Name: Yvette Rosell

Subject: Grade 7 Course 2 Mathematics   School: Winston Park K-8 Center

Standards and Objectives

A. Subject: Middle Grades Mathematics Course **2**
Grade: 7
Key Learning Objective/Problem to be Investigated: Students will be able to find Volume and Surface Area of Composite Figures in Real World Applications.

B. Content Standard(s) *Abbreviation and brief description*	MAFS.7.G.2.6: Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.

C. Focal Genre (report, explanation, or argument) and genre purpose of the model text and text students will create:

Genre: Explanation
Sub-genre: Sequential Explanation.
Genre Purpose: To explain a phenomenon that involves a linear sequence.
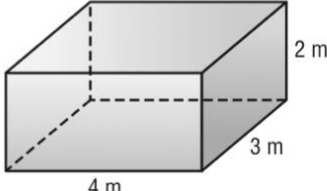
D. Include annotated Model Text for Modeled Reading (include screenshot or copy/pasted text with annotations)

Lesson 4 Reteach

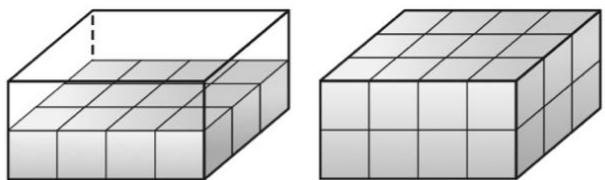## Volume of Prisms

Genre purpose: Sequential explanation
Technical Vocabulary
Referents
Synonymy

The **volume** of a three-dimensional shape is the measure of space occupied by it. It is measured in cubic units such as cubic centimeters (cm^3) or cubic inches (in^3). The volume of the shape at the right can be shown using cubes.

2 m
3 m
4 m

The bottom layer, or base, has 4 · 3 or 12 cubes.

There are two layers.

It takes 12 · 2 or 24 cubes to **fill** the box. So, the volume of the box is 24 cubic meters.

A **rectangular prism** is a three-dimensional shape that has two parallel and congruent sides, or bases, that are rectangles. To find the volume of a rectangular prism, multiply the area of the base times the height, or find the product of the length ℓ, the width w, and the height h.

$V = Bh$ or $V = \ell wh$

E.   **Steps**
(check upon completion):

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Check the focal language features (up to 4) you plan to address in the unit. Note: these language features should be prevalent in the model text that previous analysis of writing samples indicate are the academic learning needs of your students.

__x__ Genre purpose   __x__ Stages   __x__ Referents   __x__ Technical vocabulary
__x__ Synonymy   _____ Theme-rheme   _____ Sentence type/variety
_____ Conjunctions/text connectives

F. Reading Language Objective[s]/Literacy standard[s] in the content areas:	**G. Writing Language Objective[s]/Literacy standard[s] in the content areas:**
LAFS.68.RH.3.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. LAFS.68.RST.3.9 Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.	LAFS.68.WHST.1.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style and objective tone. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

Lesson Plan Procedures

H. Questions in relation to the model text that you will ask students throughout the Deconstruction.

Sequential Explanation:
- Sequential explanations sometimes look similar to procedures.
- Does this model text include any procedures?
- What do you notice about the text?

The last sentence reads, *"To find the volume of a rectangular prism, multiply the area of the base times the height, or find the product of the length, the width and the height."*
- Which part of this sentence tells you what the phenomenon is?
- What is being explained here?

Stages:
In a sequential explanation the main focus is that something needs to be explained, and the explanation occurs in steps or stages.

- What kind of information does the first sentence give you? Last sentence?
- What are the steps to solving for volume of a rectangular prism?
- How are the first and last paragraph/sentences of the text similar/different?
- Why do you think the author gives us the information this way (in this order)?

Technical Vocabulary:
This lesson has some important vocabulary.
- How do we know which terms are technical and specific to the lesson?
- How can we identify the technical vocabulary in the text?
- Are there any special characters, markings, or others that identifies important terms?

In the first sentence the text mentions a three-dimensional shape.
- Does that specific shape have a name that identifies it?
- Based on the video we watched, what makes that shape a **Three**-dimensional shape?

In the second paragraph, the three-dimensional shape is given the name of a rectangular prism.
- What if we took that sentence out?
- Would that affect the explanation?

Referents:
 A referent is used to avoid repetition of important terms while we're writing.
- In the first sentence, the last word is "it". What does it refer to?
- Why do you think the author chose to use "it"?
- Can anyone point out if and where another referent was used to link certain terms through the text?
- Is there anywhere else in the text that we could replace a term with a pronoun that might simplify or help you understand the explanation better?

Synonymy:
A synonymy is used to restate ideas in different ways, usually collecting terms or ideas to something you have already learned. Let's see if we can identify a synonymy in the text.

