

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
Common Core Standards	RI.7-8.1,2,4,5,8 W.7-8.1,4,9,10 SL.7-8.1 L.7-8.6
Learning Objectives	Student Journal <ul style="list-style-type: none"> Pages 11-14 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	Digital Resources (available on One World website): <ul style="list-style-type: none"> Google Slides presentation
Do Now	Turn and Talk: Imagine that your president is trying to ban voting by mail in advance of the upcoming election. What would you argue to prove him 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 Stop the Brutality, Wear a Body Camera essay (pages 11 & 12 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 Rashad's topic? What is his claim?</i> Write Rashad's claim on the board and invite a student up to identify the problem and solution. End of second paragraph: <i>Why does Rashad argue that police reform is necessary?</i> End of essay: Direct students to complete the "summarize" box on page 12. Second read - Complete "close read 1" column of paragraph one on page 14 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" of page 14 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 Rashad takes police brutality seriously?</i> ○ <i>Where did you find the connection between police brutality and body cameras?</i> ○ <i>How does he make you care about police brutality?</i>
Independent Practice	<ul style="list-style-type: none"> • Direct students to complete the close reading questions on page 15 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 13 of their One World journal and add Rashad’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
Common Core Standards	RI.7-8.1,2,4,5,8 W.7-8.1,4,9,10 SL.7-8.1 L.7-8.6
Learning Objectives	<p>Student Journal:</p> <ul style="list-style-type: none"> • Pages 13-18 <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>Digital Resources (available on One World website):</p> <ul style="list-style-type: none"> • Google Slides presentation
Do Now	Turn and Talk: What is Rashad’s claim? What arguments could you make to prove him wrong? (ex. Body cameras aren’t the best solution to combat police brutality)
Lesson Introduction	<ul style="list-style-type: none"> • Review class agenda • Pass out student journals

	<ul style="list-style-type: none"> • Today we will complete our close read of Rashad’s essay, focusing on his use of evidence to support his claim.
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. • Complete “close read 1” column of paragraph three on page 16 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” of page 16 in pairs or small groups. • Circulate as students work together on close read 2, asking these questions: <ul style="list-style-type: none"> ○ <i>What reasons does Rashad give to prove that his solution will work?</i> ○ <i>How does providing a solution strengthen his argument?</i> ○ <i>What could Rashad add to strengthen his argument?</i>
Independent Practice	<ul style="list-style-type: none"> • Direct students to complete the close reading questions on pages 17 and 18 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 13 of their One World journal and add Rashad’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... ○ Rashad supports his 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	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Use argumentative vocabulary in context and synthesize an exemplar student essay.

Lesson Resources	<p>Student Journal:</p> <ul style="list-style-type: none"> • Page 19 <p>Digital Resources (available on One World website):</p> <ul style="list-style-type: none"> • Google Slides presentation • Vocabulary Check
Do Now	Direct students to complete Part One of the vocabulary check (digital resource).
Lesson Introduction	<ul style="list-style-type: none"> • Review class agenda • Pass out student journals • 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 Rashad's essay with four potential answers (page 19 of journal) projected up on the board: <ul style="list-style-type: none"> ▪ <i>Which of the following best represents the main idea of Rashad'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 19 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 19 • Have students review their draft claim statement on page 10 before research begins tomorrow?
Exit Ticket	Direct students to complete Part Two of the vocabulary check (digital resource).
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.