

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

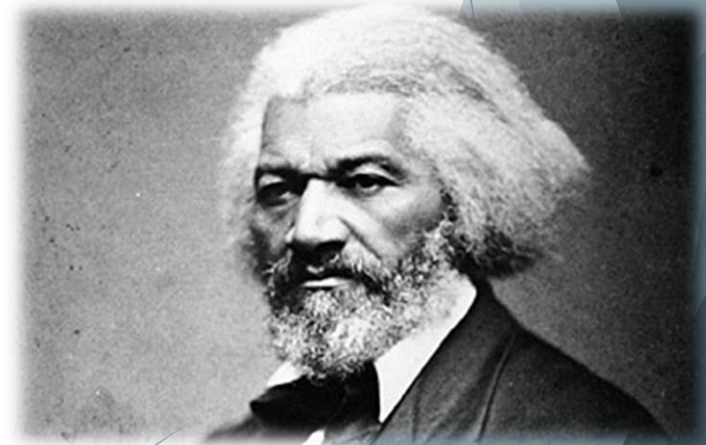
*Today, we will be making meaning by close reading a text and by completing a written response, articulating our analysis of the text based on the given writing prompt.*

# Module 3: Narrative of the Life of Fredrick Douglass

A-day Tuesday, May 21, 2018

B-day Monday, May 22, 2018

M3U3L4 (CFA #6)





## DO-NOW Learning Targets

 I can cite several pieces of text-based evidence to support my analysis of the article “Ida B. Wells: African-American Civil Rights Leader.”

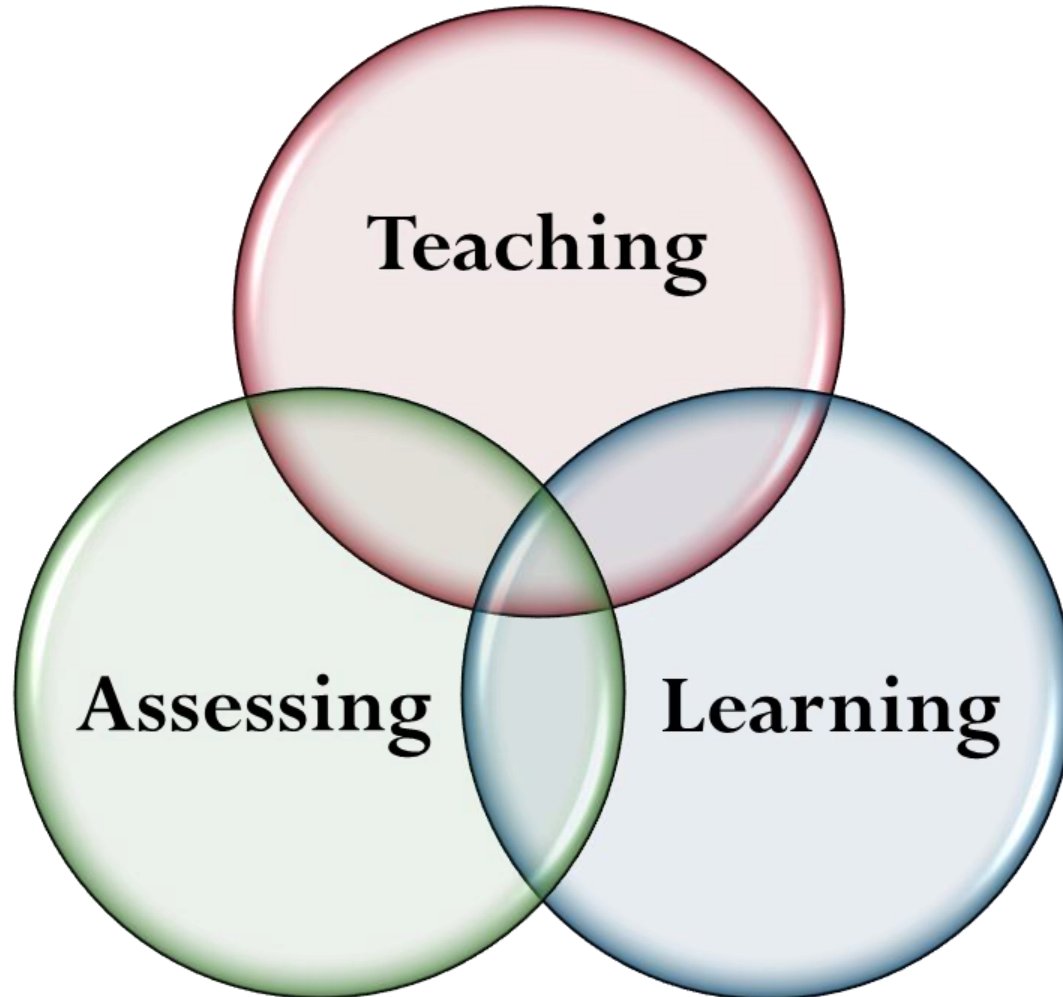
- I can draw conclusions about the impact of slavery in the United States and build my understanding about its historical context.

# Agenda



- ▶ Review Learning Target and annotation of LT (3 min)
- ▶ CFA #6 - review purpose of CFAs (5 min)
- ▶ Take your 6<sup>th</sup> and LAST! ELA CFA 7 Assessment!
  - ▶ Review assessment materials and directions (5 min)
  - ▶ Independently *Close Read* the article *Ida B. Wells: A-A Civil Rights Leader* (15 min)
  - ▶ Independently complete the graphic organizer (10 min)
  - ▶ Independently write a well-developed paragraph responding to the prompt and addressing the task (30-40 min)
- ▶ Exit ticket - Learning Tracker Evidence from text

# CFA #6 (30-week) Assessment





Write a well-developed paragraph responding to the following task:


Your task:

After closely reading and annotating the article “*Ida B. Wells: African-American Civil Rights Leader*,” *adapted from biography.com*, answer the following prompt:

*What does Ida B. Wells’ actions reveal about her character and how does her story exhibit enduring power?*

# Quick Review - Things Close Readers Do ...



- ▶ Read with a PURPOSE! 
- ▶ Get the *gist* - figure out what the text is mostly about
- ▶ Re-read
- ▶ Annotate!!!!
- ▶ Cite evidence
- ▶ Use details from the text to make inferences
- ▶ Use context clues to figure out word meanings
- ▶ Answer the writing prompt based on the text



## Well-developed paragraph checklist:



- Answer the questions in the task above
- State the topic and **your claim** - statement about the topic - in your introductory sentence
- Cite the *strongest* three (3) pieces of evidence to support **your claim**
- Analyze evidence in order to make connections to **your claim**
- Use a concluding statement



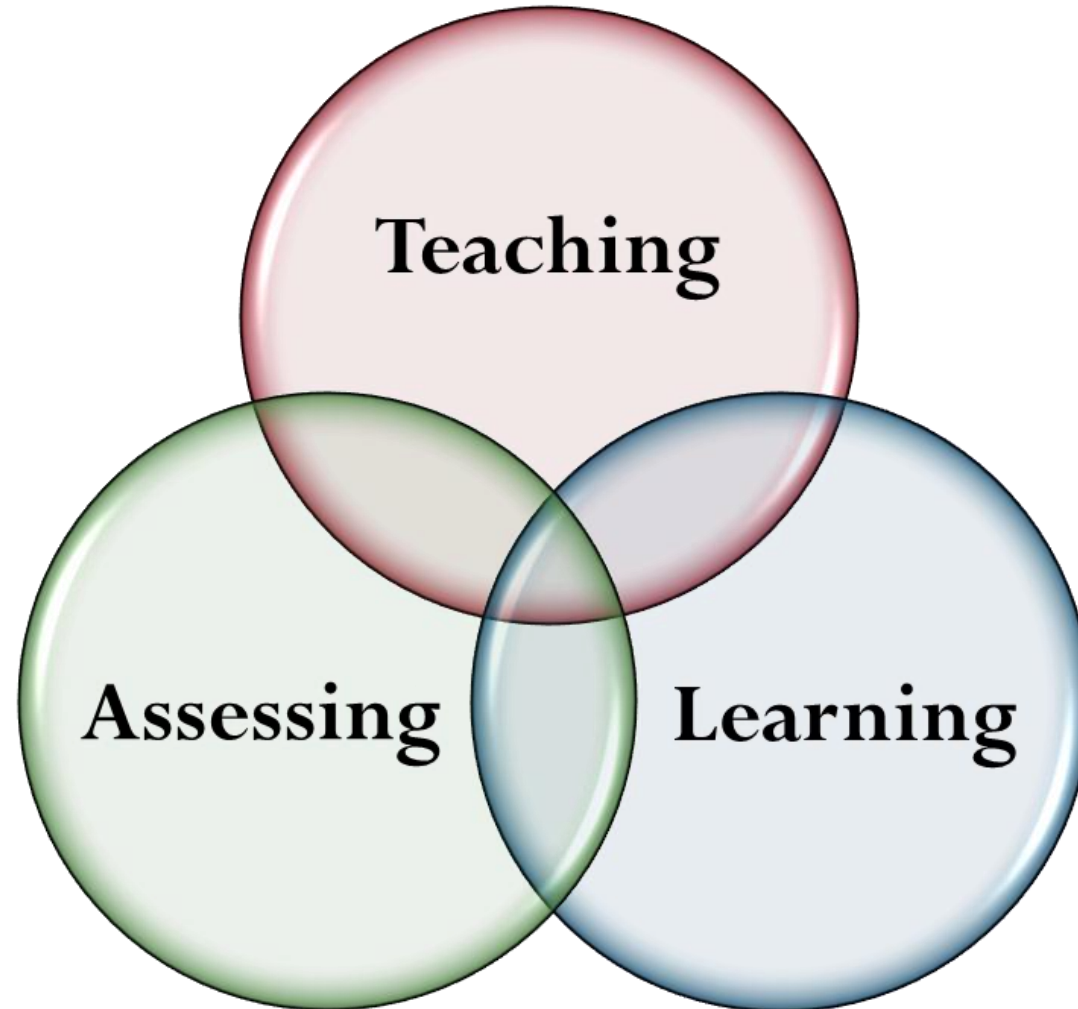
## DO-NOW Learning Targets

 I can cite several pieces of text-based evidence to support my analysis of the article “Ida B. Wells: African-American Civil Rights Leader.”

- I can draw conclusions about the impact of slavery in the United States and build my understanding about its historical context.




# CFA #6 30-week Assessment



# Closing - Learning Target Tracker

What did you learn about your independent writing today? 1 Strength/ 1Weakness

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

