



**Literacy Design
Collaborative**

Exploring the Roaring 20's Through Literature

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Adapted from "Default Informational/Explanatory Module: Prototype Skills & Mini-Tasks"

Students will read a collection of short stories and a novel (The Great Gatsby) to explore the roaring 20's era of literature. Students will analyze how certain events, such as prohibition, influenced the literature of that era.

GRADES

11 - 12

DISCIPLINE

 **ELA**

COURSE

 **American
Literature II**

Section 1: What Task?

Teaching Task

Task Template IE4 - Informational or Explanatory

How do events like prohibition and a changing economy impact literature? After Reading) The Great Gatsby, Winter's Dream, The perfect Hour, When the Negro was in Vogue , write an essay) in which you analyze how specific historical events impacted literature from this time period. Support your discussion with evidence from the text/s.

D 8

Explain how (key detail/s, historical events, scientific ideas or concepts, or steps in a technical procedure) and (key detail/s, historical events, scientific ideas or concepts, or steps in a technical procedure) are (connected or related).

Standards

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.11-12.7

Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

RI.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RI.11-12.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

RI.11-12.6

Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

W.11-12.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

W.11-12.8

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard format for citation.

W.11-12.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.11-12.9.a

Apply grades 11—12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").

W.11-12.9.b

Apply grades 11—12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]").

SL.11-12.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11—12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.11-12.1.a

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

SL.11-12.1.b

Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

SL.11-12.1.c

Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

SL.11-12.1.d

Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL.11-12.2

Integrate multiple sources of information presented in diverse formats and media (e.g., visually,

quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

L.11-12.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11 —12 reading and content, choosing flexibly from a range of strategies.

L.11-12.4.a

Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

L.11-12.4.b

Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).

L.11-12.4.c

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, its part of speech, its etymology, or its standard usage.

L.11-12.4.d

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).

Texts

 **The Great Gatsby**

Class novel

 **Winter Dreams**

Short story inside of literature book

 **The Perfect Hour**

Biography in the literature book

 **When the Negro was in vogue**

Autobiography in the literature book

Informational/Explanatory Rubric for Grade 6-12 Teaching Tasks

| | Not Yet | Approaches Expectations | Meets Expectations | Advanced |
|---|---|--|--|--|
| | 1 | 2 | 3 | 4 |
| Focus | Attempts to address prompt but lacks focus or is off task. D: Attempts to address additional demands but lacks focus or is off task. | Addresses prompt appropriately but with a weak or uneven focus. D: Addresses additional demands superficially. | Addresses prompt appropriately and maintains a clear, steady focus. D: Addresses additional demands sufficiently. | Addresses all aspects of prompt appropriately and maintains a strongly developed focus. D: Addresses additional demands with thoroughness and makes a connection to controlling idea. |
| Controlling Idea | Attempts to establish a controlling idea, but lacks a clear purpose. | Establishes a controlling idea with a general purpose. | Establishes a controlling idea with a clear purpose maintained throughout the response. | Establishes a strong controlling idea with a clear purpose maintained throughout the response. |
| Reading/Research (when applicable) | Attempts to present information in response to the prompt, but lacks connections or relevance to the purpose of the prompt. | Presents information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness. | Presents information from reading materials relevant to the prompt with accuracy and sufficient detail. | Accurately presents information relevant to all parts of the prompt with effective selection of sources and details from reading materials. |
| Development | Attempts to provide details in response to the prompt, including retelling, but lacks sufficient development or relevancy. | Presents appropriate details to support the focus and controlling idea. | Presents appropriate and sufficient details to support the focus and controlling idea. | Presents thorough and detailed information to strongly support the focus and controlling idea. |
| Organization | Attempts to organize ideas, but lacks control of structure. | Uses an appropriate organizational structure to address the specific requirements of the prompt, with some lapses in coherence or awkward use of the organizational structure | Maintains an appropriate organizational structure to address the specific requirements of the prompt. | Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific prompt. |
| Conventions | Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage, and mechanics. Sources are used without citation. | Demonstrates an uneven command of standard English conventions and cohesion. Uses language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently cites sources. | Demonstrates a command of standard English conventions and cohesion, with few errors. Response includes language and tone appropriate to the audience, purpose, and specific requirements of the prompt. Cites sources using an appropriate format with only minor errors. | Demonstrates and maintains a well-developed command of standard English conventions and cohesion, with few errors. Response includes language and tone consistently appropriate to the audience, purpose, and specific requirements of the prompt. Consistently cites sources using an appropriate format. |
| Content Understanding | Attempts to include disciplinary content in explanations, but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate. | Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation. | Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding. | Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding. |

Background for Students

The 1920s were an age of dramatic social and political change. For the first time, more Americans lived in cities than on farms. The nation's total wealth more than doubled between 1920 and 1929, and this economic growth swept many Americans into an affluent but unfamiliar "consumer society."

Extension

Not provided

Section 2: What Skills?

Preparing for the Task

BRIDGING CONVERSATION > TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.

TASK AND RUBRIC ANALYSIS > TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.

Reading Process

PRE-READING > TEXT SELECTION: Ability to identify appropriate texts.

ACTIVE READING > ESSENTIAL VOCABULARY: Ability to identify and master terms essential to understanding a text.

ACTIVE READING > NOTE-TAKING: Ability to select important facts and passages for use in one's own writing.

POST-READING > ENHANCING COMPREHENSION: Ability to identify the central point and main supporting elements of a text.

POST-READING > ACADEMIC INTEGRITY: Ability to use and credit sources appropriately.

Transition to Writing

BRIDGING CONVERSATION > IDENTIFYING SIGNIFICANT ELEMENTS: Ability to begin linking reading results to writing task.

Writing Process

PLANNING > PLANNING THE WRITING: Ability to develop a line of thought and text structure appropriate to an informational/explanatory task.

DEVELOPMENT > INTRODUCTORY PARAGRAPH: Ability to establish a controlling idea and consolidate information relevant to task.

DEVELOPMENT > BODY PARAGRAPHS: Ability to construct an initial draft with an emerging line of thought and structure.


REVISION, EDITING, AND COMPLETION > REVISION: Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.

REVISION, EDITING, AND COMPLETION > EDITING: Ability to proofread and format a piece to make it more effective.

REVISION, EDITING, AND COMPLETION > FINAL DRAFT: Ability to submit final piece that meets expectations.

