The SDQR Chart, Inferences, and Author’s Purpose

# UbD-Practical Writing: Expository Essay

Standards :

(state, national, school, network)

TEKS 110.54 and 128.54

Objective(s) for student learning:

(understandings, knowledge, skill)

TSW read nonfiction

TSW analyze text to determine author’s purpose

Essential Question(s):

* What does effective writing look like? Who are models of effective written and oral communication?
* What skills do I need to acquire to communicate effectively?

Assessment Evidence:

(performance task(s) and/or other evidence such as quizzes, tests, academic prompts)

Student’s completed SDQR chart

Opening the lesson/introduction:

(anticipatory set/hook, advance organizer, review)

Instructional model:

(describe curriculum/content and pedagogy/process)

As a class we will read [this](http://www.chron.com/default/article/School-rankings-highlight-challenges-4464794.php) article (from the Houston Chronicle) out loud. In a different classroom, the teacher would be advised to choose a non-fiction reading from a local paper elated to their school, district, or student population which will help to build relevancy. The teacher will provide a guided annotation using the Lumens projector. The reading and annotation will focus on unfamiliar words and questions raised by the text. Students will be instructed to annotate twice on each page and will be invited to follow the teacher’s example annotations or incorporate original ones.

As a class, we will review what constitutes an annotation. An annotation is:

1. Text written in the margins
2. Which does at least one (1) of the following:
   1. Raises a question
   2. Summarizes what a section is about
   3. Connects to prior experience or knowledge
   4. Defines an unfamiliar word or phrase

Once the text is read and annotated, the teacher will introduce the students to an SDQR chart, an organizational tool for determining explicit and implicit information and connecting these things to author’s purpose (Credit: Kelly Gallagher).

As a class, still using the Lumens projector, we will fill out the chart together, with the teacher soliciting responses from the class.

Checking for understanding and feedback:

(how will you check for understanding and provide feedback for learners)

Checking for annotations

Reading SDQR charts

Post-its

Lesson closure:

The lesson will close when students are asked to independently fill out the final question on the worksheet: What is the author’s purpose for writing. Students will write their response to the question on a Post-it note and place it on the board when the question is answered.

Differentiation:

(MI/LS learning profile, readiness, interest)

Accomodation:

(how are you going to accommodate the unique needs of specific students? For example, accommodating language learners and modifying for special education students…be specific-listing students by name can help ensure that you are recognizing and meeting their individual needs)

Materials and resources:

(student and teacher materials, including technology; human, technical, community, and/or material resources)

Article: “School rankings highlight challenges”

SDQR Chart

Dell Latitude Tablets

Lumens projector