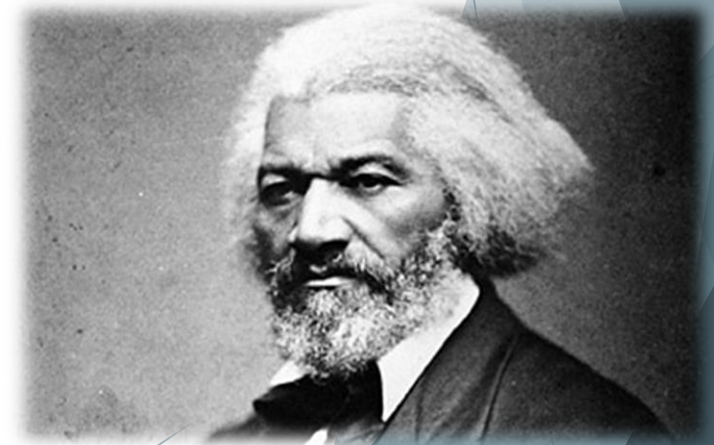*How do informational texts build my understanding about slavery in the United States?*

Module 3: Narrative of the Life of Frederick Douglass
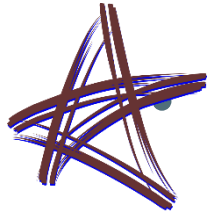
March 23 & 24, 2020

M3U1L8&9

DO-NOW Learning Targets

- I can read and 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 - *Re-Reading 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
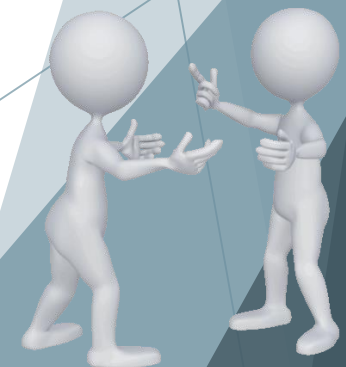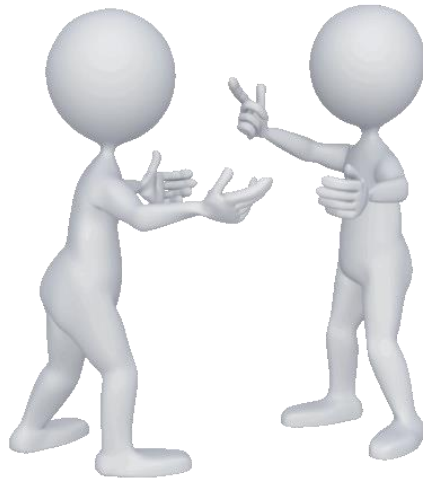
BB FF Protocol:

(from Excerpt 1, paragraph #3) This paragraph discusses Douglass's parents. What does it show about how slavery affected children's relationships with their parents?
Use evidence from the text to support your answer.
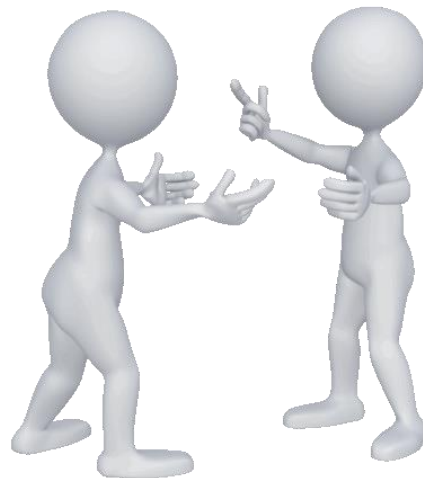
BB FF Protocol:

Analyze the impact Frederick Douglass' mother's death has on him. Use evidence from the text to support your answer.
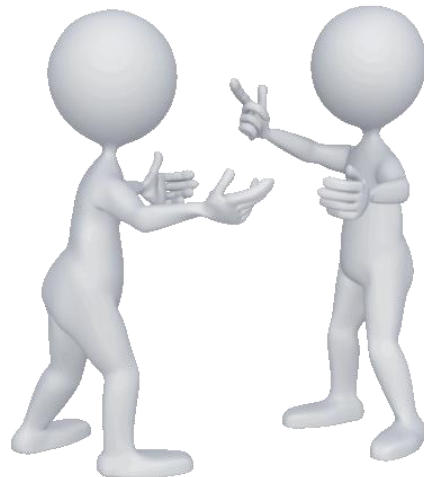
Use evidence from the text to support your answer.
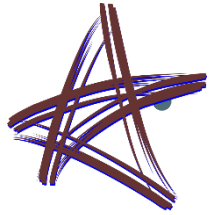
BB FF Protocol:

How does having power over their slaves seem to affect the overseer and the owner. Explain using details from the text.

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

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

Learning Target

_____

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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.
Circle one: B E	Circle one: B E	Circle one: B E	Circle one: B E

Evidence of Learning & Reflection:_____

_____

_____

_____

Homework – Agenda in ELA section, write: