

Stage: Student Exemplar Analysis	
Close Read the Exemplar	
Day 1	First Day of Close Read
Day 2	Second Day of Close Read
Day 3	Vocabulary Review and Close Read Synthesis

Day 1	First Day of Close Read
Learning Objectives	Students will be able to: <ul style="list-style-type: none"> Conduct a close reading of an exemplar text, identifying a topic, point of view, and claim in context.
Lesson Resources	Student Journal <ul style="list-style-type: none"> Pages 11-17 Digital Resources (available on One World website): <ul style="list-style-type: none"> Google Slides presentation
Do Now	Turn and Talk: Imagine that your principal is deciding whether or not to extend the school day until 6:00 PM. They want to extend the school day to allow for more time in each class. What would you argue to prove them wrong? Write a claim that includes a problem and solution in one sentence and at least two reasons your claim is true.
Lesson Introduction	<ul style="list-style-type: none"> Review class agenda Pass out student journals Today we are going to conduct a close reading of an exemplar student essay. This student completed the One World writing program.
Direct Instruction	<ul style="list-style-type: none"> Introduce close reading <ul style="list-style-type: none"> Thoughtful, critical analysis of a text that focuses on significant details or patterns in order to develop a deep and precise understanding of the text First read - read School Lunches and Obesity essay (page 11 of journal) aloud. Pause in your reading and invite students to turn and talk: <ul style="list-style-type: none"> End of first paragraph: <i>What is Indiya's topic? What is her claim?</i> Write Indiya's claim on the board and invite a student up to identify the problem and solution. End of second paragraph: <i>Why does Indiya argue that healthy lunches are important?</i> End of essay: Direct students to complete the "summarize" box at the bottom of page 11. Second read - Complete "close read 1" column of paragraph one on page 13 of the journal. Project on the board and think aloud for each question, showing students where you find the answer in the text.
Guided Practice	<ul style="list-style-type: none"> Guide students to complete "Close Read 2" and "Close Read 3" of page 13 in pairs or small groups. Circulate as students work together on close read 2, asking these questions:

	<ul style="list-style-type: none"> ○ <i>How can you tell that Indiya takes obesity seriously?</i> ○ <i>Where did you find the connection between school lunches and childhood obesity?</i> ○ <i>How does she make you care about children facing obesity?</i>
Independent Practice	<ul style="list-style-type: none"> • Direct students to complete the close reading questions on page 14 independently • While students are working independently, pull a small group to work with you for more support based on performance during guided practice • Allow students time to discuss their answers with a partner
Exit Ticket	Direct students to turn to page 12 of their One World journal and add Indiya’s topic, point of view, and claim to the chart.
Differentiation Suggestions	
Virtual Learning	<ul style="list-style-type: none"> • Record a screencast modeling the close read for paragraph 1. Have students work on the close read independently, then discuss in small group synchronous sessions. • Assign the example paragraphs as a jigsaw activity, using breakout rooms to facilitate small group work.
Extension	<ul style="list-style-type: none"> • Assign certain students to be discussion leaders and facilitate conversations about the essay.
Student Support Tips	<ul style="list-style-type: none"> • Provide sentence stems to facilitate discussion: <ul style="list-style-type: none"> ○ I think the claim is... ○ One example of evidence is... ○ I think...is the explanation because... • Encourage students to annotate the paragraphs using the same color code scheme from the vocabulary activity.

Day 2	Second Day of Close Read
Learning Objectives	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Conduct a close reading of an exemplar text, analyzing the choice of textual evidence to support the claim.
Lesson Resources	<p>Student Journal</p> <ul style="list-style-type: none"> • Pages 12-17 <p>Digital Resources (available on One World website):</p> <ul style="list-style-type: none"> • Google Slides presentation
Do Now	Turn and Talk: What is Indiya’s claim? What arguments could you make to prove her wrong?
Lesson Introduction	<ul style="list-style-type: none"> • Review class agenda • Pass out student journals • Today we will complete our close read of Indiya’s essay, focusing on her use of evidence to support her claim.
Direct Instruction	<ul style="list-style-type: none"> • Give back class feedback based on what you observed in your students’ independent close read work yesterday. • Complete “close read 1” column of paragraph three on page 15 of the journal. Project on the board and think aloud for each question, showing students where you find the answer in the text.