Section 3: What Instruction?

| PACING | SKILL AND DEFINITION | PRODUCT AND PROMPT | SCORING GUIDE | INSTRUCTIONAL STRATEGIES |
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| Preparing for the Task | | | | |
| Not provided | BRIDGING CONVERSATION > TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns. | SHORT RESPONSE WITH BULLETS In a quick write, record your first reaction to the task prompt. Add some notes of things you know about this issue. | No Scoring | <ul style="list-style-type: none"> ● Link this task to earlier class content. ● Discuss student responses. ● Clarify timetable and support plans for the task. |
| 15 mins | BRIDGING CONVERSATION > TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns. | ANNOTATION Use highlighters to deconstruct the prompt and assign a specific color to each part/aspect of the prompt. | Student meets expectations if he/she does the following: <ul style="list-style-type: none"> ● Color-codes the prompt correctly according to the model provided by the teacher. | <ul style="list-style-type: none"> ● Students will copy the teaching task (prompt) from the overhead projector/document camera. ● Teacher will model the deconstruction of the prompt on an overhead projector/document camera. ● Whole-class will create an "I Will" statement for each aspect of the prompt. |
| Standards: RL.11-12.10 : By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently. RL.11-12.2 : Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. RL.11-12.1 : Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. | | | | |

| PACING | SKILL AND DEFINITION | PRODUCT AND PROMPT | SCORING GUIDE | INSTRUCTIONAL STRATEGIES |
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| 10 mins | <p>TASK AND RUBRIC ANALYSIS > TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.</p> | <p>BREAKING DOWN A PROMPT Carefully read the prompt. Then complete your graphic organizer. In the first column, identify any words or terms that you need to know to be able to understand what the prompt is asking you to do. In the second column, list the actions you need to take to be able to complete the prompt. In the third column, list the things you need to make sure you discuss as you complete the prompt.</p> | <p>This will vary according to level of instruction. Your goal is this to be a habit of mind where students begin to use this system as a natural process when they see a prompt or a problem.</p> <p>First Column - any term that is essential to understanding is identified.</p> <p>Second Column - the verbs that appear in all template tasks (read, write, support) are identified.</p> <p>Third Column - all questions or tasks present in the prompt are identified</p> | <p>The time for this will vary. Direct Instruction and practice will take longer than Extension. The time given is for when it becomes an Extension.</p> <p>Direct Instruction: First time.</p> <ol style="list-style-type: none"> 1. Give students a copy of the Breaking Down the Prompt and a sheet with three or four prompts. 2. Doing a think-aloud, model the process you expect them to follow. 3. Put students with an elbow partner and have them do the next two in this group. 4. Have students conference with you when they have completed these two so you can check for understanding. 5. Give them a final prompt to work on their own. <p>Practice:</p> <ol style="list-style-type: none"> 1. Give students a copy of the Breaking Down a Prompt and a prompt. 2. Remind them of the steps. 3. Allow students to work with elbow partner. 4. Follow with a class discussion. <p>Extension:</p> <ol style="list-style-type: none"> 1. Give students the prompt. 2. Tell them to break down the prompt. 3. Circulate to see if they follow the process. 4. Briefly discuss the prompt. |
| Standards: | | | | |
| <p>RST.11-12.10 : By the end of grade 12, read and comprehend science/technical texts in the grades 11—CCR text complexity band independently and proficiently.</p> <p>RI.11-12.10 : By the end of grade 11, read and comprehend literary nonfiction in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11—CCR text complexity band independently and proficiently.</p> <p>RL.11-12.10 : By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.</p> <p>RH.11-12.10 : By the end of grade 12, read and comprehend history/social studies texts in the grades 11—CCR text complexity band independently and proficiently.</p> <p>CCR.R.1 : Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> | | | | |
| Additional Attachments: | | | | |
| <p> Breaking Down the Prompt</p> | | | | |

| PACING | SKILL AND DEFINITION | PRODUCT AND PROMPT | SCORING GUIDE | INSTRUCTIONAL STRATEGIES |
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| 50 mins | <p>PRE-READING > TEXT SELECTION: Ability to identify appropriate texts.</p> | <p>DETERMINING APPROPRIATE SOURCES TO SUPPORT AN ARGUMENT/CLAIM</p> <p>Given the essential question, How do historical events influence or impact a writer, list the possible answers or hypotheses to this question. Then select from a pool of sources or seek out sources to help support the possible answers to essential questions. This should be used to read abstracts or short entries in which each source can be summarized quickly to determine if the source is applicable or not to use in the background information.</p> <p>For younger students (9-10), would be better to generate the question and provide a list/pool of possible sources. Students could still generate the possible answers that they are analyzing sources for support.</p> <p>For older students (11-12), this could be applicable to final essay and could be completed as part of the experimental design process in order to do pre-research in order to determine which sources to focus on and use to fully develop a hypothesis.</p> | <ul style="list-style-type: none"> • Properly identifies relevant/realistic possible answers (hypotheses) to the essential question • Properly analyzes the sources for essential idea or finding • Properly assigns sources to support possible answers. • Correctly uses appropriate sources (does not include any unreliable sources in list of possible sources) • Able to defend choices for sources and explain why the sources are in support of one hypothesis and not another. | <p>This activity could be taught in multiple ways depending on the level of independent investigation/inquiry used.</p> <p>For younger students when the essential question is provided, a brainstorming activity can be used to generate possible answers to essential questions. Following this the list of possible sources could be used in a jigsaw and have groups to become experts on one source by skimming the source and pre-reading. Then switch groups so that each group has an "expert" on each possible source. These groups would then be in charge of assigning sources to the hypothesis they support. This can then be discussed as a graph.</p> <p>For older students this could be a small activity to scaffold the scientific investigation process. This could be used to teach how to find and determine usefulness of sources when teaching how to provide justification for a scientific hypothesis.</p> |

