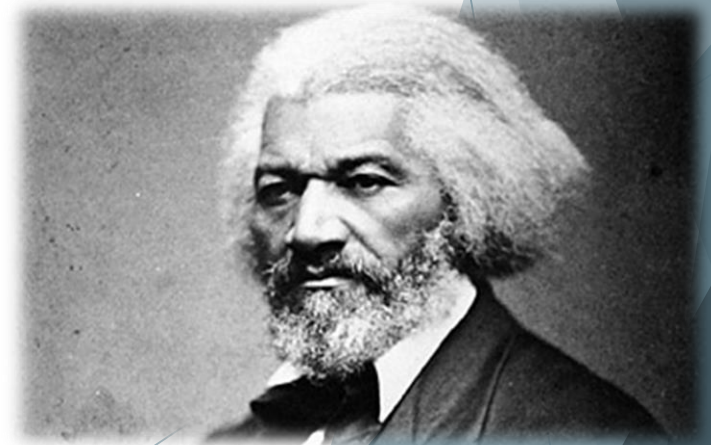*How do informational texts build my understanding about slavery in the United States?*

Module 3: Narrative of the Life of Frederick Douglass

B-day Monday, April 13th, 2018

C-day Tuesday, April 14th, 2018

M3U1L11

DO-NOW Learning Targets

- I can reread a complex, above grade-level text (NotLoFD) to better understand and analyze it for multiple meanings.

- I can cite several pieces of text-based evidence to support my analysis of our new central text, *Narrative of the Life of Frederick Douglass* written by himself.

How close reading looks with the NotLoFD - *ReReading for Multiple Meanings*

First read: gist text and annotate evidence

Second read: answer comprehension-level questions in a few words

Third read: Jot down notes for TDQ/short-response style analysis questions. Answer these questions using **CtEAC writing formula** on separate sheet of paper

Things Close Readers Do …

- Get the *gist* – figure out what the text is mostly about
- Cite evidence – **identify strongest evidence to support analysis of informational text**
- Use details from the text to make inferences
- **Use context clues to figure out word meanings**
- Continuously think about how all this comes together for me as the reader after reading multiple times
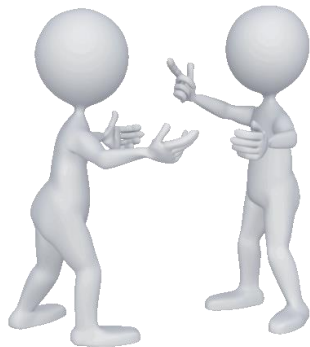- Talk with others about the text
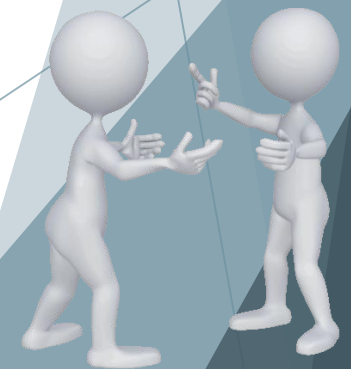
BB FF Protocol:
(from Excerpt 3, paragraph #1&2)

Why does Douglass use the word "heavenly" to describe Mrs. Auld? How does this help the reader understand how enslaved people feel around her?

Use evidence from the text to support your answer.

GOLDEN LINE & Share-out
(from Excerpt 3, paragraph #3)

Pick one (1) sentence or less from the text that captures an important idea related to the central idea of this excerpt.
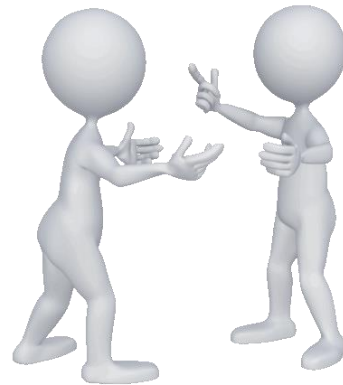
Annotate it with "Golden Line"
Be ready to share out to the whole class.

BB FF Protocol:

What does Mr. Auld's advice teach Douglass?
What does this reveal about his character?

Use evidence from the text to support your answer.
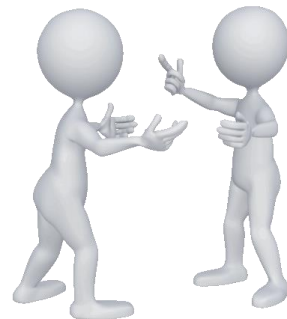
BB FF Protocol:
CENTRAL IDEA

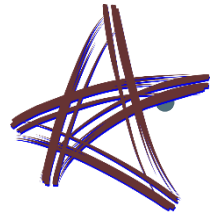Compare Mrs. Auld before and after she owned slaves.

How does Mrs. Auld treat Douglass before and after her husband tells her Douglass mustn't learn to read?

Use evidence from the text to support your answer.

DO-NOW Learning Targets

- I can reread a complex, above grade-level text (NotLoFD) to better understand and analyze it for multiple meanings.

- I can cite several pieces of text-based evidence to support my analysis of our new central text, ***Narrative of the Life of Frederick Douglass*** written by himself.

✏️ Exit Ticket – Learning Target Tracker

Learning Target _____ _____			
1 – I can't meet this target yet.	2 – I can meet some of the target, but I am still a little confused.	3 – I can meet this target.	4 – I can meet this target and help others meet it, too.
Evidence:_____ _____			

Homework –
Finish writing "NotLoFD" Excerpt 3 TDQs