



Remembering D-Day: A Close Reading Lesson

Resource ID#: 69353 Primary Type: Lesson Plan

This document was generated on CPALMS - www.cpalms.org

This is a close reading lesson based on the article "Remembering the D-Day Invasion with Salutes, Tears and Friendship." This article focuses on the anniversary of D-Day and the effect it had on soldiers and civilians who experienced the attack. This lesson provides an opportunity for close reading, vocabulary acquisition, and writing a summary. A vocabulary organizer and key, text-dependent questions and keys, and a writing rubric have been included.

| | |
|---|---|
| Subject(s): English Language Arts | Grade Level(s): 8 |
| Intended Audience: Educators | Suggested Technology: Document Camera, Internet Connection, Interactive Whiteboard |
| Instructional Time: 2 Hour(s) | Freely Available: Yes |
| Resource supports reading in content area: Yes | Instructional Component Type(s): Lesson Plan , Worksheet , Assessment , Text Resource , Formative Assessment |
| Keywords: D-Day, Normandy, World War II, WWII, close reading, text-dependent questions | |
| Instructional Design Framework(s): Direct Instruction , Writing to Learn | |
| Resource Collection: CPALMS Lesson Plan Development Initiative | |

ATTACHMENTS

- [Vocab Graphic Organizer Key.doc](#)
- [Text Dependent Questions.doc](#)
- [Text Dependent Questions Key.doc](#)
- [Summary Rubric.doc](#)
- [Vocab graphic organizer.doc](#)
- [Summary Worksheet.doc](#)
- [Summary Worksheet Key.doc](#)

LESSON CONTENT

Lesson Plan Template: General Lesson Plan

Learning Objectives: What should students know and be able to do as a result of this lesson?

Using the article "Remembering the D-Day Invasion with Salutes, Tears and Friendship" the students will be able to:

- Identify and define, using various strategies including context clues, selected vocabulary from the article.
- Cite specific evidence from the text to answer text-dependent questions about the article.
- Determine the central idea of the article and write an objective summary of the text.
- In their written summary, state the central idea of the article supported by appropriate textual evidence, provide an effective concluding statement, and proofread their work for grade-appropriate conventions and grammar.

Guiding Questions: What are the guiding questions for this lesson?

- What is the significance of June 6, 1944?
- How was D-Day a turning point of World War II?

Prior Knowledge: What prior knowledge should students have for this lesson?

- Students must already be familiar with how to write a summary and how to determine the central idea of a text. This lesson is an application of skills, not an introduction.
- Students should have background knowledge of WWII from their social studies class. If students are unfamiliar with this subject the teacher can give a brief overview. Here is an [example](#).

Teaching Phase: How will the teacher present the concept or skill to students?

- To begin this lesson, the teacher will ask each student to write down one thing that they know about WWII. The teacher will then ask the students to share what they know. This provides an excellent opportunity to activate students' prior knowledge (if any) of the war. However, because this is a close reading lesson, the teacher should be careful not to front load too much information in order for students to wrestle with the content of the article, increasing their understanding of the content upon each successive close reading task.
- The teacher will then lead a class read aloud of the article "[Remembering the D-Day Invasion with Salutes, Tears and Friendship](#)."
- The teacher will then ask students to complete the [vocabulary](#) activity by filling in their preliminary determination of the meaning of each word on the list. The teacher should read the directions on the handout to students before they begin working. The teacher may add more words to the vocabulary list as needed based on the needs of the students. Other vocabulary words teachers might want to add: wizened, extinguished, liberty, endure, and occupation.
- After all students are finished, the teacher will have the students share their responses. If the student has the wrong definition, the teacher will provide the [correct](#)

definition (modeling as needed through think alouds to show students different strategies they can use to determine the meaning of a word in a text) and the student will need to fill in the third column.

Guided Practice: What activities or exercises will the students complete with teacher guidance?

- Students will be put into partners and complete their second read of the article. Before they read the article together, they should read through the Text Dependent Questions worksheet. This will allow students to focus their reading. After their second read, they will complete the [Text-Dependent Questions worksheet](#). This set of text-dependent questions is designed to help students with their basic comprehension of the article. They may work with their partners.
- The teacher will model the first question by finding the answer in the article, underlining it, and rewording it into a complete sentence as the final answer. The students should follow this model for all questions.
- After all students are finished, the teacher will go over the [answers](#) with the students to check for understanding. The students should make corrections to their work during this discussion. Alternatively, the teacher could collect students' work and grade the worksheet once it has been completed and provide the correct answers to students through written feedback.

Independent Practice: What activities or exercises will students complete to reinforce the concepts and skills developed in the lesson?

