minute or two to brainstorm their text-to-self connections.	Students will share out their plan with their partner, specifically identifying what social issue they are going to discuss, and what character has power and how this character contributes to the development of the social issue in their text. Students will also begin to discuss possible text-to-self connections that they can write about.
Informal Assessment	*Informal Assessment 5.2* **Check for Understanding:** The teacher will ask students to rate their level of confidence on the learning target. The teacher will review the learning target and will ask students to use their fingers to indicate their level of confidence. Students will rate their confidence on the learning target on a scale of 1-5.	Students will rate their level of confidence on the learning target on a scale of 1-5.

	The teacher will verbally remind students of all the classroom resources they have to help them compose their essays. The teacher will remind students to use all of their support documents (anchor charts, sentence frames, vocabulary, and post-it annotations) to help them compose strong essays.	
Practice Activity Support	**Independent Practice:** Students will begin to compose their "Power Write Long essay." (*Instructional Material 5.1*) The teacher will provide students with a copy of the Power Write Long Rubric (*Assessment Criteria 5.1*) so students have an understanding of how they will be assessed. Teacher will circulate and work with students to help them organize the various components of the essay. Students will complete the essay for homework if it is not finished in class. **Small Group Support:** Teacher conferences with students that self-assessed at a level 3 or below during *Informal Assessment 5.2*.	Students will begin to compose their essay about power. Students will cross-reference their work with the steps for making a text-to-self connection and the assignment rubric.
Student Voice Closure Assessment	*Informal Assessment 5.3*, *Instructional Material 5.2* The teacher will ask students to complete a 4-question exit ticket where students will rate their level of confidence on the learning target on a scale of 1-5. To build meta-cognitive awareness, students will also explain what they were trying to evaluate in their writing. Students will explain how making text-to-world and text-to-self connections help them think deeper about the text and well as identify some of their strengths and struggles with making text-to-self connections.	Students will complete an exit ticket response. Students will rate their level of confidence on the learning target, will explain what they were evaluating in their writing, will explain how making text-to-self and text-to-world connections helps them think more deeply about the text, and their strengths and struggles in regard to making text connections.

Formal Postassessment (*Sequence end*)	**Formal Post-Assessment 1.1**: In this post-assessment, students will read a short story text (*Trouble Talk* by Trudy Ludwig) again and will complete the same set of questions from the pre-assessment, which are aligned to the learning targets and central focus in the learning segment. This assessment will measure students' knowledge of academic language and subject-specific vocabulary and their ability to apply the reading strategies they learned in the learning segment. The assessment will help the teacher identify areas of growth as well as continued misconceptions related to the learning targets and central focus. The teacher will use results from *Instructional Material 5.1* to determine next steps for instruction as they continue to work through the social issues unit and the skills that they will continue to apply in their reading beyond the unit. Teacher will measure growth by reviewing scores from the pre-assessment compared to scores on the post-assessment using *Assessment Criteria 1.1* as well as identifying students level of confidence on the learning targets measured in the student voice section. Students will measure their level of a confidence on a scale of 1-5 (5 being they feel confident that they can demonstrate the knowledge and skills outlined by the learning target, 1 being that they do not understand what the learning target is asking	Students will complete a five question, short answer, post-assessment, identical to the pre-assessment given prior to Lesson 1 in the learning segment, that will assess students' academic knowledge after the instructional period. Students will measure their own growth in relation to the learning targets outlined in the learning segment. In the student voice component, students will identify their level of confidence on each learning target, identifying strengths and weaknesses related to the learning target. Students will also indicate 1 to 2 classroom resources that will help them increase their knowledge and skills in

	them to do). Students will provide an explanation of their self-assessed strengths and weaknesses in relation to each learning target. Students will also select 1 to 2 classroom resources that they will utilize to help them better understand the learning target in the future.	relation to the learning targets for future growth.