In the last paragraph, last sentence, the author explain that you must "multiply the area of the base times the height, or find the product "
- What if we deleted the terms "or find the product", would it change the meaning of the sentence?
- Would you still understand what the author was asking you to do?
- Why do you think the author chose to say it that way?

 Teaching Points:

Often times, you will be asked to explain the steps you took to solve a problem. When writing to give this type of explanation, it is important to be clear and use the proper terms. You know the content and have learned to calculate volume with little assistance from me. Now, that we know how to calculate volume, let's focus on teaching volume.

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A good teacher makes sure to focus on new vocabulary when teaching a lesson. The use of technical terms that relate to the topic in order to achieve a more cohesive text, helps connect the terms to the concept. When you use technical vocabulary throughout a sequential explanation, you are showing mastery of the concept and the terms associated to the skill.

A good explanation organizes the information and records each step to solve the problem in stages. Organizing ideas in the text is important in order to show mastery of the concept when you can show what to do first, next and what happens last.

Throughout your text, you might have to repeat those terms often and the use of pronouns make it easier to avoid repetition within the text. It also helps the reader to go back to a different part of the text without having to use the terms, way too many times. They also help you keep track of the topic.

Synonymies help clarify and restate the ideas in order to give the reader a clearer picture. If they understand your explanation and it is clear, then you have provided evidence you have mastered the skill.

|	
I. How will you make connections to your students' experiences, interests, and life **outside of school**, and address cultural and linguistic discontinuity?	Because students have already been taught volume previous years, we will have a brief discussion about real world applications in which Volume may be used. • A box needs to be filled with as much candy as possible. • The amount of water that is needed to fill a pool. • The amount of water needed to prepare a mixture and choosing the right container for it. Students will then be given a series of words (technical terms) where they will be expected to sort the words and group them into categories. This will serve as a bank of terms they will later be able to use for their joint-construction and individual construction in order to address cultural and linguistic discontinuities among fluent readers and English Language Learners in the classroom. The students will highlight the important terms of the model text and utilize these terms during their joint and individual constructions. Students will watch a video to help provide them with multiple exposures to the information and give students visual cues that enhance their conceptual understanding. The video will provide students with deep understanding of one-dimensional, two-dimensional and three-dimensional shapes and why it is important to record their answers using cubic units. Volume: http://www.mathantics.com/section/lesson-video/volume
J. What is the writing prompt for the joint construction and the writing prompt for individual construction? Note: the genres of the joint- and individual	**Joint-construction prompt :** The students and I will write the steps that explain how to solve for Volume of three-dimensional shapes, particularly a rectangular prism. *V=Bh or V= lwh* *Look at this rectangular prism. As a class we will explain how to find the volume of the prism. While we are explaining our thinking, we will be sure to use technical vocabulary. We will also pay attention to how we organize the text using an order of steps and reasons we provide using text connectives (e.g., first, second, next, then, after, before, at last, because,*
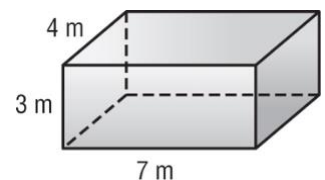
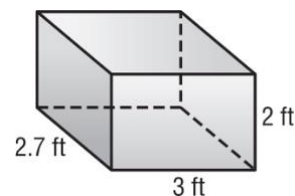|	
constructions should match that of the model text used in the deconstruction.	*in order to, so that). Additionally, to avoid repetition of terms, we will practice using synonyms and references while we write.* Volume: http://www.mathantics.com/section/lesson-video/volume **Individual construction prompt:** The students will explain the steps for solving for Volume of three-dimensional shapes. *Explain the steps to find the Volume of the Rectangular Prism shown below. Be sure to explain your thinking step-by-step, with reasons. Include technical vocabulary and text connectives (e.g., first, second, next, then, after, before, at last, because, in order to, so that). Also, be sure to include the other language features we have practiced in class.* *Show your work* 2.7 ft 3 ft 2 ft
K. Lesson Input: What will you explicitly teach the students? Following the Teaching-Learning cycle requires multiple days of lessons; clearly indicate each day's activities and input, and how you will scaffold the language instruction. The last day of the unit the students should be assigned to write independently	**Day 1: Build Knowledge of the Field** To introduce the lesson, we will watch a video on Volume linked below. Students will watch a video to help provide them with multiple exposures to the information and give students visual cues that enhance conceptual understanding. The video will provide students with deep understanding of One-dimensional, Two-dimensional and Three-dimensional shapes. (0:00 – 1:35) <<VIDEO>> Before the deconstruction, the students and I will review important terms as they come along in context. Some of these terms will be new and some will activate prior knowledge needed for this lesson. Technical Vocabulary: <table><tr><td>Line</td><td>Prism</td></tr><tr><td>Plane</td><td>Pyramid</td></tr><tr><td>Coplanar</td><td>Polyhedron</td></tr><tr><td>Parallel</td><td>Polygon</td></tr><tr><td>Area</td><td>Cylinder</td></tr><tr><td>Volume</td><td>Cone</td></tr><tr><td>Surface Area</td><td>Base</td></tr><tr><td>Congruent</td><td>Two-dimensional</td></tr><tr><td></td><td>Three-dimensional</td></tr></table> *I will write the word VOLUME on the board and create a word web with all the terms they know associated with Volume.*