PACING SKILL AND DEFINITION PRODUCT AND PROMPT SCORING GUIDE INSTRUCTIONAL STRATEGIES

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| | <p>Standards:</p> <p>CCR.R.2 : Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>CCR.R.6 : Assess how point of view or purpose shapes the content and style of a text.</p> <p>CCR.R.9 : Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>RST.11-12.2 : Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</p> <p>RST.11-12.7 : Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p> | | | |
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| 30 mins | <p>ACTIVE READING > ESSENTIAL VOCABULARY: Ability to identify and master terms essential to understanding a text.</p> | <p>ESSENTIAL UNIT VOCABULARY</p> <p>Rate your familiarity with each of the selected vocabulary words. Next, using a dictionary or computer, find the meanings of the words you don't know. As students share information, take notes to understand the meanings of the essential vocabulary words for this unit.</p> | <p>On the vocabulary chart, each student will:</p> <ul style="list-style-type: none"> List descriptors of each word. Create an illustration or example that relates to each word. | <p>Vocabulary Words: character traits, characterization, dynamic character, static character, plot, compare, contrast</p> <ul style="list-style-type: none"> Distribute the provided vocabulary list and chart to students. Instruct students to rate each word with 3, 2, or 1. A "3" indicates that the student has a clear understanding of the word's meaning and can use it in context. A "2" means that the student has heard of the word before, but has a vague understanding of the meaning. A "1" means that the student is unfamiliar with the word. Based on the formative assessment above, break students into groups to create a vocabulary graphic organizer for each of the most unfamiliar words. (Provide each group with a dictionary, computer, and/or teacher assistance, as needed.) <i>If your students have not used this sort of organizer before, model how to complete it before you have them begin working.</i> Have each group present the vocabulary organizer they created to the whole class. While groups present, all students should fill out the vocabulary chart by listing brief descriptors of each word in the "Meaning" column and creating an "Illustration or Example" in the final column. <i>After the first group presents, model and project an acceptable/ complete note-taking row, so the class fully understands the expectations.</i> |
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| <p>Standards:</p> <p>CCR.L.4 : Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>CCR.L.6 : Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> |
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Additional Attachments:


 **Vocabulary Graphic Organizer**

 **Vocabulary Chart**

| PACING | SKILL AND DEFINITION | PRODUCT AND PROMPT | SCORING GUIDE | INSTRUCTIONAL STRATEGIES |
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| 30 mins | <p>ACTIVE READING > NOTE-TAKING: Ability to select important facts and passages for use in one's own writing.</p> | <p>CODED STICKY NOTES Use sticky notes of different colors to follow specific ideas or themes through a text and demonstrate how ideas, themes or techniques reoccur and evolve throughout a text.</p> | <p>Meets Expectations:</p> <ul style="list-style-type: none"> • Student marks the text using coding/sticky notes according to the guidelines. • The explanations are thoughtful, relevant, and accurate; demonstrating an understanding of the text. <p>Needs Work:</p> <ul style="list-style-type: none"> • Student may not use the coding system according to guidelines. • The explanations may not be thoughtful, relevant, or accurate; demonstrating a lack of understanding of the text. | <p>Before:</p> <ul style="list-style-type: none"> • Choose text to be used and make copies for students. • Decided coding and color system for notes being taken. This will be discipline specific. <p>Direct Instruction:</p> <ul style="list-style-type: none"> • Provide students with the text and sticky notes. • Explain that students will be using different colors of sticky notes to take notes while they read. Explain that this is a useful strategy when you can't write in the book. Also, explain how when you are doing larger research, this strategy can help you organize your ideas about long text. Finally, emphasize that stickies can act as markers and quick reminders. • Read through opening piece of text, marking it with sticky notes and comments. Think aloud: refer to your color-coded system and determine which color sticky to use. On the sticky, write why you have chosen that piece of text. Have students copy what you are doing for these first few examples. • Next, pair students. Have them continue using the system on another piece of text or continue with the text you used to model. • Circulate as students move through this piece of text in partners. Monitor and assist students who seem to be struggling. • Discuss the process before leaving the classroom. How was this system useful? Where else could we use it? What did we struggle with? What other categories could we make stickies about? <p>Practice: (Homework)</p> <ul style="list-style-type: none"> • Have students finish the text, or give them another piece of text, and try using it on their own. • The next day, follow up with questions like those asked the day before. <p>Example (Secondary ELA):</p> <ul style="list-style-type: none"> • Teacher begins by providing the prompt/guidelines for the use of sticky notes. <ul style="list-style-type: none"> ◦ important ideas (blue) ◦ intriguing lines (pink) ◦ literary elements (yellow) • Following an explanation of the selected method for coding, the teacher will think aloud and mark the first text (Langston Hughes' "Theme for English B"), paying close attention to the tone of the speaker. • Emphasize that stickies should include the "why." Give sentence starters: |


| PACING | SKILL AND DEFINITION | PRODUCT AND PROMPT | SCORING GUIDE | INSTRUCTIONAL STRATEGIES... |
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| | | | | <ul style="list-style-type: none"> ○ This is an intriguing line because... ○ The literary element is ... ● In small groups or partnerships, students will mark the text "Public School 190, Brooklyn 1963" by Martin Espada. ● The small groups will report out and share with the other groups. ● For Homework, students will individually mark and consider the text "The Certainty" by Roque Dalton. |
| <p>Standards:</p> <p>CCR.R.3 : Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>RL.8.3 : Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> | | | | |
| <p>Additional Attachments:</p> <ul style="list-style-type: none"> 📄 The Certain.pdf 📄 Public School 190, Brooklyn 1963.pdf 📄 Theme_for_English_B.pdf | | | | |



| PACING | SKILL AND DEFINITION | PRODUCT AND PROMPT | SCORING GUIDE | INSTRUCTIONAL STRATEGIES |
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| 25 mins | <p>ACTIVE READING > NOTE-TAKING: Ability to select important facts and passages for use in one's own writing.</p> | <p>EVIDENCE ANALYSIS OF CHARACTER PERSPECTIVES (CHART)</p> <p>In the first column, fill in direct evidence from the text that shows or tells us about the character and his/her views on the _____ [insert appropriate topic]. In the right column, explain what you think the evidence reveals about the character.</p> | <p>- Extracts relevant quotes from the text that reveal the perspective of each individual.</p> <p>- Clearly explains the direct connection between the evidence and the individual's perspective using 2-3 sentences.</p> | <ol style="list-style-type: none"> 1. Explain to students: "People and the characters in books show what they are like by what they say. They reveal themselves. They show what they are really like and share information about how they view the world. In the first column, write a quote the person said. Remember that not everything a character says is revealing, so you have to select carefully. In the second column, write what this language reveals about the character and their perspective." 2. Model how to complete the chart by thinking aloud about a person most students know well and analyzing a quote this person once said (ex: Martin Luther King Jr. and his quote "Our lives begin to end the day we become silent about things that matter"). 3. Now as a guided practice exercise, project the chart on the overhead/computer with only the first section of the chart filled out. 4. Ask students to read the quote aloud and write what the quote reveals about the perspective of the character. 5. Get responses from students and synthesize them into one idea by writing 2-3 sentences in the second column. 6. Have students re-read the selected article and complete the chart individually or with a partner. 7. Share out. <p>Additional Instruction</p> <p>-This is taught after students already know how to look for evidence. -Have students explain why the explanation provided by the teacher is sufficient.</p> |
| <p>Standards:</p> <p>CCR.W.9 : Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>CCR.R.1 : Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> | | | | |
| <p>Additional Attachments:</p> <p> Character Perspectives Evidence-J. Periera.docx</p> <p> Perspectives and Evidence TEMPLATE.doc</p> | | | | |

