

Teaming Task Name: HS ELA Analyzing Text Development – Reading Informational

Grade: 9th

Subject: ELA

Toolkit Component: Readiness Check, Agree/Disagree Cards, Role Cards, Connecting New Learning Guide, Connecting New Learning Mat

STANDARD
<i>What is the standard? (include code)</i>
Standard: 910.RI.1.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
LEARNING TARGET w/ Success Criteria (if available)
<i>What will students learn from the standard?</i>
Learning Target: <ul style="list-style-type: none"> Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. Success Criteria: <ul style="list-style-type: none"> Determine the central idea and the specific ideas that shape and refine that central idea. Analyze how the author organized and developed and connected an analysis or series of ideas.

STUDENT LEARNING RESOURCES MINI/FOCUS LESSON	TASK	STUDENT TEAMING STRUCTURES
<i>What instruction/resources will students need to learn new content? (video, reading, teaching, etc.)</i>	<i>What is the task for the learning target? What open-ended questions or statement could you provide for students that allow for multiple responses?</i>	<i>How will students share their thinking? (partner or team) What structures/toolkit components will be used?</i>
Student Resources: <ul style="list-style-type: none"> Text set sources <i>The Assassination of Julius Caesar</i> by Suetonius Tranquillus and Shakespeare’s <i>Julius Caesar</i> excerpt. 	Analyze how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	New Learning: <ul style="list-style-type: none"> Each pair in a team is given one of the two texts. Students individually read the text. Pairs work to discuss the first prompt, “Analyze how an

	<p>What are the similarities and differences in the two texts' organization, development, and connections?</p>	<p>author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them." They should capture their thinking on their team's mat.</p> <p>Share New Learning:</p> <ul style="list-style-type: none"> • Each pair shares their thinking. <p>Connections Between Learning:</p> <ul style="list-style-type: none"> • In pairs, students discuss connections between their learning and the other pair's learning. <p>Closing:</p> <ul style="list-style-type: none"> • The team works together to discuss and write a summary responding to the task question, "What are the similarities and differences in the two texts' organization, development, and connections?"
<p>Additional suggestions or ideas:</p> <p>Possible questions to redirect and/or deepen thinking for pairs/teams:</p> <ul style="list-style-type: none"> • If students are not attending to key aspects of the text that relate to achieving the standard: <ul style="list-style-type: none"> ○ How does the structure of the text support the author's purpose? ○ Why do both articles mention omens? ○ How does the era of the texts contribute to the differences in the texts? 		