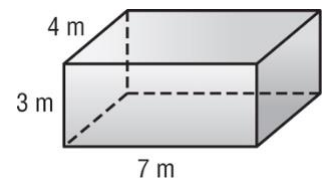|	
on the topic of the model text with a slightly modified prompt. **Which lesson will you show a video clip of your teaching to the class?** Highlight the lesson from which you will show a video clip to the class.	*The students came up with the following terms: rectangular prism, multiply, 3 dimensional shapes, formula, measurement, dimensions, cubic units, L x W x H, space occupied) I will also add any additional terms throughout the lesson.* For English Language Learners, I will translate the words for them in their native language of Spanish as the words are introduced in the lesson, while providing students with visual representations of these words on the board. The first run through of the deconstruction, as we build knowledge of the field, will be to point out all the technical vocabulary in the model text. Once all the vocabulary has been discussed and I have ensured all English Language Learners are familiar with all the terms, we will begin the deconstruction of the text. **Day 2:** We will deconstruct the text together to review the explanation of volume of rectangular prisms after we discuss the following guiding questions in reference to the content. Using the Guiding Questions found in Section H, we will review the different parts of the model text the students will be expected to produce during the Joint Construction and Individual Construction. *Please see the questions for Sequential Explanation, Technical Vocabulary, Stages, Referents, and Synonymies.* After the deconstruction, the students (in pairs) will be given several (12-15) alphabet blocks to build their own rectangular prisms, similar to the ones on the model text, in order to activate conceptual understanding. Students will then proceed to solve several problems on Volume of Rectangular Prism found in their book (Pages …) **Guiding Questions:** *What are the dimensions of the box below?* *Can we find the area of the Base of the box?* *How many layers does the box have?* Once we have discussed the questions above, the students and I will discuss and respond to the following prompt. ***Look at this rectangular prism. As a class we will explain how to find the volume of the prism. While we are explaining our thinking, we will be sure to use technical vocabulary. We will also pay attention to how we organize the text using an order of steps and reasons we provide using text connectives (e.g., first, second, next, then, after, before, at last, because, in order to, so that).***

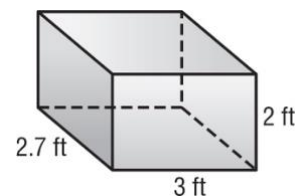|	
	As part of the Joint Construction, the students will use the alphabet blocks to discuss conceptual understanding of volume and review the different parts of the rectangular prims they have created, such as; sides, faces, cubes, length, width, depth or layers. Students will also watch a video clip (1:18 – 2:56) explaining VOLUME. This will provide some conceptual understanding, where students will be expected to take notes. http://www.mathantics.com/section/lesson-video/volume Using the same video (4:40-6:09), we will review technical vocabulary. Students will then log into GeoGebra to practice solving for Volume using the following lesson: Volume: Intuitive Introduction. https://www.geogenbra.org/m/dp6ghmvv Once the students have completed their Joint Construction, they will create the same 3-dimensional prisms they have built with alphabet blocks using the GeoGebra: Volume Intuitive Introduction. **Day 3:** Students will complete their Individual Construction Sequential Explanation using the resources and lessons we have reviewed together on Volume. Using the tools, they have learned, the students will respond to the following prompt: *Explain the steps to find the Volume and Surface Area of the Rectangular Prism shown below. Be sure to explain your thinking step-by-step and with reasons. Include technical vocabulary and text connectives (e.g., first, second, next, then, after, before, at last, because, in order to, so that).* *Show your work* Once the students have completed their individual construction of Volume of a Rectangular Prism, the students will log into Tinker Cad and design and produce a rectangular prism and other 3-dimensional shapes in order to extend the lesson further.
L. Maker sprint cycle	**See Next Page**

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Maker Skill Sprint Cycle: Volume of 3-dimensional shapes.

Use this tool to plan a skill sprint cycle. Determine up front what the focus will be for the cycle and then plan a series of skill sprints to support students' development of affective, skill-based and cognitive objectives. At the end of the cycle, plan a culminating activity in which students to apply their new knowledge and skills to solve an open-ended challenge.

What is the overarching theme for this skill sprint cycle? Take a look at the Organizing Themes section of the Maker-Based Instruction Resource Guide.

Tools: Crafting tools, alphabet blocks, laptops, tablets, and graphic design software.

Skills: Teamwork, Graphic designing, Brainstorming, Modeling, and Measuring.

How does this skill sprint cycle align with learning objectives for your students?

Affective Learning Objectives:

Students are engaged in their learning.
Students direct their own learning.
Students seek and receive feedback and work to improve. Students demonstrate the ability to persevere and overcome when they are stuck.
Students successfully collaborate with others.

Skill Learning Objectives:

Students gain confidence in finding Volume of 3-dimensional shapes.
Students gain competency in finding Volume of 3-dimensional shapes.

Cognitive Learning Objectives:

Students apply their knowledge of volume to solve real-world problems regarding volume of 3-dimensional shapes.

Skill Sprint 1

EXPLORE: Students will be given chance to collect a series of terms (technical vocabulary) as part of their deconstruction.

SKILL BUILD: Students will watch a one minute clip of a video about volume and the differences between 2dimensional and 3dimensional shapes.

CHALLENGE: After watching a video clip about Volume, the students will use the alphabet block and create 3-dimensional shapes and solve for Volume using the blocks.
****

Skill Sprint 2

EXPLORE: Students will build rectangular prisms using alphabet blocks in order to solve for volume. Students will use their laptops to research ways in which volume can be used in the real world.

SKILL BUILD: Students will watch a video clip on solving Volume of a 3-dimensional shape.

CHALLENGE: Students will explore Volume using Geogebra https://www.geogebra.org/m/dp6ghmvv Volume: Intuitive Introduction.

Skill Sprint 3

EXPLORE: Using the alphabet blocks, students will continue to solve for Volume by modeling different rectangular prisms.

SKILL BUILD: Using their models, the students will be able to design a rectangular prism online on Tinker Cad.

CHALLENGE: Students will use Tinker Cad to design rectangular prisms online while solving for Volume with a partner.

Skill Sprint 4

Students use alphabet blocks to build models that represent volume and surface area. Students will be able to explain the linear sequence for solving for Volume of 3-dimensional shapes.

Students begin by sorting technical vocabulary into different categories relevant to them. Students will be given a chance to add terms they believe expand the different categories they have created. They will use these terms during the joint and independent construction.

By understanding the differences between Volume and Surface Area, students will be able to effectively explain the processes for finding each, given alphabet blocks that represent rectangular prisms.
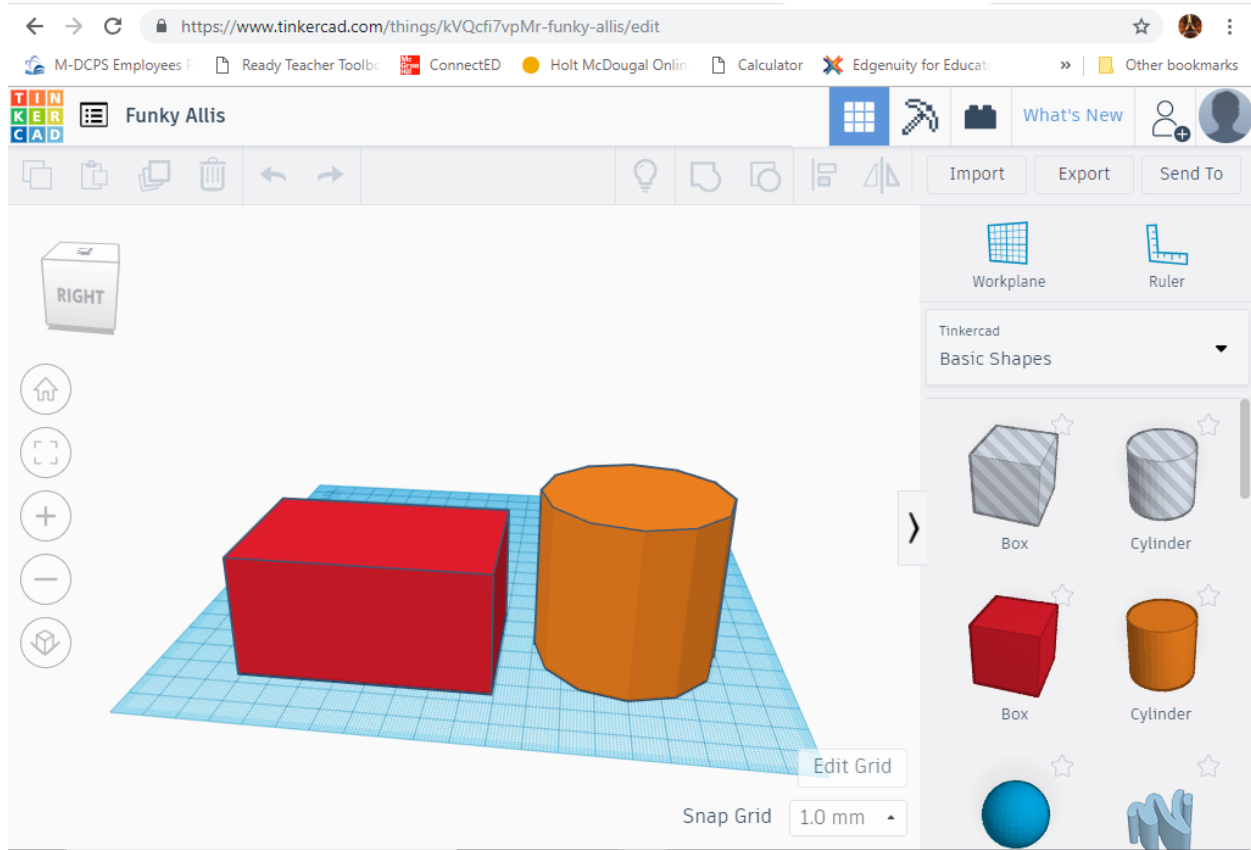
Skill Sprint Cycle Challenge

THE SMU
MAKER
EDUCATION PROJECT

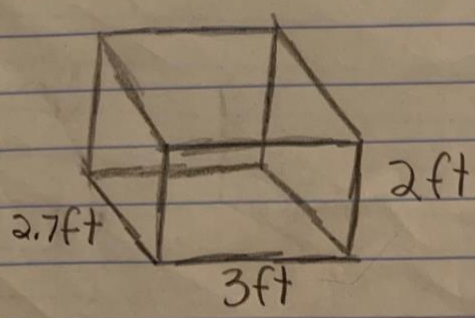Name: Yvette Rosell
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P.3

If you want to find the volume of the Rectangle Prism, you first need to find the length, width, and the height of the shape. After that you need to get the formula to solve to volume $(V = L \cdot W \cdot H)$. Now that we know the Lenght, width, and height we multiply the area of the base, that would be $2.7 \cdot 3$ $(W \times L)$. Finally, you multiply what you got from the base time 2 (H) making the answer be $16.2 ft^3$

$$
\begin{array}{r}
8.1 \\
\times\ \ 2 \\
\hline
16.2
\end{array}
$$

$$ft \times ft \times ft = ft^3$$

2.7ft   3ft   2ft

4-18-2019

To find the Volumen of the Rectangular Prism, first we must identify the legth (L) the width (w) and the hight (H). Using the formula to Solve for Volume (V=lxwxh), we substitute the dimension with the value they represent. Then we multiply the area of the Base (2.7x3) times the hight (8.1 x2). Finally we can detterminate the Volume of the Rectangular Prism that is 16.2 m³.

$$V = L \times W \times H$$
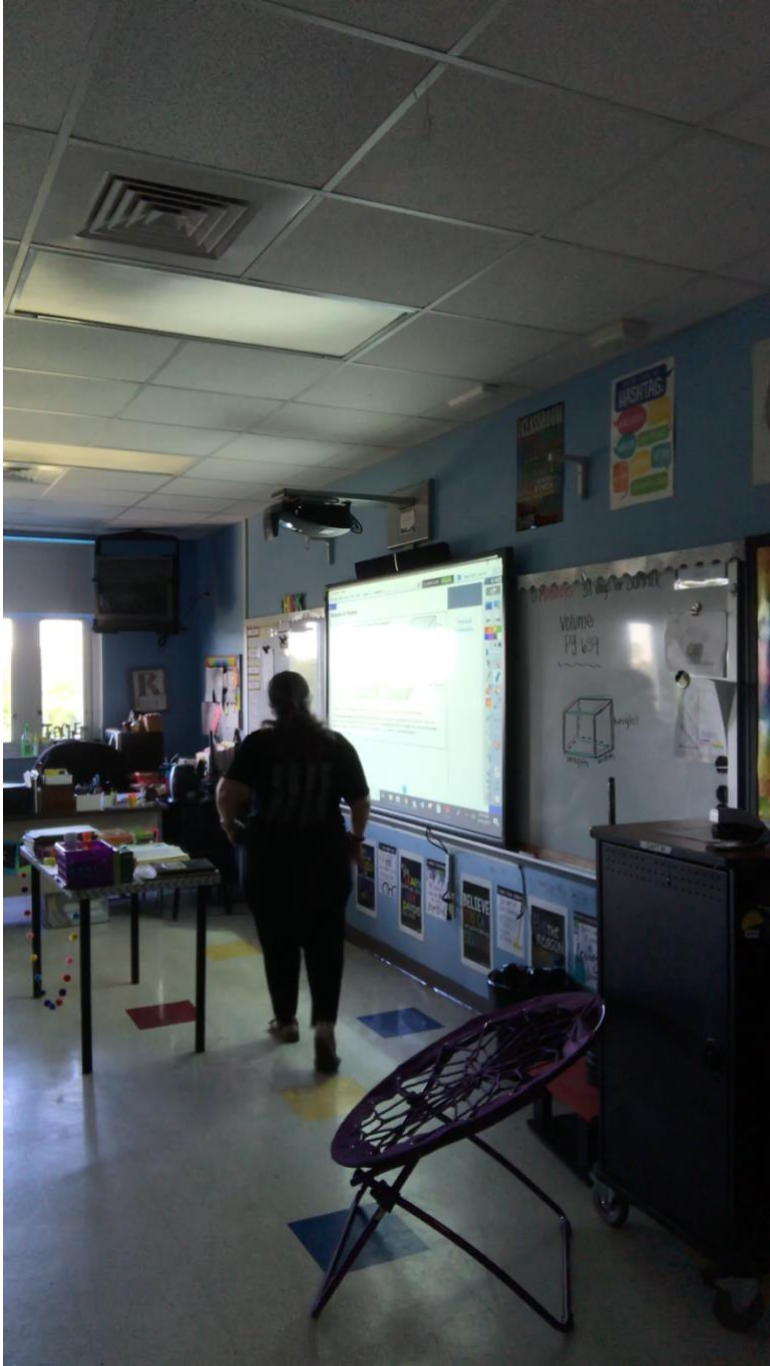$$V = 2.7 \times 3 \times 2$$
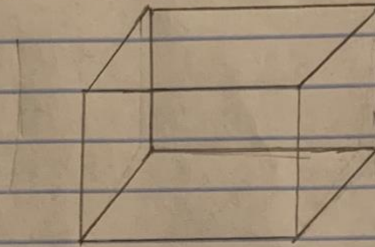
VIDEO OF DECONSTRUCTION

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M. Reflection:

After teaching the unit and viewing the entire self-recorded video, reflect on the lesson(s) (that you were able to implement) to answer the questions below in 2.5 to 3 double spaced pages.

For our information (not for grading purposes), how much of the unit were you able to implement/teach in your focal period?
Write the number of periods according to the structure of periods followed:
_____ *50-minute periods*
___3___ *(number of)* ___1:40___ *-minute block periods*

A. What went well during the unit when teaching the lessons?

Most of the lesson went well, considering it was the first time I was teaching language in the content classroom. I have been teaching Middle Grades Math for several years and I am comfortable with the subject. I have taught Volume of three-dimensional shapes many times, before. I am familiar with the misconceptions seventh graders have and that makes it easy to prepare for. I also know what deficiencies my students have so I am mindful to address them throughout the lesson. Teaching volume of rectangular prisms is a skill they have been taught before, except now they need to demonstrate conceptual understanding and be able to solve for volume using rational numbers. I was also comfortable with the part of Teaching Learning Cycle that included an "I do", "We do', and "You do", except in my district it is called the Gradual Release Model of the content. It has always been the way I teach, even before I knew it had a name, except I had never utilized to teach writing.

B. What didn't go well during the unit when teaching the lessons?

Teaching the focal language features was a lot harder than I thought. I felt like a fish out of water. Although I have been teaching for 13 years, I felt unprepared, because I didn't know what to prepare for. It was difficult to execute the different parts of the focal language features and model them properly for my students, because it was difficult to anticipate the questions they would have or what deficiencies they brought to the table. I also felt I didn't have the right amount of pedagogical knowledge to be able to address their questions, while teaching writing. I lacked experience with instructional practices and strategies to teach writing. Because of this, I tried several times to record

myself teaching the focal language features and every time I watched the recording, it sounded like I was just rambling about nothing.

Although, I knew what focal language features I was going to teach and I had the model text ready for the students, I didn't feel prepared as I moved through the lesson. Once I was on my own, in the classroom, I couldn't remember everything I learned in class. Recording myself felt very uncomfortable, but I noticed that as I watched myself, I felt more and more comfortable watching and felt more comfortable with my recorded voice. It took me several attempts to record a successful lesson, but it was the unsuccessful recordings that helped me be successful, in the end.

C. What might you change or modify when using the Teaching-Learning cycle with your students?

When planning my lessons, I honestly do very little planning. I figure it has a lot to do with the fact that I have been teaching the same content, using the same text for a while now. It had been a long time since I gave my lessons considerable thought. However, I realized that in order to meet the needs of my students, I need to modify the way I plan, taking the Teaching-Learning cycle into account. With this assignment, I have been able to see how my students have benefitted from teacher-led activities, as we read the problem. Rarely, did I spend time giving them examples of an explanation as a response during instruction, yet expecting them to be able to produce one on their own.