| PACING | SKILL AND DEFINITION | PRODUCT AND PROMPT | SCORING GUIDE | INSTRUCTIONAL STRATEGIES |
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| 40 mins | <p>ACTIVE READING > NOTE-TAKING: Ability to select important facts and passages for use in one's own writing.</p> | <p>GET THE GIST Read and summarize the assignment using the handout as a guide.</p> <ul style="list-style-type: none"> * Identify the most important who or what in the passage. * Identify the most important information about the who or what. * Write a short, complete sentence containing the most important information. | <p>Teachers may chose a variety of scoring methods including but not limited to: class discussions, placing several of the summaries on the board and seeing how they compare, taking up the papers and grading them.</p> | <ol style="list-style-type: none"> 1. Select a short paragraph in a chapter than has an important main idea. A passage of three to five paragraphs is ideal. 2. Display the first paragraph. Instruct students to draw 20 blanks on their paper. Have students read the paragraph and then write a 20 word (or less) summary of the paragraph. 3. As a class, have students generate a composite summary of no more than 20 words. 4. Reveal the next paragraph of the text and have students generate a summary statement of 20 or fewer words that encompasses both of the first two paragraphs. 5. Continue this procedure paragraph by paragraph until students have produced a GIST statement for the entire passage of 20 words or less. 6. In time students will be able to generate GIST statements across paragraphs without the intermediate steps. |
| <p>Standards:</p> <p>RI.9-10.2 : Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> | | | | |
| <p>Additional Attachments:</p> <p> GIST TEMPLATE.docx</p> | | | | |
| Not provided | <p>POST-READING > ENHANCING COMPREHENSION: Ability to identify the central point and main supporting elements of a text.</p> | <p>SHORT REFLECTIVE ENTRY FOR EACH TEXT What is the author trying to accomplish? Which parts of the text show you that?</p> | <ul style="list-style-type: none"> ● Answers questions with credible response. | <ul style="list-style-type: none"> ● Invite students to brainstorm ways to figure out any author's intent. ● Invite students to share and discuss their answers for each text. ● After the discussion, allow them to add to their entries. |

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| 50 mins | <p>POST-READING > ENHANCING COMPREHENSION: Ability to identify the central point and main supporting elements of a text.</p> | <p>READING LIKE A HISTORIAN: CONTEXTUALIZATION Explain how the individual context (such as one's philosophy and experience) interacts with the larger context of a time period (events and movements happening within a society) to produce historical events.</p> | <p>Meets expectations:</p> <ul style="list-style-type: none"> Exit slip identifies plausible actions of each historical figure. Both Big 'C' and Little 'c' are completed with accurate information. Participation in group is focused. <p>Needs work:</p> <ul style="list-style-type: none"> Exit slip does not correctly identify plausible actions. Either Big 'C' or Little 'c' are missing important information or it may be inaccurate. Lack of participation in group. | <p>Notes to Teacher:</p> <p>Reading Like a Historian is a program developed by Stanford University. For more information, a visit to their website is strongly encouraged. SHEG Stanford Reading Like a Historian.</p> <p>Before starting this mini-lesson you will need to pick primary source documents that support your focus question.</p> <p>There are links in the teacher resources to help you with this process. Below is an example lesson based on Gandhi and Ho Chi Mien to help guide you. The example is part of a larger unit focusing on European Imperialism.</p> <p>Also, develop a good hook that connects to the topic you will be discussing that involves the students world. The example for the lesson involves a change in school policies.</p> <p>Direct Instruction:</p> <ul style="list-style-type: none"> Give students the Big C Little C handout. Project a copy of the handout and fill it in with the students. Read the document with the students, using a talk-aloud technique. Discuss how the Big C and Little C deepened their understanding of the text. Ticket Out The Door: On a note card, or slip of paper, have students write a brief explanation about how the document fit into the context of the time. <p>Example-Comparing Gandhi and Ho Chi Mien</p> <ul style="list-style-type: none"> <i>Focus question: Students contrast Gandhi's philosophy of non-violence with Ho Chi Minh's philosophy of violent resistance.</i> Project the PowerPoint, Slide Presentation, concerning the changes in school policy for the students. Give them about four minutes to respond to the prompt based on their own experience. Do a quick share of some of the responses students have made. <p>Direct Instruction:</p> <ul style="list-style-type: none"> Project Primary Source Scaffolded handout and give copy to students. Explain, "I will be modeling the use of this technique for the first document and that you will work with another student on the other documents on the back." Ask questions to solicit answers from the students to do the Big C. In the same manner move to the Little C. Help them see that this is more focused on |

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| | | | | <p>the INSTRUCTIONAL STRATEGIES</p> <ul style="list-style-type: none"> ● Have students work with shoulder partners to read document and answer questions on the first side of the handout. This should take about 8 minutes. ● Circulate to help students. When they are finished have a quick conference with the students to check for understanding and assign the practice below. <p>Practice:</p> <ul style="list-style-type: none"> ● Have students work with their elbow partner to do the second side of worksheet. ● Circulate to continue checking comprehension and focus. ● Remind them with about 3 minutes left about the ticket out the door. |
| <p>Standards:</p> <p>CCR.R.1 : Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>CCR.R.2 : Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>RH.11-12.6 : Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</p> | | | | |
| <p>Additional Attachments:</p> <ul style="list-style-type: none"> 📄 Primary Sources Scaffolded 📄 Exit Slip 🔗 Reading Like a Historian: Contextualization (Teaching Channel Video) 📄 contextualization 📄 Slide Presentation 📄 Big C and Little C 🔗 Reading Like a Historian: Overview 🔗 Reading Like a Historian: Historians in Training 🔗 Picking Primary Source Documents | | | | |

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| 40 mins | <p>POST-READING > ACADEMIC INTEGRITY: Ability to use and credit sources appropriately.</p> | <p>ACADEMIC INTEGRITY After discussing plagiarism, practice quoting evidence using the appropriate conventions.</p> | <ul style="list-style-type: none"> • Provides an accurate definition of plagiarism. • List several appropriate strategies for avoiding plagiarism. • Quotes evidence using the correct conventions. | <ol style="list-style-type: none"> 1. Define "plagiarism" and list ways to avoid it. 2. Have students talk in pairs and discuss respect for others' work to assemble evidence and create texts. Share out as a whole class. 3. Discuss academic penalties for stealing others' thoughts and words. 4. Show students the citations that are provided at the end of a sample text. Explain that students are responsible for citing texts properly. 5. Read the Quoting Others handout as a class. 6. Using one of the prompts on the handout, have students interview each other on a specific topic. Advise students to take notes on their interviews. 7. Have students compose a short write-up of their interviews, taking care to include at least three quotes from their interview partner. Include a word limit (e.g. 200 words) so students do not feel compelled to write too much. 8. Ask students to share their interviews by reading the interview that is about them, paying attention to accurate quotations. 9. Have students practice quoting text from articles using the handout and share out. |
| <p>Standards:</p> <p>CCR.W.8 : Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>CCR.W.9 : Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>CCR.R.1 : Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> | | | | |
| <p>Additional Attachments:</p> <p> Quoting Others Handout</p> | | | | |

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| 40 mins | <p>POST-READING > ACADEMIC INTEGRITY: Ability to use and credit sources appropriately.</p> | <p>PLAGIARISM ANTICIPATION GUIDE</p> <p>We are going to follow an Anticipation Guide to determine how much you know about plagiarism.</p> <p>Follow the directions on the screen as the teacher reveals them to you.</p> | <p>Completed anticipation guide</p> <p>Participation in group and class discussion</p> | <p>Put these directions on a PowerPoint slide and reveal them one at a time as students carry out the process. In #3 be sure not to tell them the correct answer but ask them to support their opinions on both sides of the issue. They will find the answers in the next step.</p> <ol style="list-style-type: none"> 1. Read the statements on the anticipation guide and put a check in the blank in the Before Reading column if you think the statement is accurate. Don't think about it too much. Go with your first reaction. 2. When the teacher tells you to do so, share your work with a partner or table team and come to consensus on the accurate statements. Use your best debating skills to convince those with opposing opinions that you are correct. 3. After a brief class discussion on the items on which people could not come to consensus, read the article the teacher gives you and put a check in the After Reading column if the statement is accurate <i>according to the article</i>. 4. Discuss your responses with your partner or table team and be able to provide evidence from the document to support your response. 5. Share with the group to reach class consensus. |
| Standards: | | | | |
| <p>RI.11-12.1 : Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> | | | | |
| Additional Attachments: | | | | |
| <p> Plagiarism</p> <p> Plagiarism Anticipation Guide</p> | | | | |
| Transition to Writing | | | | |

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| <p>1 hr and 30 mins</p> | <p>BRIDGING CONVERSATION > IDENTIFYING SIGNIFICANT ELEMENTS: Ability to begin linking reading results to writing task.</p> | <p>CITING EVIDENCE AND JUSTIFYING SUPPORT: GROUP ANNOTATIONS (PRIOR TO NOTETAKING) Identify the main idea of a text, analyze to find evidence within the text that supports the essential question (purpose for reading), support the evidence through explanation and connection. After all evidence is collected and justified, evaluate to ensure that both evidence and support are relevant.</p> <p>Webb's DOK Level 3, Students are looking for details and examples that support ideas.</p> | <p>Student work shows evidence of:</p> <ul style="list-style-type: none"> ● Identification of Main Idea and Understanding of the Purpose of Reading ● Textual evidence (citations) that support the Purpose ● Explanations, justifications and support that connects the evidence with the purpose ● Citations and supports are relevant and important <p>Problem Solving Skills found in student work should reflect:</p> <ul style="list-style-type: none"> ● Abstraction ● Drawing Conclusions/Justifying Solutions ● Identifying Relevant/Irrelevant Information ● Generate Ideas | <p>Purpose of Group Annotations: Discussion among peers and groups, academic feedback, thinking and problem-solving, and preparation for note-taking</p> <p>Note: If students are reading two or more texts to answer the big question, I use this method and process for each text. The next step would be for students to synthesize the information from all three texts in a group discussion format evaluating the best evidence to answer the big question and the best justifications.</p> <p>Getting to Group Annotations:</p> <p>1. Close Read: Prior to group annotation, students read the text individually. They read for evidence to answer the big question. They take notes in the margins, circle unfamiliar words, and underline or high light important facts. (See Annotation and Text Coding mini task) (Day 1)</p> <p>2. Group Annotation: This is the second time students are reading the text. Students take what they learned from the first reading and bring that information to the group. Students are grouped three-four in a group. Each group is provided with a poster and each group member is given the same color marker. The poster has a portion of the text taped to it. Groups will try to answer the "big question" as they read their portion of the text. They will circle unfamiliar words, underline important evidence that answers the big question, and they will justify why they think that evidence answers the big question. As soon as time is called, groups will pass their posters to the right to the next group. The next group reads the portion of the text, looks at the circled words to see if they know the meaning, looks at what the previous group underlined as evidence to answer the big question, and lastly looks at the justifications given. Then as a group, they look at response starters so that they can respond to the previous group (see resources). They either agree or disagree with the previous group, giving specific details to why they agree or disagree. They also can ask questions to the previous group. They should be making connections to what they previously read to make sense of the text. Because each group has different colors, it is evident to see what was added by each group. (Day 2-3)</p> <p>3. Note-taking: After the group annotation, the posters are posted on the walls of the classroom. Students, individually, using a note-taking graphic organizer to complete a gallery walk, selecting the best evidence to answer the big question and the best justifications. Here,</p> |

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| | | | | <p>students to be able to use in their writing. (Day 4)</p> <p>Thinking in this Lesson:</p> <p><i>In this lesson, you will be teaching students Thinking Processes for Analytical Thinking and Modeling how to monitor their thinking to ensure they understand what they are learning and that they are aware of the learning strategies they are using.</i></p> <p>Tell students the purpose for the activity.</p> <p>*Reading with a Question in Mind (purpose for reading), Analyzing Text for Main Idea (Purpose for Reading), Citing Supporting Evidence and Justifying Evidence through Reading Closely and Note taking</p> <p>Introduction: Communicate to students the purpose of reading today, "Today we are going to read to find information about _____ to answer our essential question. We will be looking for evidence (citing) in the text that supports the answer to _____ (insert the essential question). Once we find that evidence, we are going to explain why that evidence supports the answer to the question."</p> <p>Model/Teach Analytical Thinking: (Teacher is TEACHING/MODELING their Thinking)</p> <p>I Do: Teacher Think Aloud</p> <p>1. Purpose for reading: "Before I read, I must first make sure that I understand the purpose of reading. Today, my purpose is to find evidence that I need to answer our essential question. I am looking for information about _____."</p> <p>2. Looking for evidence: "I am going to begin reading the first section. As I read, I ask myself if there is any information I can use to answer the question." EVIDENCE Locate that information and underline that information.</p> <p style="padding-left: 40px;"><i>I ask myself, "Does the evidence help me answer the question?"</i></p> <p>3. Justifying my evidence: "Now that I have identified the information I need to support the answer.</p> <p style="padding-left: 40px;"><i>I ask myself, "WHY or HOW does that information that I underlined answer the big question?"</i></p> <p><i>My justification is partly my own thoughts and partly what details I read that explains why/how my evidence answers the big question. It is a combination of ideas from text and my understanding. On my poster, I draw a</i></p> |

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| | | | | <p><i>line and evidence (why/how this evidence answers the question)."</i></p> <p>How to write a Justification: "This means that...because...(explain how it answers a part of the question.)"</p> <p><i>"How do my explanations explain why that evidence answers the question?"</i></p> <p>4. Evaluating my evidence and justification: "Now that I have my evidence and my justification, I need to re-evaluate the connection and relevancy of the two.</p> <p><i>I ask myself...</i></p> <p><i>"Does the evidence help me answer the question?"</i></p> <p><i>"How do my explanations justify why that evidence answers the question?"</i></p> <p>5. Providing an example (not always necessary/ examples may come from text or background knowledge from connecting text to self): "Now I need to provide MY OWN example that shows the connections I made between the concept and my explanation. I need to ask myself how my example helps my audience make the connection and supports answering the question. I can use the text AND my understanding to create an example that supports my explanation. I can check myself by asking..."</p> <p><i>"Do my examples support the evidence used AND the answer to the question?"</i></p> <p>Guided Practice (Teacher monitors, questions, supports/Students practice and apply strategy)</p> <p>We Do: Teacher supports this as students work through the second column. IF students are on the right track, go to the YOU DO, IF not, repeat the WE DO until students have the concept.</p> <ol style="list-style-type: none"> 1. Have students read their section of the text. (groups) 2. After reading, group members will discuss what they read, identifying 1-2 pieces of evidence they feel supports the answer. 3. Students underline their evidence AND write why they think that evidence answers the question (justification). 4. As you circulate and monitor, question students to ensure that the the justification supports their evidence, and have them include an example from the text that connects to the evidence and answer to the essential question. |






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| | | | | <p>6. Repeat the process until the text is read in chunks, stopping to discuss relevant evidence and having students justify their citations until all of the text has been read.</p> <p>You DO: Students complete their assigned portion of the text, while you circulate and question as needed. When students finish their section, call time and pass the posters to the next group. Follow the procedures for group annotation.</p> <p>Facilitating Student Understanding and Mastery During Guided Practice/Independent Practice</p> <p>Circulate as students read, discuss and record their evidence. Question to prompt responses. Ask students what thinking processes they used when reading, citing and justifying their responses, (Student Awareness of Metacognition) as well as questions asked during the Think Aloud. This will ensure that students are on the right track and that their evidence, justifications and examples support the answer to the essential question.</p> <p><i>"Does the evidence help me answer the question?"</i></p> <p><i>"How do my explanations justify why that evidence answers the question?"</i></p> <p><i>"Do my examples support the evidence used AND the answer to the question?"</i></p> <p>Reading and Writing Connections</p> <p>Students will use the evidence and justifications from this reading with the second text and in writing. This will be used as students write their claim, cite evidence, and justify in their writing product.</p> |

Standards:


RI.9-10.1 : Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.9-10.10 : By the end of grade 9, read and comprehend literary nonfiction in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9—10 text complexity band independently and proficiently.

Additional Attachments:

-  [Citing_Evidence_and_Justifying_Evidence_to_Answer_Essential_Question20150305-3-1j6jskl.docx](#)
-  [Reasons to Use annotation in the classroom : a case study](#)
-  [20150402_105533\[1\].jpg](#)
-  [20150402_105614\[1\].jpg](#)
-  [20150402_105559\[1\].jpg](#)






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| 30 mins | <p>PLANNING > PLANNING THE WRITING: Ability to develop a line of thought and text structure appropriate to an informational/explanatory task.</p> | <p>TEXTUAL EVIDENCE SWAP MEET</p> <p>Sort notes made on post-its during a close reading of a text based on an essential question. The question has been framed so that you can take a position (either/or, yes/no, etc.), however, you must collect textual evidence that supports both sides of the question.</p> | <p>Product meets expectations if...</p> <ul style="list-style-type: none"> -Notes are grouped logically with clear connections to the claim (position) -Notes are sufficient to support position -Notes are selected from across the span of the text rather than a limited portion -Notes are arranged with strongest first | <p>* The mini-task was designed with a specific question in mind for Arthur Miller's <i>The Crucible</i>: "Were the girls' physical symptoms due to psychosomatic causes or something else?" However, <i>it is applicable to any text that students have read in which they have a central question that they are answering.</i></p> <p>BEFORE THIS MINI TASK...</p> <ol style="list-style-type: none"> 1. Before reading a text, students should know the central question they are answering. 2. Provide students with sticky notes, and invite them to mark and copy quotations they feel are relevant to the central question. Ask them to include their reasons for selection. <p>TODAY...</p> <ol style="list-style-type: none"> 1. Explain that today students will be organizing their notes and choosing which quotes they will use for their argument essays. 2. Students will individually read through notes and decide on a position on the central question. 4. Students will arrange the notes that support their positions by grouping those that are related. 5. Students will then order their groups of notes from strongest to weakest. 6. Students will meet with a peer who took an opposite position and together they will examine each other's points. Students will also swap notes they didn't use. This allows students to "share" evidence. 7. Each student will then rearrange post-its as in Steps 4 and 5 to support claim. |
| <p>Standards:</p> <p>CCR.R.10 : Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>CCR.R.1 : Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>CCR.W.9 : Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> | | | | |
| 40 mins | <p>PLANNING > PLANNING THE WRITING: Ability to develop a line of thought and text structure appropriate to an informational/explanatory task.</p> | <p>OUTLINE/ORGANIZER (LDC PROTOTYPE)</p> <p>Create an outline based on your notes and reading in which you state your controlling idea, sequence your points, and note your supporting evidence.</p> | <ul style="list-style-type: none"> ● Creates an outline or organizer. ● Supports controlling idea. ● Uses evidence from texts read earlier. | <ul style="list-style-type: none"> ● Provide and teach one or more examples of outlines or organizers. ● Invite students to generate questions in pairs about how the format works, and then take and answer questions. |



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| Not provided | <p>DEVELOPMENT > INTRODUCTORY PARAGRAPH: Ability to establish a controlling idea and consolidate information relevant to task.</p> | <p>OPENING PARAGRAPH Write an opening paragraph that includes a controlling idea and sequences the key points you plan to make in your composition.</p> | <ul style="list-style-type: none"> Writes a concise summary statement or draft opening. Provides direct answer to main prompt requirements. Establishes a controlling idea. Identifies key points that support development of the controlling idea. | <ul style="list-style-type: none"> Offer several examples of opening paragraphs. Ask class to discuss what makes them strong or weak. Review the list that students created earlier to identify needed elements (from Cluster 1, skill 2). |
| 30 mins | <p>DEVELOPMENT > INTRODUCTORY PARAGRAPH: Ability to establish a controlling idea and consolidate information relevant to task.</p> | <p>INTRODUCTION PARAGRAPH Develop an effective and engaging introduction paragraph for your essay incorporating a hook, explanation, and thesis.</p> | <p>Meets expectations if:</p> <ul style="list-style-type: none"> Hook is engaging and relevant Explanation successfully bridges hook and argument. Thesis is specific, well articulated, and the actual topic of the paper. | <p>*This tool should be used with students who already know their thesis, not as a tool to develop one.</p> <ol style="list-style-type: none"> Using the handout, do a think aloud in which you walk through the steps to develop an introduction paragraph. Think about several hooks, and chose the best one (emphasizing that the first idea isnt always the best). Allow students to complete the handout independently. Finish with a share, either class wide or between partners. |
| <p>Standards:</p> <p>CCR.W.5 : Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>CCR.W.4 : Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> | | | | |
| <p>Additional Attachments:</p> <p> Intro Handout</p> | | | | |
| Not provided | <p>DEVELOPMENT > BODY PARAGRAPHS: Ability to construct an initial draft with an emerging line of thought and structure.</p> | <p>INITIAL DRAFT Write an initial draft complete with opening, development, and closing; insert and cite textual evidence.</p> | <ul style="list-style-type: none"> Provides complete draft with all parts. Supports the opening in the later sections with evidence and citations. | <ul style="list-style-type: none"> Encourage students to re-read prompt partway through writing, to check that they are on track. |

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| 1 hr and 30 mins | <p>DEVELOPMENT > BODY PARAGRAPHS:</p> <p>Ability to construct an initial draft with an emerging line of thought and structure.</p> | <p>CITING EVIDENCE AND JUSTIFYING SUPPORT: GROUP ANNOTATIONS (PRIOR TO NOTETAKING)</p> <p>Identify the main idea of a text, analyze to find evidence within the text that supports the essential question (purpose for reading), support the evidence through explanation and connection. After all evidence is collected and justified, evaluate to ensure that both evidence and support are relevant.</p> <p>Webb's DOK Level 3, Students are looking for details and examples that support ideas.</p> | <p>Student work shows evidence of:</p> <ul style="list-style-type: none"> ● Identification of Main Idea and Understanding of the Purpose of Reading ● Textual evidence (citations) that support the Purpose ● Explanations, justifications and support that connects the evidence with the purpose ● Citations and supports are relevant and important <p>Problem Solving Skills found in student work should reflect:</p> <ul style="list-style-type: none"> ● Abstraction ● Drawing Conclusions/Justifying Solutions ● Identifying Relevant/Irrelevant Information ● Generate Ideas | <p>Purpose of Group Annotations: Discussion among peers and groups, academic feedback, thinking and problem-solving, and preparation for note-taking</p> <p>Note: If students are reading two or more texts to answer the big question, I use this method and process for each text. The next step would be for students to synthesize the information from all three texts in a group discussion format evaluating the best evidence to answer the big question and the best justifications.</p> <p>Getting to Group Annotations:</p> <p>1. Close Read: Prior to group annotation, students read the text individually. They read for evidence to answer the big question. They take notes in the margins, circle unfamiliar words, and underline or high light important facts. (See Annotation and Text Coding mini task) (Day 1)</p> <p>2. Group Annotation: This is the second time students are reading the text. Students take what they learned from the first reading and bring that information to the group. Students are grouped three-four in a group. Each group is provided with a poster and each group member is given the same color marker. The poster has a portion of the text taped to it. Groups will try to answer the "big question" as they read their portion of the text. They will circle unfamiliar words, underline important evidence that answers the big question, and they will justify why they think that evidence answers the big question. As soon as time is called, groups will pass their posters to the right to the next group. The next group reads the portion of the text, looks at the circled words to see if they know the meaning, looks at what the previous group underlined as evidence to answer the big question, and lastly looks at the justifications given. Then as a group, they look at response starters so that they can respond to the previous group (see resources). They either agree or disagree with the previous group, giving specific details to why they agree or disagree. They also can ask questions to the previous group. They should be making connections to what they previously read to make sense of the text. Because each group has different colors, it is evident to see what was added by each group. (Day 2-3)</p> <p>3. Note-taking: After the group annotation, the posters are posted on the walls of the classroom. Students, individually, using a note-taking graphic organizer to complete a gallery walk, selecting the best evidence to answer the big question and the best justifications. Here,</p> |

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| | | | | <p>students to use evidence and best justifications to be able to use in their writing. (Day 4)</p> <p>Thinking in this Lesson:</p> <p><i>In this lesson, you will be teaching students Thinking Processes for Analytical Thinking and Modeling how to monitor their thinking to ensure they understand what they are learning and that they are aware of the learning strategies they are using.</i></p> <p>Tell students the purpose for the activity.</p> <p>*Reading with a Question in Mind (purpose for reading), Analyzing Text for Main Idea (Purpose for Reading), Citing Supporting Evidence and Justifying Evidence through Reading Closely and Note taking</p> <p>Introduction: Communicate to students the purpose of reading today, "Today we are going to read to find information about _____ to answer our essential question. We will be looking for evidence (citing) in the text that supports the answer to _____ (insert the essential question). Once we find that evidence, we are going to explain why that evidence supports the answer to the question."</p> <p>Model/Teach Analytical Thinking: (Teacher is TEACHING/MODELING their Thinking)</p> <p>I Do: Teacher Think Aloud</p> <p>1. Purpose for reading: "Before I read, I must first make sure that I understand the purpose of reading. Today, my purpose is to find evidence that I need to answer our essential question. I am looking for information about _____."</p> <p>2. Looking for evidence: "I am going to begin reading the first section. As I read, I ask myself if there is any information I can use to answer the question." EVIDENCE Locate that information and underline that information.</p> <p style="padding-left: 40px;"><i>I ask myself, "Does the evidence help me answer the question?"</i></p> <p>3. Justifying my evidence: "Now that I have identified the information I need to support the answer.</p> <p style="padding-left: 40px;"><i>I ask myself, "WHY or HOW does that information that I underlined answer the big question?"</i></p> <p><i>My justification is partly my own thoughts and partly what details I read that explains why/how my evidence answers the big question. It is a combination of ideas from text and my understanding. On my poster, I draw a</i></p> |

