

Grades 6-8	Lesson Title: The Ballet	Lesson Duration: about one week
Common Core State Standards	<p><u>CCSS.ELA-LITERACY.RI.6.1</u> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><u>CCSS.ELA-LITERACY.RI.6.2</u> Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p><u>CCSS.ELA-LITERACY.RI.6.4</u> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p><u>CCSS.ELA-LITERACY.RI.6.5</u> Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p> <p><u>CCSS.ELA-LITERACY.RI.6.10</u> By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><u>CCSS.ELA-LITERACY.RL.6.7</u> Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.</p> <p><u>CCSS.ELA-LITERACY.RI.7.1</u> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><u>CCSS.ELA-LITERACY.RI.7.2</u> Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p> <p><u>CCSS.ELA-LITERACY.RI.7.4</u> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p><u>CCSS.ELA-LITERACY.RI.7.5</u> Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p> <p><u>CCSS.ELA-LITERACY.RI.7.10</u> By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><u>CCSS.ELA-LITERACY.RL.7.7</u> Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).</p> <p><u>CCSS.ELA-LITERACY.RI.8.1</u> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p>	

	<p><u>CCSS.ELA-LITERACY.RI.8.2</u> Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p><u>CCSS.ELA-LITERACY.RI.8.4</u> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p><u>CCSS.ELA-LITERACY.RI.8.10</u> By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.</p> <p><u>CCSS.ELA-LITERACY.RL.8.7</u> Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.</p>
Overview	<i>In this lesson, students will cover various Common Core State Standards while being introduced to or further exposed to the art of ballet.</i>

Lesson Procedures:

Introduction:

1. Introduce lesson by showing pictures or a short video clip of either a live ballet production or ballet class (pictures and a video can be found at <http://www.worldbookonline.com/student/article?id=ar043840&st=ballet#tab=media>).
- *While students are viewing video, issue a copy of the nonfiction ballet article to each student.
2. Have students recall prior knowledge by asking students what they already know about the art of ballet.

Guided Practice:

3. Then, have students read and **annotate** a non-fiction article about ballet.
*While reading, students should also identify and **define** 3-5 unfamiliar words, using an online dictionary such as <http://www.merriam-webster.com/>.
*Also, direct students’ attention to the layout of the article, in particular, the section headings, and discuss how these contribute to the overall understanding of the article.
4. Also, have students **summarize** the article in 1-3 sentences.
Nonfiction Ballet Articles:
 - <http://school.nettrekker.com/goExternal?np=/sections/external/web/external.ftl&pp=/sections/external/web/external.ftl&evlCode=117897&productName=school&al=Middle>
 - <http://www.worldbookonline.com/student/article?id=ar043840&st=ballet#tab=homepage>
 - “Getting to the Pointe” by Sheri Henderson (which can be found in the *Holt Elements of Literature Second Course* textbook)
5. Upon completion of the above activities, have students determine the **main idea** of the article and draw **inferences** from the article, **citing** the **textual evidence** that most strongly supports the main idea and inferences made.
6. Next, have students recall prior knowledge of the children’s story *Rudolph the Red-Nosed Reindeer*, and if necessary, share the children’s book with students.
7. Explain to students that they will be attending a live ballet production of *Rudolph the Red-Nosed Reindeer* and upon returning to the classroom will **analyze** to what extent the live production followed the original story of Rudolph and evaluate the director’s and/or dancers’ decisions to stay with or veer from the original script.

Assessment

- Observation
- Annotations and Article Summary
- Parenthetical Citations
- Essay/Analysis

Extension

“Ribbons” by Laurence Yep, a short story from the *Holt* textbook (second course)