**Unit Lesson/ Daily Plan: Reading Informational Text**  
Start Date: April 29, 2014  
End Date: May 2, 2014  
Virgena Begay BME 637

### Nitsahakees (Thinking)

<table>
<thead>
<tr>
<th>Unit Overview</th>
<th>Essential Questions</th>
<th>Unit Resources</th>
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</table>
| In this unit students will read a variety of informational text including consumer, workplace, and public documents. Students will learn how to read and interpret informational text. | What is a consumer document?  
How do I analyze consumer documents?  
How do I interpret informational text? | Holt Elements of Literature textbook  
Reading articles off the internet  
Technology  
Blackline masters |

### Academic Vocabulary

<table>
<thead>
<tr>
<th>Domain Specific Vocabulary</th>
<th>Dine Bizada</th>
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</thead>
<tbody>
<tr>
<td>Sequence, technique, function, communicate</td>
<td>Accommodate, evacuation, deducted, punctuality, supervision, tentative, charismatic, version</td>
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<tr>
<td></td>
<td>Ashiilikan, t’odilchxoshi, ch’il (herbs)</td>
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</tbody>
</table>

### Standards:

7.RI.1 cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn.  
7.RI.6 determine an author’s point of view or purpose in a text.  
Navajo Culture: S3C F3.PO 3: explore the distinct association of Indian cultural viewpoints for using traditional food and herbs to maintain good health.

### Nahat’a (Planning)

<table>
<thead>
<tr>
<th>Mentor Texts/ Lexile Levels</th>
<th>Close Reading Activities</th>
<th>Scaffold Text Dependent Questions</th>
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</table>
| Internet article: *What you are drinking could be a MONSTER problem.*  
*students reread the article for information  
*students use highlighters to identify words  
*students read for fluency  
*students will take notes as we read. | Compare and contrast the herbal content of energy drinks and traditional herbs. |
### Daily

#### Iina (Action)

<table>
<thead>
<tr>
<th>Home Work</th>
<th>Bell Work</th>
<th>Introduction (Hook/ Activating Prior Knowledge)</th>
<th>Presentation and Confirmation (Direct Instruction)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily oral language</td>
<td><em>sentence editing</em></td>
<td>Journal Writing: Is it important to know what goes into your body? Students share their writing with the class.</td>
<td>Take a survey of how many students use energy drinks. How often do they drink it?</td>
</tr>
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</table>

#### Interaction (Guided Practice)

<table>
<thead>
<tr>
<th>Student Directed (Independent Practice)</th>
<th>Closure/Formative Assessments</th>
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</table>
| Hand out the article and students will do a first read alone.  
1. What makes this article a challenging reading piece?  
2. What can we do to make it comprehensible?  
3. Students highlight unfamiliar words in the article.  
4. Allow time for students to define some of the words. | Write about what you learned about using energy drinks. |

| Students do a second read of the article. Choral reading.  
*students replace highlighted words with synonyms.*  
*Was the article easier to understand this time around?*  
*check for comprehension questions from the article.* | |

#### Siihasin (Reflection)

<table>
<thead>
<tr>
<th>Homework</th>
<th>Formative Assessment</th>
<th>Lesson Reflection</th>
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</table>
| Write down some questions you may still have about energy drinks. (These are questions that they will use to do research the next day)  
-Internet research: Students will use the internet to do research on the ingredients of these energy drinks.  
-Students will compare and contrast 5 energy drinks and measure the amount of sugar in | Oral presentation of research.  
*students will explain why it is important to know what goes into their bodies.* | |
- Students will learn about the dangers of using too much energy drinks.

### Wise Ways Strategies

<table>
<thead>
<tr>
<th>review</th>
<th>stimulation of interest</th>
<th>modeling, demonstration, graphics</th>
<th>explanation</th>
<th>prompting/cueing</th>
<th>reteach</th>
<th>drilling/class recitation</th>
<th>review with questioning</th>
<th>summarize key concepts</th>
</tr>
</thead>
</table>

### Marzano’s High Yield Strategies

- *Illustrate vocabulary words into reader’s writer’s notebook*

| Identifying similarities and differences (45% gain) | Summarizing and note-taking (34% gain) | Reinforcing effort and providing recognition (29% gain) | Homework and practice (28% gain) | Nonlinguistic representations (27% gain) | Cooperative learning (23% gain) | Setting objectives and providing feedback (23% gain) | Generating and testing hypothesis (23% gain) | Questions, cues, and advance organizers (22% gain) |

### Lexile Grade Band

| K-1: 000-450 | 2-3: 420-820 | 4-5: 740-1010 | 6-8: 925-1185 |

### Writing Styles/Purposes

<p>| K-5: Opinion | 6-12: Argument with Claims | Informative/Explanatory | Narrative |</p>
<table>
<thead>
<tr>
<th>Mathematical Practices</th>
<th>Bloom’s Levels and Learning Targets</th>
<th>Bohoo’aah (Dine Learning Targets)</th>
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<tbody>
<tr>
<td>Make sense of problems and persevere in solving them</td>
<td>Creating (Product)</td>
<td>Baa Nitsijikees</td>
</tr>
<tr>
<td>Reason abstractly and quantitatively</td>
<td>Evaluating (Reasoning)</td>
<td>Baayajilti, Hazdileeh</td>
</tr>
<tr>
<td>Construct viable arguments and critiques the reasoning of others</td>
<td>Analyzing (Reasoning)</td>
<td>Hazdilaa, Yeehideesnaa'</td>
</tr>
<tr>
<td>Model with mathematics</td>
<td>Applying (Demonstration)</td>
<td>Bil Hoozhooz</td>
</tr>
<tr>
<td>Use appropriate tools strategically</td>
<td>Understanding (Reasoning)</td>
<td></td>
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<tr>
<td>Attend to precision</td>
<td>Remembering (Knowledge)</td>
<td></td>
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<tr>
<td>Look for and make use of structure</td>
<td></td>
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<tr>
<td>Look for and express regularity in repeated reasoning</td>
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<thead>
<tr>
<th>Flexible Differentiated (Tiered) Groupings</th>
<th>Response to Intervention/ Accommodations</th>
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<tbody>
<tr>
<td>Quantity: Adapt amount of expected work</td>
<td>Alternate goals: Adapt outcome expectations</td>
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<tr>
<td>Time: Adapt time allotted</td>
<td>Substitute curriculum</td>
<td></td>
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<tr>
<td>Support: Increase assistance</td>
<td>Adaptive technology</td>
<td></td>
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<tr>
<td>Input: Adapt instructional method</td>
<td>Learning aids</td>
<td></td>
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<tr>
<td>Output: Adapt manner of response</td>
<td>Repetition/Paraphrasing</td>
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<tr>
<td>Participation: Adapt mode or level of involvement</td>
<td>Environment: Proximity, etc.</td>
<td></td>
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<tr>
<td>Difficulty: Adapt skill level or type of work</td>
<td>Group size: Small group, one-on-one, etc.</td>
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<tr>
<td></td>
<td>Other</td>
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