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| | | | | <p><i>line and evidence (why/how this evidence answers the question)."</i></p> <p>How to write a Justification: "This means that...because...(explain how it answers a part of the question.)"</p> <p><i>"How do my explanations explain why that evidence answers the question?"</i></p> <p>4. Evaluating my evidence and justification: <i>"Now that I have my evidence and my justification, I need to re-evaluate the connection and relevancy of the two.</i></p> <p><i>I ask myself...</i></p> <p><i>"Does the evidence help me answer the question?"</i></p> <p><i>"How do my explanations justify why that evidence answers the question?"</i></p> <p>5. Providing an example (not always necessary/ examples may come from text or background knowledge from connecting text to self): <i>"Now I need to provide MY OWN example that shows the connections I made between the concept and my explanation. I need to ask myself how my example helps my audience make the connection and supports answering the question. I can use the text AND my understanding to create an example that supports my explanation. I can check myself by asking..."</i></p> <p><i>"Do my examples support the evidence used AND the answer to the question?"</i></p> <p>Guided Practice (Teacher monitors, questions, supports/Students practice and apply strategy)</p> <p>We Do: Teacher supports this as students work through the second column. IF students are on the right track, go to the YOU DO, IF not, repeat the WE DO until students have the concept.</p> <ol style="list-style-type: none"> 1. Have students read their section of the text. (groups) 2. After reading, group members will discuss what they read, identifying 1-2 pieces of evidence they feel supports the answer. 3. Students underline their evidence AND write why they think that evidence answers the question (justification). 4. As you circulate and monitor, question students to ensure that the the justification supports their evidence, and have them include an example from the text that connects to the evidence and answer to the essential question. |


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| | | | | <p>6. Repeat the process in chunks, stopping to discuss relevant evidence and having students justify their citations until all of the text has been read.</p> <p>You DO: Students complete their assigned portion of the text, while you circulate and question as needed. When students finish their section, call time and pass the posters to the next group. Follow the procedures for group annotation.</p> <p>Facilitating Student Understanding and Mastery During Guided Practice/Independent Practice</p> <p>Circulate as students read, discuss and record their evidence. Question to prompt responses. Ask students what thinking processes they used when reading, citing and justifying their responses, (Student Awareness of Metacognition) as well as questions asked during the Think Aloud. This will ensure that students are on the right track and that their evidence, justifications and examples support the answer to the essential question.</p> <p><i>"Does the evidence help me answer the question?"</i></p> <p><i>"How do my explanations justify why that evidence answers the question?"</i></p> <p><i>"Do my examples support the evidence used AND the answer to the question?"</i></p> <p>Reading and Writing Connections</p> <p>Students will use the evidence and justifications from this reading with the second text and in writing. This will be used as students write their claim, cite evidence, and justify in their writing product.</p> |
| <p>Standards:</p> <p>RI.9-10.1 : Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.9-10.10 : By the end of grade 9, read and comprehend literary nonfiction in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9—10 text complexity band independently and proficiently.</p> | | | | |
| <p>Additional Attachments:</p> <p> Citing_Evidence_and_Justifying_Evidence_to_Answer_Essential_Question20150305-3-1j6jskl.docx</p> <p> Reasons to Use annotation in the classroom : a case study</p> <p> 20150402_105533[1].jpg</p> <p> 20150402_105614[1].jpg</p> <p> 20150402_105559[1].jpg</p> | | | | |

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| Not provided | <p>REVISION, EDITING, AND COMPLETION > REVISION: Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.</p> | <p>MULTIPLE DRAFTS Refine composition's analysis, logic, and organization of ideas/points. Use textual evidence carefully, with accurate citations. Decide what to include and what not to include.</p> | <ul style="list-style-type: none"> Provides complete draft with all parts. Supports the opening in the later sections with evidence and citations. Improves earlier edition. | <ul style="list-style-type: none"> Model useful feedback that balances support for strengths and clarity about weaknesses. Assign students to provide each other with feedback on those issues. |
| Not provided | <p>REVISION, EDITING, AND COMPLETION > REVISION: Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.</p> | <p>GPISD - USE ARMS TO REVISE</p> <p>When we revise our writing, we are looking at the ideas and progression of the writing. To help you revise your writing, we are going to use the ARMS strategy.</p> <p>Add words or sentences where information is missing or lacking development</p> <p>Remove words or sentences that do not fit or are repetitive</p> <p>Move words or sentences around to help the flow of the essay</p> <p>Substitute weak words and/or sentences with more specific vocabulary</p> | <p>Assess as complete or not complete</p> <p>Complete</p> <ul style="list-style-type: none"> Evidence of student feedback from peer <ul style="list-style-type: none"> Comments and/or valid suggestions Proofreading marks <p>Not Complete</p> <ul style="list-style-type: none"> No evidence of student feedback from peer | <p>The teacher will:</p> <ul style="list-style-type: none"> display ARMS strategy (i.e. anchor chart, projected for students, etc.) briefly review the ARMS strategy with the students by modeling how to add, remove, move, and substitute words/sentences with an example text (suggestion: use a piece of your own writing as an example to revise) assign student group are partners to practice using the ARMS strategy with their writing walk around monitoring and assisting students as needed |
| <p>Additional Attachments:</p> <ul style="list-style-type: none">  Use ARMS to Revise  Additional Peer Revision Resource  Peer Checklist for Revising with a little Editing | | | | |
| Not provided | <p>REVISION, EDITING, AND COMPLETION > EDITING: Ability to proofread and format a piece to make it more effective.</p> | <p>CORRECT DRAFT Revise draft to have sound spelling, capitalization, punctuation, and grammar. Adjust formatting as needed to provide clear, appealing text.</p> | <ul style="list-style-type: none"> Provides draft free from distracting surface errors. Uses format that supports purpose. | <ul style="list-style-type: none"> Briefly review selected skills that many students need to improve. Teach a short list of proofreading marks. Assign students to proofread each other's texts a second time. |

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| Not provided | REVISION, EDITING, AND COMPLETION > FINAL DRAFT: Ability to submit final piece that meets expectations. | FINAL PIECE Turn in your complete set of drafts, plus the final version of your piece. | <ul style="list-style-type: none"> Fits the "Meets Expectations" category in the rubric for the teaching task. | None |

Instructional Resources

Teacher Resource

-  Glencoe literature Book
Teacher will use this to decide and assign readings

Student Handout

-  [History.com](https://www.history.com)

Section 4: What Results?

Student Work Samples

No resources specified

Teacher Reflection

Not provided