As part of the Teaching-Learning cycle, I was able to understand why students need multiple opportunities to practice what they are learning. It has taken me, multiple times to feel comfortable teaching something that is new to me.

D. What stage of the Teaching-Learning cycle was most difficult for you as a teacher to implement (i.e., building knowledge via deconstruction/co-construction/individual construction of text)?

The individual construction didn't feel difficult, if I was doing it correctly. Students were able to write independently, using the two model texts and all I had to do was walk around, monitor, address any discrepancies and answer any questions.

During the supported reading, students were not sure what we were doing in class, regardless of explaining the purpose to them before we began the lesson. As we built knowledge of the field, the students and I created a word web to build conceptual understanding of the concept and build oral production of the skill. Students are usually more willing to explain orally but hesitate to explain on paper.

E. How did your students respond to the Teaching-Learning cycle as implemented in your classroom? What was their level of engagement?

The level of engagement was low. We have only practiced writing in the classroom on a few isolated occasions. Therefore, it did not feel natural to them. They did, however, understand how being able to provide an explanation of the text, helped them understand the concept better. At first, they were not receptive to the activity, as my students are reluctant learners, but those that felt comfortable were able to participate and provide me with feedback.

Next school year, I plan to make it part of our weekly instruction, using what I have learned in this class from the beginning of the term.

F. What did you find most valuable about using the Teaching-Learning cycle for your students? For your teaching?

The most valuable part of the Teaching-Learning cycle was the supported reading. As we did the first pass of the text, I was able to model vocabulary and pronunciation and tone. Most of my students are struggling learners, scoring levels 1 and 2 in Math, but also in Reading. Additionally, more than half the class in an English Language Learner. Modeling the Reading is extremely beneficial to this demographic.

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G. Did you create special terms to describe any of the linguistic resources you focused upon during instruction (e.g., referent, genre stages, elaboration, expansion, etc.)? If so, what were they and how did you help your students understand them?

As we discussed the vocabulary terms, I used technical terms as suggested by the course material and they were able to understand. However, when I introduced sequential explanation, stages and referents, I used terms such as steps and "reference" as it refers to, using pronouns. Synonymies were synonyms, that is a term they are familiar with.

H. What was most **challenging** from this unit with regard to assessment and moving your students forward with their content development?

The most challenging part of this unit, moving my students forward was using the content to teach language. Although, we received multiple examples in class, I didn't feel I knew how to teach it. As a math teacher, teaching language has not been part of my classroom instruction. When I taught elementary, nine years ago, I never taught the Reading portion of the class. I had a co-teacher that taught Reading, and I taught Math and Science. I had no idea where or how to start. I would have liked to feel more comfortable with teaching language.

Do you have any other reflections on using the Teaching-Learning cycle with functional language approach in your classroom?

I need more practice. I am so thankful for this opportunity and the lessons I have learned thus far. I know this is making me a better teacher and I know that as I move forward, it will be easier to engage my students and learn the right pedagogy to teach language. Additionally, I have overcome two separate sources that are uncomfortable for me, being recorded and teaching grammar. Moving forward, I know it can only get better.