Guided Practice	<ul style="list-style-type: none"> • Guide students to complete “Close Read 2” and “Close Read 3” of page 15 in pairs or small groups. • Circulate as students work together on close read 2, asking these questions: <ul style="list-style-type: none"> ○ <i>How does Indiya prove people who argue against her wrong?</i> ○ <i>Why does she include a counterclaim?</i> ○ <i>How does it strengthen her argument?</i>
Independent Practice	<ul style="list-style-type: none"> • Direct students to complete the close reading questions on pages 16 and 17 independently • While students are working independently, pull a small group to work with you for more support based on performance during guided practice • Allow students time to discuss their answers with a partner
Exit Ticket	Direct students to turn to page 12 of their One World journal and add Indiya’s reason, evidence, explanation, counterclaim, and rebuttal.
Differentiation Suggestions	
Virtual Learning	<ul style="list-style-type: none"> • Record a screencast modeling the close read for paragraph 1. Have students work on the close read independently, then discuss in small group synchronous sessions. • Assign the example paragraphs as a jigsaw activity, using breakout rooms to facilitate small group work.
Extension	<ul style="list-style-type: none"> • Assign certain students to be discussion leaders and facilitate conversations about the essay. • Have students select a different student essay from the One World website to close read and evaluate.
Student Support Tips	<ul style="list-style-type: none"> • Provide sentence stems to facilitate discussion: <ul style="list-style-type: none"> ○ I think the claim is... ○ One example of evidence is... ○ The evidence is/isn’t effective because... ○ Indiya supports her evidence by... ○ The evidence supports the claim because it shows... ○ I think the counterclaim is/isn’t strong because... • Encourage students to annotate the paragraphs using the same color code scheme from the vocabulary activity.

Day 3	Vocabulary Review and Close Read Synthesis
Learning Objectives	Students will be able to: <ul style="list-style-type: none"> • Use argumentative vocabulary in context and synthesize an exemplar student essay.
Lesson Resources	Student Journal <ul style="list-style-type: none"> • Pages 13-19 Digital Resources (available on One World website): <ul style="list-style-type: none"> • Google Slides presentation
Do Now	Direct students to complete Part One of the vocabulary check (first half) on page 19.
Lesson Introduction	<ul style="list-style-type: none"> • Review class agenda • Pass out student journals

	<ul style="list-style-type: none"> • Today you will synthesize what you learned throughout the close read of the exemplar and determine how you can learn from the exemplar and apply this knowledge to your own writing.
Direct Instruction	<ul style="list-style-type: none"> • Give batch class feedback based on what you observed in your students' independent close read work yesterday. For example, if most students struggled to identify the counterclaim, focus on that for a review, and project the exemplar up on the board to explain your thinking out loud. • Four Corners: <ul style="list-style-type: none"> ○ Label each classroom corner with letters "A" through "D" ○ Pose two questions to the class about Indiya's essay with four potential answers (page 18 of journal) projected up on the board: <ul style="list-style-type: none"> ▪ <i>Which of the following best represents the main idea of Indiya's essay?</i> ▪ <i>Which of the following quotes from the text best supports your answer?</i> ○ Call on a few students to explain their responses
Guided Practice	<ul style="list-style-type: none"> • Direct students to complete part A and B of the Synthesis Task on page 18 based on the Four Corners discussion
Independent Practice	<ul style="list-style-type: none"> • Direct students to independently write the one paragraph synthesis response on page 18 • Have students who finish early review their draft claim statement on page 10 before research begins tomorrow.
Exit Ticket	Direct students to complete Part Two of the vocabulary check (second half) on page 19.
Differentiation Suggestions	
Virtual Learning	<ul style="list-style-type: none"> • Transfer the synthesis and vocabulary tasks to a Google Form and administer as a quiz. Use results to identify areas to reteach or students who need extra support.
Student Support Tips	<ul style="list-style-type: none"> • Encourage students to annotate the vocabulary activity using the same color code scheme from lesson 1.