During this phase, the students will complete their third reading of the article. This reading will be independent. After the third reading, the students will answer focus questions about the article and write an objective summary of the text using relevant, key details using the Summary Worksheet. Teachers can use this [handout](#) with students. The summary must include a topic sentence that clearly states the central idea of the text, evidence from the text to support the central idea, and an appropriate concluding statement.

Teachers have the option to collect the final set of text-dependent focus questions and provide written feedback and a grade before students begin writing their summary, or teachers could go over the questions as a class allowing students to correct their work during the discussion and then begin writing their summary. A possible [key](#) has been included for the final set of questions.

If needed, students may rewrite the summary after receiving written feedback. The summary will be graded using the attached [rubric](#).

Note: If the class has not yet covered how to write a summary, the teacher may provide an overview before students begin writing. Here is [one resource](#) teachers might wish to use.

Closure: How will the teacher assist students in organizing the knowledge gained in the lesson?

To close this lesson, the teacher will ask the students to complete an exit ticket. The teacher may choose any topic related to the lesson, such as:

- Write down one thing that you learned about WWII.
- Write down one thing that you learned about D-Day.
- Write down a sentence that correctly uses a vocabulary word that you learned from studying this article.

ASSESSMENT

Formative Assessment:

The teacher will lead a class discussion based on the students' answers to the text-dependent questions to check for understanding of the news article. Two sets of text-dependent questions will be completed - one during the guided practice and another during the independent practice before students write their summary.

Feedback to Students:

After Close Reading Number 1: The teacher will provide correct vocabulary definitions for students. The students will be responsible for writing down the correct definitions if the definitions they originally put were inaccurate.

After Close Reading Number 2: The teacher will correct student answers to the text-dependent questions. The teacher may also decide to collect and grade this portion of the lesson.

After Close Reading Number 3: The teacher will correct student answers to the final set of text-dependent questions. The teacher may also decide to collect and grade this portion of the lesson.

Also After Close Reading Number 3: The teacher will offer written feedback when grading the final summary. This is to ensure that students have written their summaries objectively and provided appropriate supporting evidence from the article. If needed, the students may rewrite their summary after receiving feedback.

Summative Assessment:

After the third close, independent reading, students will be asked to write an objective summary of the text using relevant, key details. The summary must include a topic sentence that states the central idea of the article and uses appropriate support from the text. If needed, students may rewrite the summary after receiving feedback. The summary will be graded using the [attached rubric](#).

ACCOMMODATIONS & RECOMMENDATIONS

Accommodations:

- If the class has struggling readers or students who need more support, the students can be put into partners for the independent work. The teacher could pair a lower level student with a higher level student.
- The teacher could support struggling writers with individual paragraph frames.

Extensions: To extend this lesson, the teacher could have students research more information about D-Day and write a research essay or presentation.

Suggested Technology: Document Camera, Internet Connection, Interactive Whiteboard

Special Materials Needed:

- Class set of the article "Remembering the D-Day Invasion with Salutes, Tears and Friendship"
- Paper
- Writing Utensils

Further Recommendations: If the class contains a high degree of struggling readers, the teacher may want to assign homework the night before this activity relevant to

gaining background knowledge of WWII. This may include a reading, research, or even watching a video. History.com has a number of resources on WWII and D-Day, including short videos.

PUBLIC REMARKS

By Author/Submitter

This is a close reading lesson that focuses on vocabulary, text-dependent questions, and summarizing an article. The article focuses on the 70th anniversary of D-Day from World War II. This lesson will allow English/Language Arts teachers to teach cross-curricular material, as well as current events.

To access this article, teachers will need to create a free account with Newsela. A link is provided in the teaching phase.

The article used for this close reading lesson has a Lexile of 1120; however, through the Newsela site teachers can also select the same article at a lower or higher Lexile based on the needs of their students.

By Reviewer 1

For LAFS.8.RI.2.4 students are practicing the skills in the first part of this standard only. Please see the rubric included with the lesson for the skills students will be assessed on that connect to selected subparts of LAFS.8.W.1.2.

SOURCE AND ACCESS INFORMATION

Name of Author/Source: Rebekah Hurd

Is this Resource freely Available? Yes

Access Privileges: Public

License: [CPALMS License - no distribution - non commercial](#)

Related Standards

| Name | Description |
|--------------------------------|--|
| LAFS.8.RI.1.1: | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. |
| LAFS.8.RI.1.2: | 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. |
| LAFS.8.RI.2.4: | 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. |
| LAFS.8.W.1.2: | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. <ol style="list-style-type: none"> Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| LAFS.8.W.3.9: | Draw evidence from literary or informational texts to support analysis, reflection, and research. <ol style="list-style-type: none"> Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new"). Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced"). |
| LAFS.8.L.3.4: | Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. <ol style="list-style-type: none"> Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |