

**Lesson 3 - The Effective Structure of Columns  
AYA Template**

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<p><b>Activity Title &amp; Source, &amp; Description of activity:</b></p>	<p>The Effective Structure of Columns</p> <p>The main sources for this activity are as follows:</p> <p>Albom, M. (2020, January 27). Column: Kobe Bryant's legendary life wasn't supposed to end in a nightmare. Retrieved from:  <a href="https://www.mitchalbom.com/kobe-bryants-legendary-life-wasnt-supposed-to-end-in-a-nightmare/">https://www.mitchalbom.com/kobe-bryants-legendary-life-wasnt-supposed-to-end-in-a-nightmare/</a></p> <p>Blow, C. M. (2020, January 20). Column: The Agitated M.L.K. I Came to Love. Retrieved from  <a href="https://www.nytimes.com/2020/01/19/opinion/martin-luther-king.html">https://www.nytimes.com/2020/01/19/opinion/martin-luther-king.html</a></p> <p>Schmich, M. (2019, October 9). Column: Of course it's wrong to fire someone who is LGBTQ. What's also wrong is that we still have to argue about it. Retrieved from  <a href="https://www.chicagotribune.com/columns/mary-schmich/ct-met-mary-schmich-supreme-court-gay-transgender-cases-20191009-xkfhktag4bdstoqcbzxdnzos2y-story.html">https://www.chicagotribune.com/columns/mary-schmich/ct-met-mary-schmich-supreme-court-gay-transgender-cases-20191009-xkfhktag4bdstoqcbzxdnzos2y-story.html</a></p> <p>Schmich, M., &amp; Schmich, C. (2020, February 5). Column: Where do we find relief in a relentlessly jangling world? Retrieved from  <a href="https://www.postbulletin.com/opinion/columnists/mary-schmich-where-do-we-find-relief-in-a-relentlessly/article_0425aeb6-4766-11ea-b70a-a7a447fe93ea.html">https://www.postbulletin.com/opinion/columnists/mary-schmich-where-do-we-find-relief-in-a-relentlessly/article_0425aeb6-4766-11ea-b70a-a7a447fe93ea.html</a></p> <p>Students will be informed/refreshed on the structure of column writing and what structural choices an author could make that makes a column effective. Once the students have gained the proper vocabulary and context, they will be asked to choose one of four</p>

	<p>mentor texts. The students will then read the entirety of their chosen text, analyzing the author's structural choices. The students will then be asked to fill out a Structural chart where they will identify, analyze, apply their knowledge of language, and explain their understanding of the structure of column writing. The students must reference their mentor text throughout the completion of this chart. Then, the students will participate in one of four discussions on Schoology based on the mentor text they chose. There they will be asked to apply and explain their knowledge of the language, their analyses of the structure of columns, and their understanding of effective structural choices in column writing. Finally, the students will be asked to complete a post-assessment Questionnaire by reflecting on their understanding of knowledge for homework.</p>
<b>Class Description &amp; Differentiation:</b>	<p>This is an English I classroom with 22 Freshmen students, one Junior, and one Senior grade level student. There are 24 students in the classroom, with about a 1:1 ratio of boys to girls. In the classroom, there are three English Language Learners, five students on a 504 plan, one kid with ADD and one kid with ADHD, and a very culturally diverse classroom.</p>
<b>Standards (Common Core or Ohio State Standards):</b>	<p>CCSS.ELA-LITERACY.RI.9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> <p>CCSS.ELA-LITERACY.L.9-10.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style.</p>
<b>Instructional Objectives:</b>	<p>Students will analyze an author's structure of a column by applying their knowledge of language to communicate their understanding of effective structural choices in column writing.</p>
<b>Materials:</b>	<p>Structure Presentation</p>

	4 Mentor Texts Structure Worksheet Schoology Discussion Board Post-Assessment Questionnaire		
<b>Key Vocabulary:</b>	Structure Analyze Effectiveness Style	Tit Hook Syntax Discourse	White Space Flow Order Conclusion
<b>Procedures:</b>			
<ol style="list-style-type: none"> <li>1. Introduction <ol style="list-style-type: none"> <li>a. The teacher will prompt students to share remembrances of learning about elements of columns and focus on hooks. This will be more of a Q&amp;A to refresh and allow students to gain clarifications before jumping into continued learning. The teacher will answer questions, provide feedback, and help clarify previous learning for students.</li> </ol> </li> <li>2. Instruction <ol style="list-style-type: none"> <li>a. The Structure Presentation will be projected onto the front of the classroom.</li> <li>b. Instruction of what, how, who, why, and examples will be guided by the teacher and presentation, while active participation and engagement will be asked of the students through prompts and guidance by the teacher in order for the students to further understand the effectiveness of an author's structural choices.</li> <li>c. Explicit introduction to the vocabulary of the structure of a column will be held through explanation and the use of examples via the presentation.</li> </ol> </li> <li>3. Modeling <ol style="list-style-type: none"> <li>a. Throughout the presentation, the teacher will give examples of what, why, and how each structural choice is effective.</li> <li>b. The teacher will model for the students how to analyze a structural choice, and how to explain it's effectiveness using proper language by 'thinking out loud' and giving explicit examples.</li> <li>c. The teacher will provide needed clarification throughout/at the end of the presentation/modeling if necessary.</li> </ol> </li> <li>4. Individual Work <ol style="list-style-type: none"> <li>a. Once the students have all the necessary information and vocabulary, they will have the option to pick one of four mentor texts (linked on Schoology) based on their personal interests.</li> <li>b. Once they have chosen a mentor text, they will individually read and analyze the structural elements/choices made by the author, following the modeling the teacher has already provided.</li> <li>c. Then, they will apply their individual knowledge of the language and their analysis to the Structure Chart (linked on Schoology), where they will be asked to identify,</li> </ol> </li> </ol>			

analyze, use content vocabulary, and explain their understanding of the structure of column writing all while referencing their chosen mentor text.

- d. The teacher will monitor and provide guided feedback throughout this activity.
- e. Students will turn in their completed charts on Schoology.

5. Group Work

- a. Students will next be prompted by the teacher to participate in a reflection discussion board on Schoology.
  - i. There will be four discussion boards on Schoology. The students must select the discussion board that aligns with their mentor text.
- b. Students will follow directions stated on the Discussion Board and can reference the rubric for expectations.
- c. They will participate in their mentor text discussion board by applying their knowledge of the language, explaining their understanding of effective structural choices in column writing, identifying/referencing one important structural choice, and participating in a group discussion.

6. Homework

- a. Students will be instructed to fill out the Post-Assessment Questionnaire for homework. Here they will be applying their knowledge, understanding, and analysis of language, content, effectiveness of structure and elements of columns, and reflecting on their overall learning and understanding.

**Assessment and Evaluation Criteria**

Formal Assessment:

- a. The student's ability to identify and explain the effectiveness of structural choices in their mentor text will holistically be assessed by completion for a possible total out of 16 points (rubric displayed with the chart).
- b. The student's explanation and applications of their knowledge and understanding of the effectiveness of an author's structural choices in a column will be formally assessed through the Discussion Board (rubric displayed on the discussion board).
- c. The student's complete analysis and understanding of the effectiveness of the structure and elements of a column will be formally assessed through the Post-Assessment Questionnaire.