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Unit Plan Project Rubric

Exceeds Expectations (3 pts)	Meets Expectations (2 pts)	Does Not Meet Expectations (1 pts)
Content Area Learning and Standards The key learning objective or problem to be investigated (**A**) and the content (**B**), reading (**F**), and writing (**G**) standards are <u>clearly</u> identified and <u>closely</u> align	**Content Area Learning and Standards** The key learning objective or problem to be investigated (**A**) and the content (**B**), reading (**F**), and writing (**G**) standards are <u>clearly</u> identified and <u>generally</u> align	**Content Area Learning and Standards** The key learning objective or problem to be investigated (**A**) and the content (**B**), reading (**F**), and writing (**G**) standards are <u>not all clearly</u> identified and <u>do not all</u> align
Content Area Learning and Standards The lesson plan <u>effectively</u> "builds the field" and on students' understandings to <u>successfully</u> learn the content (**K**)	**Content Area Learning and Standards** The lesson plan <u>adequately</u> "builds the field" and on students' understandings to learn the content (**K**)	**Content Area Learning and Standards** The lesson plan <u>does not</u> "build the field" <u>nor</u> on students' understandings to learn the content (**K**)
Content Area Learning and Standards There is <u>extensive</u> evidence of backwards planning, with <u>a major focus on and tight alignment</u> of the summative assessment of content and language learning, instruction throughout the cycle, and desired objectives (**K**)	**Content Area Learning and Standards** There is <u>adequate</u> evidence of backwards planning with <u>alignment</u> of the summative assessment of content and language learning, instruction throughout the cycle, and desired objectives (**K**)	**Content Area Learning and Standards** There is <u>little to no</u> evidence of backwards planning with <u>weak alignment</u> between the summative assessment of content and language learning, instruction throughout the cycle, and desired objectives (**K**)
Content Area Learning and Standards <u>Explicit, specific</u> connections are made to students' experiences and lives outside of school as well as address cultural and linguistic discontinuity (**I**)	**Content Area Learning and Standards** General or implicit connections are made to students' experiences and lives outside of school as well as and address cultural and linguistic discontinuity (**I**)	**Content Area Learning and Standards** <u>No direct</u> connections are made to students' experiences and lives outside of school as well as and address cultural and linguistic discontinuity (**I**)
Maker Sprint Cycle The maker skill is <u>clearly</u> identified and the maker sprint cycle is appropriately designed (**L**)	**Maker Sprint Cycle** The maker skill is <u>implicit</u> and <u>some</u> of the maker sprint cycle is appropriately designed (**L**)	**Maker Sprint Cycle** The maker skill is <u>incomplete</u> and the maker sprint cycle is <u>not</u> appropriately designed (**L**)
Focal Genre and Focal Language Features Focal Genre (**C**) and 4 or more focal language features (**E**) are <u>clearly</u> identified and <u>appropriately</u> align	**Focal Genre and Focal Language Features** Focal Genre (**C**) and 2-3 focal language features (**E**) are <u>clearly</u> identified and <u>generally</u> align	**Focal Genre and Focal Language Features** Focal Genre (**C**) and 2-3 focal language features (**E**) are <u>not all clearly</u> identified and <u>do not all</u> align
Teaching-Learning Cycle Deconstruction of model text: the annotations within the modeled text <u>effectively and explicitly</u> draw students' attention to focal language features and teaching points with <u>relevant, prepared cues that engage students with examples of the focal language features and explain why the author of the model text chose to express the content using the language feature in such a way within the text.</u> For example, an annotated cue could compare and contrast speech to written registers as a means to explain the difference between informal and more formal means of expression (**C, D, E, H, K**)	**Teaching-Learning Cycle** Deconstruction of model text: the annotations within the modeled text explicitly draw students' attention to focal language features and teaching points with <u>prepared cues that adequately engage students with examples of the focal language features</u> (**C, D, E, H, K**)	**Teaching-Learning Cycle** Deconstruction of model text: the annotations within the modeled text <u>implicitly or does not</u> draw students' attention to focal language features and teaching points (**C, D, E, H, K**)
Teaching-Learning Cycle Teacher-led joint construction <u>effectively and explicitly</u> draws students' students' attention to genre expectations of the model text, focal language features, and teaching points with <u>extensive examples and explanations for using the focal language features</u> (**C, E, J, K**)	**Teaching-Learning Cycle** Teacher-led joint construction <u>explicitly</u> draws students' students' attention to genre expectations of the model text, focal language features, and teaching points with <u>adequate</u> examples of the focal language features (**C, E, J, K**)	**Teaching-Learning Cycle** Teacher-led joint construction <u>implicitly or does not</u> draw students' students' attention to genre expectations of the model text, focal language features, and teaching points (**C, E, J, K**)

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Subject: Grade 7 Course 2 Mathematics   School: Winston Park K-8 Center

Teaching-Learning Cycle	Teaching-Learning Cycle	Teaching-Learning Cycle
The writing prompt assigned for the students' individual construction of text is <u>effectively</u> designed to mirror and engage students in <u>independent practice of the overall genre expectations and purpose related to the model or model text and focal language features.</u> For example, the prompt is structured so that students draw content information from the model text to complete an independently constructed writing assignment *using all of the expected stages from the same genre* as the model text (**J, K**)	The writing prompt assigned for the students' individual construction of text is designed to mirror and engage students in <u>independent practice of one stage for the genre's expectations and purpose from the model or model text and focal language features.</u> For example, the prompt is structured so that students draw content information from the model text *to complete an introduction or an explanatory sequence* for an independently constructed writing assignment using the same genre as the model text (**J, K**)	Student individual construction of text is <u>not</u> designed to engage students in practicing the genre expectations of the model text and focal language features (**J, K**)
Reflection	**Reflection**	**Reflection**
Responses to reflection questions are <u>thoughtfully</u> and <u>thoroughly explained</u> with <u>substantive</u> details and examples related to the reflection in up to <u>4 single-spaced pages</u> (**M**)	Responses to reflection questions are <u>complete</u> and <u>explained</u> with <u>some</u> details and examples related to the reflection in <u>2.5-3 single-spaced pages</u> (**M**)	Responses to reflection questions are <u>incomplete</u> or explained with <u>little to no</u> detail or example <u>in less than 2.5 single-spaced pages</u> (**M**)

Total points: _____/30 pts
Comments: