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| ESL: Exploring Topics in Women’s Rights |
| Language of Language Arts, Grades 9–12—English Language Proficiency Levels 2 and 3 |

*For more information on the design process for the ESL MCUs, please see the* [*Next Generation ESL Project: Curriculum Resource Guide*](https://www.doe.mass.edu/ele/guidance/?section=resource-guide#resource-guide)*.*

This unit is intended to deliver systematic, explicit, and sustained English language development in the context of the Massachusetts Curriculum Frameworks. The purpose of this unit is to help ELs develop the language necessary for academic success in the content area of English Language Arts. Students will also learn language that will be used recurrently in and across various academic and social contexts. The embedded language development of this unit centers on three of the [*Key Uses of Academic Language*](https://wida.wisc.edu/sites/default/files/resource/Can-Do-Descriptors-Key-Uses-K-12-FAQs.pdf):

* Recount by summarizing information demonstrating understanding of the subject under investigation.
* Argue by stating a claim supported with reasoning and evidence.

Discuss to build and present knowledge through research by synthesizing ideas from multiple sources.

These unit-level *Focus Language Goals* were created through an analysis of the driving language demands of “Exploring Topics in Education,” an existing grade 10 ELA Model Curriculum Unit. However, this ESL unit is not the same as a sheltered ELA unit. It is intended to be taught by an ESL teacher, and collaboration with the content teacher is essential. It is also important to keep in mind that in addition to the dedicated, language-focused instruction outlined in this unit, English learners (ELs) must have access to all core academic content.

Through an exploration of issues regarding women’s rights, students will synthesize texts, analyze evidence, and develop their own evidence-based claims. Students will have contextualized, extended practice with discourse, sentence, and word/phrase dimensions of academic language as they explore a variety of genres addressing the topic. They will also research and present information about current issues pertaining to women’s rights in the United States.

This document was prepared by the Massachusetts Department of Elementary and Secondary Education, Mitchell D. Chester, Ed.D., Commissioner.

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The contents of this Model Curriculum Unit were developed under a grant from the U.S. Department of Education. However, those contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the federal government.

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| Unit Plan | | |
| **Stage 1—Desired Results** | | |
| **ESTABLISHED FOCUS GOALS G** Focus Language Goals/Standards The Language of Language Arts  G.1 Recount by summarizing information demonstrating understanding of the subject under investigation.  G.2 Argue by stating a claim supported with reasoning and evidence.  G.3 Discuss to build and present knowledge through research by synthesizing ideas from multiple sources. General Content Connections *The student is building toward:*  CCSS.ELA-Literacy.W.9-10.7—Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.  CCSS.ELA-Literacy.W.9-10.9—Draw evidence from literary or informational texts to support analysis, reflection, and research.  CCSS.ELA-Literacy.SL.9-10.4—Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. | **Transfer** | |
| ***Students will be able to independently use their learning to…* T**  T.1 Communicate for social and instructional purposes within the school setting.  T.2 Communicate information, ideas, and concepts necessary for academic success in the content area of language arts. | |
| **Meaning** | |
| **UNDERSTANDINGS U**  *Students will understand that…*  U.1 Opinions and claims need to be supported with evidence.  U.2 In order to synthesize information, it is important to identify the main idea and the most important details in a text.  U.3 For a claim to be effective, a combination of evidence and analysis is needed.  U.4 In the past and in the United States today, women have struggled for equality. | **ESSENTIAL QUESTIONS** **Q**  Q.1 How can I use language to synthesize ideas from multiple sources to discuss issues and events?  Q.2 How can I use language to build and present researched information? |
| ***Language Acquisition in the Four Domains*** | |
| **KNOWLEDGE: Academic Language K**  *Students will know…*  K.1 Signal word/phrases for stating facts (e.g., *studies show, research suggests, statistics*) and opinions (statements with pronouns such as *I feel, believe, think, should, all, most, least/most, best/worst*).  K.2 Compare and contrast signal words (e.g., *stronger than, weaker than, similarly, in contrast*).  K.3 Sequencing signal words (e.g., *first, second, third, one reason, another reason, a final reason*).  K.4 Adjectives (*equal, fair, just, unfair*) and adverbs (*fairly, equally, unjustly, wrongfully*) related to the topic.  K.5 Subordinating conjunctions (e.g., *because, due to, even though although, since*) and prepositional phrases (e.g., *In the United States, After a careful analysis, After close examination of*). | **SKILLS: Academic Language S**  *Students will be skilled at…*  S.1 Analyzing, summarizing, and synthesizing multiple ideas/sources on a subject.  S.2 Using inquiry to facilitate the research process.  S.3 Organizing sources, evidence, and research findings to communicate them effectively.  S.4 Identifying evidence of bias in sources.  S.5 Comparing and contrasting multiple sources/ideas on the same subject.  S.6 Stating claims supported by evidence.  S.7 Presenting research findings. |
| **Stage 2—Evidence** | | |
| **EVALUATIVE CRITERIA** | **ASSESSMENT EVIDENCE: Language Development** | |
| * Analysis and evaluation of sources through use of signal words of fact and opinion (e.g., *studies show, research suggests, statistics* for facts; statements with *I feel, believe, think, should, all, most, least/most, best/worst* for opinions). * Effective summary of each source containing relevant main ideas and details in student’s own words (e.g., *This source says…*, *According to this source…*). * Well-crafted, evidence-based claims incorporating information from multiple relevant sources. * Appropriate use of sentence frames, adjectives, and adverbs (*fair, unfair, equally, justly*) to state evidence-based claims orally and in writing. * Skillful application of presentation skills (e.g., projection, pace, pronunciation, eye contact) to communicate relevant research findings orally and in writing. | **CURRICULUM EMBEDDED PERFORMANCE ASSESSMENT (Performance Tasks) PT**   * **G**oal: Students will analyze multiple sources and perspectives about issues faced by women in the United States in order to raise awareness about women’s rights issues. Students will present their analysis of each source, supporting their claims about whether information from the source provides facts or opinions in an oral presentation accompanied by a presentation board. They will also actively listen to other presentations, ask clarifying questions, and offer feedback. * **R**ole: State government representative. * **A**udience: Local officials and community members. * **S**ituation: As state government representatives, students have been asked to raise awareness in their community of issues women face in United States. * **P**roduct performance and purpose: Students will create a presentation board that states source main ideas and details (or summarizes each source analyzed), evaluates whether information from sources is fact or opinion, and provides an evidence-based claim incorporating relevant evidence from the sources analyzed. | |
| **OTHER EVIDENCE: OE**  Formative assessments: sorting and matching activities, think-pair-share, examining quotes, using sentence frames in oral and written production, evaluative writing about non-fiction texts. | |
| **Stage 3—Learning Plan** | | |
| **SOCIOCULTURAL IMPLICATIONS**  *Register:*  Some students may have little or no experience orally presenting academic topics in front of a larger group.  *Topic:*   * Some students may come from cultures with greater gender disparity and different ideas about the role of women in society than American culture. The topic may trigger strong emotional responses (in favor or against American cultural norms) and/or memories. * Female students may be particularly uncomfortable discussing certain topics related to women’s issues because of their cultural and/or religious backgrounds.   Some students may have cultural or religious beliefs that conflict with the purpose and message of the feminist movement. Some students may question the movement’s main message and might even push back against it/challenge it. Clarify that the purpose of this unit is to educate students, not convince them to agree with any particular belief.  *Task/situation:*   * Questioning the social norms, media, and texts may be a new concept for ELs.   Students may not be familiar with specific teaching methods and strategies like cooperative group work, debates, and jigsaws.  *Identity/role:*   * Students’ personal religious beliefs, identities, and/or cultural norms may be challenged by information about women’s issues in the United States.   Some students may be uncomfortable presenting individually or stating their own claims in front of the whole class.  **SUMMARY OF KEY LEARNING EVENTS AND INSTRUCTION**  [**Lesson 1—Day 1: Identifying the Main Idea and Supporting Details in Text**](#L1)   * **Language objective:** Students will be able to identify the main idea and three supporting details of a text presented in sentence strips.   **Brief overview of lesson:** Students will learn about main ideas and supporting details, and practice identifying main ideas and supporting details in commercials and written texts illustrating issues women face. This practice will help students begin developing an understanding of how main ideas and details help a reader make sense of the meaning of texts.  [**Lesson 2—Day 2: Learning about Adjectives and/or Adverbs**](#L2)   * **Language objectives:** * Students will be able to describe a commercial using adjectives *(fair, just, equal, unfair)* and/or adverbs *(fairly, equally, unjustly)*. * Students will be able to orally explain their reactions to a commercial using adjectives *(fair, just, equal, unfair)* and/or adverbs *(fairly, equally, unjustly)*.   **Brief overview of lesson:** Students will learn about adverbs, matching images with appropriate adverbs and identifying synonyms and antonyms of adverbs. They will also practice using adverbs and sentence frames to describe the “Run Like a Girl” commercial and explain their reaction to the commercial to a partner. This activity will help students become familiar with vocabulary useful for stating an opinion or claim. It will also help students learn how descriptive words like adjectives and adverbs make writing more interesting and more specific.  [**Lesson 3—Day 3: Language Checkpoint: Summarizing a Text**](#L3)   * **Language objective:** Students will be able to use their understanding of main idea and details to summarize a text using descriptive adjectives (*fair, unfair, equal, unequal, proper, just*) and/or adverbs (*equally, fairly, equally, unequally, properly, justly*).   **Brief overview of lesson:** Students will analyze a paragraph from the American Civil Liberties Union, identify its main idea and supporting details, and practice writing a summary of the text. They will also orally explain their reaction to the text using sentence frames and a list of adverbs. The lesson will help students develop their ability to summarize a text using their own words and to describe their opinions using adverbs and/or adjectives. In addition, this lesson serves as a language checkpoint to measure student progress in relation to the unit’s Focus Language Goals.  [**Lesson 4—Day 4: Fact versus Opinion: Evaluating a Source**](#L4)   * **Language objective:** Students will be able to explain their evaluation of bias in sources using signal words of fact (e.g., *statistics, studies show, research shows*) and opinion (e.g., *I think, I believe, I feel, all, most, best, worst*).   **Brief overview of lesson:** The lesson begins with an opportunity for students to review the skill of summarization. Students will watch a commercial around the topic of women’s rights and summarize it. They will also learn about facts and opinions and how to identify these different types of statements. They will practice sorting statements as either fact or opinion, explaining why they made their choice. These learning experiences will help students become more familiar with language that can signal bias and evaluating an author’s purpose.  [**Lesson 5—Day 5: Changing Opinion Statements into Claims**](#L5)   * **Language objective:** Students will be able to state a claim using complex sentences with *because* and *due to*.   **Brief overview of lesson:** Students will analyze statements to determine if they are fact or opinion. Then they will use previous lesson resources to write a reaction to statements about issues faced by women in the United States. Students will learn about what claims are and how to create them using facts and opinions. They will also practice using facts to create opinions and claims.  [**Lesson 6—Day 6: Supporting Claims with Relevant Evidence**](#L6)   * **Language objective:** Students will be able to state a claim and support it with relevant evidence.   **Brief overview of lesson:** Students will continue learning about claims, focusing on how to choose strong evidence to support their claims. They will analyze an advertisement to discern issues faced by women in the United States. Working in pairs, students will also practice responding to a sample research question by writing a claim and supporting it with relevant evidence. These experiences will give students opportunities to continue practicing conventions of academic discourse when providing evidence for a claim.  [**Lesson 7—Day 7: Preparing for the CEPA**](#L7)   * **Language objective:** Students will be able to summarize text, justify whether a text is fact or opinion, and state an evidence-based claim.   **Brief overview of lesson:** During this lesson, students will work in cooperative groups to prepare for the CEPA. They will evaluate one text for their presentation board, analyzing it by identifying its main idea and details, summarizing it in their own words, and determining whether there is evidence of bias (based on their analysis of facts and opinions in the text). These experiences will allow students to continue practicing skills needed to successfully complete the CEPA in a supportive group setting.  [**Lesson 8—Days 8 and 9: Creating the CEPA**](#L8)   * **Language objective:** Students will be able to state a claim and support it with relevant evidence.   **Brief overview of lesson:** Students will work independently on their CEPAs. They will create a presentation board displaying an analysis of a source presenting information about women’s rights issues. The source analysis will include a summary of a selected text and a statement explaining whether the text is fact or opinion. Students will also create a claim related to women’s rights and support it using evidence gathered from analyzed sources. Through these learning experiences, students will be given an opportunity to practice synthesizing information to support a claim about a research question.  [**Lesson 9—Days 10 and 11: Presenting the CEPA**](#L9)   * **Language objective:** Students will be able to orally present evidence-based claims using sequencing signal words; adverbs; adjectives; and fact, opinion, and claim vocabulary. * **Brief overview of lesson:** During this lesson, students will learn about oral presentations and present their evidence-based claims orally applying basic presentation skills (e.g., voice level, pronunciation, appropriate use of academic vocabulary). They will also listen to each other’s presentations, ask clarifying questions and provide feedback. These experiences give students an opportunity to demonstrate their learning of academic language knowledge and skills embedded in the units’ Focus Language Goals. | | |
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| Lesson 1  **Day 1** | **Identifying the Main Idea and Supporting Details in Text** | **Estimated Time:** 60 minutes |

**Brief overview of lesson:** Students will learn about main ideas and supporting details, and practice identifying main ideas and supporting details in commercials and written texts illustrating issues women face. This practice will help students begin developing an understanding of how main ideas and details help a reader make sense of the meaning of texts. As you plan, consider the variability of learners in your class and make adaptations as necessary.

## What students should know and be able to do to engage in this lesson:

* Familiarity with simple sentence structure, present and past tense.

Basic listening comprehension skills.

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| **LESSON FOUNDATION** | | | |
| **Unit-Level Focus Language Goals to Be Addressed in This Lesson** | | **Unit-Level Salient Content Connections to Be Addressed in This Lesson** | |
| G.1 Recount by summarizing information demonstrating understanding of the subject under investigation.  G.3 Discuss to build and present knowledge through research by synthesizing ideas from multiple sources. | | CCSS.ELA-Literacy.W.9-10.9—Draw evidence from literary or informational texts to support analysis, reflection, and research. | |
| **Language Objective** | | **Essential Questions Addressed in the Lesson** | |
| Students will be able to identify the main idea and three supporting details of a text presented in sentence strips. | | Q.1 How can I use language to synthesize ideas from multiple sources to discuss issues and events?  Q.2 How can I use language to build and present researched information*?* | |
| **Assessment** | | | |
| * Formative assessment: Assess students’ application of learned language to analyze to text to identify the main idea and supporting details during the [sorting activity](#L1sampleMIandSDsforsorting). * Formative assessment: Assess students’ application of learned language to analyze the “Run Like a Girl” video to [identify the main idea and supporting details](#L1GO). * Formative assessment: Assess students’ understanding of what the main idea and supporting details are as evidenced by student summaries of the concepts in the [exit ticket.](#L1exit) | | | |
| **Thinking Space: What Academic Language Will Be Practiced in This Lesson?** | | | |
| **Discourse Dimension** | **Sentence Dimension** | | **Word Dimension** |
| Social and instructional language; short oral and/or written texts composed of simple sentences with minimal cohesion between sentences | Simple sentences | | General academic vocabulary (main ideas, supporting details) |
| **Instructional Tips/Strategies/Suggestions for Teacher** | | | |
| * The sorting activity and commercial provide sensory supports for students with different types of learning needs. The sorting activity also allows students to discuss their thinking with another student and/or the teacher. * Consider creating an anchor chart on the first day of the unit to record various issues women face in the United States today. Then students can brainstorm issues they would like to add to it after each lesson. A reference chart such as this can help to inform the CEPA. * Consider having students use learning logs, reflective journals, and/or notebooks throughout the unit. Students can use their logs/journals/notebooks as a reference to prepare their CEPAs and also to track progress toward unit goals. * Depending upon student familiarity with the feminist movement, consider building additional background knowledge on the movement to aid student understanding. For more information and resources on women’s history in the United States, see the [National Women’s History Project](http://www.nwhp.org/), Smithsonian Education’s “[Women’s History Teaching Resources](http://www.smithsonianeducation.org/educators/resource_library/women_resources.html),” the Zinn History project’s [collection of women’s history resources](https://www.zinnedproject.org/search?cond%5b0%5d=themes_str:Women%27s+History&_theme=womens-history&_keywords=womens%20history%20resources), [online exhibits](https://www.nwhm.org/online-exhibits/) from the National Women’s History Museum, and [women’s history teacher resources](http://womenshistorymonth.gov/teachers.html) available through the Library of Congress. * Use exit ticket results to inform future instruction, making modifications as needed. | | | |

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| **STUDENT CONSIDERATIONS** |
| **Sociocultural Implications** |
| * Because women currently enjoy many freedoms in the United States, many students may not be aware of the existence of two feminist movements in the past century. * Some students may have cultural or religious beliefs that conflict with the purpose and message of the feminist movement. Some students may question the movement’s main message and might even push back against it/challenge it. Clarify that the purpose of this unit is to educate students, not convince them to agree with any particular belief. |
| **Anticipated Student Pre-Conceptions/Misconceptions** |
| * Some student may have trouble differentiating between main ideas and supporting details. * Students may also not understand the insult behind the saying “Run Like a Girl.” Therefore, they may find it hard to see the issues surrounding the topic. |

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| **THE LESSON IN ACTION** |
| Lesson Opening |
| Post and explain the lesson’s language objective. “Students will be able to identify the main idea and three supporting details of a text presented in sentence strips.” To promote student ownership and self-monitoring of learning, consider having students record the objective in their notebooks or summarize it in their own words. At the end of the lesson, students can reflect on their learning in relation to the objective.   * 1. Introduce the unit. For example, say: “Today we are starting a new unit. In this unit we will be exploring issues women face in the United States today. We will analyze a variety of different commercials, advertisements, and texts that talk about these issues and how women deal with them. At the end of the unit, you will present information about an issue facing women today.”   2. Introduce the first activity of the lesson: identifying whether statements about women in the United States are true or false. For example, say: “We are going to start with some statements about women in the United States. I will project the statements on the board. You will work with another student to decide if the statement is true or false.”      1. Write the words *true* and *false* on the board or an anchor chart. Write the definitions of the words: *fact, real, exists, can be proven* for *true;* *not correct, not true, made up* for *false*. Verbal discussion is not the only option you could use to explore the vocabulary. Word walls or vocabulary journals can encourage students to write, use images, or build their own contextual examples of the vocabulary.   Provide [options for engagement](https://udlguidelines.wordpress.com/principle-iii/), such as asking students to come up with definitions for these terms, then share those definitions with a partner, and finally report out to the whole class. You may also wish to have students come up with examples of true and false statements.   * + 1. Practice with a few statements. For example, say: “Before I project the statements, let’s practice with a few of them. Lift up the correct card (true or false) based on what you think.” Go over a few statements about common knowledge, posting them one by one; pause after each one to let students turn and talk with a partner. Possible practice statements: “We are in math class right now”; “My name is \_\_\_\_\_\_\_\_\_\_\_,” or statements about day of the week and placement of an object (e.g., “The book is on the floor”).   Provide [options for perception](https://udlguidelines.wordpress.com/principle-i-provide-multiple-means-of-representation/guideline-1-provide-options-for-perception/), such as using images along with statements or providing students with a printed version of the statements.  Provide [options for physical action](https://udlguidelines.wordpress.com/principle-ii/guideline-4-provide-options-for-physical-action/), such as using computers, whiteboards, thumbs up/thumbs down, or anonymous voting through a program such as [Plickers](https://plickers.com/).   * + 1. After practicing with a few examples, go over instructions for the rest of the activity. Explain that you will be projecting [statements about the new topic of study that are true and false](#L1stats). Students should read the statement, turn and talk to a partner and decide together if they think the statement is true or false, then hold up the right card (true or false) based on what they think.   Provide [options for perception](https://udlguidelines.wordpress.com/principle-i-provide-multiple-means-of-representation/guideline-1-provide-options-for-perception/), such as using a text-to-speech reader, giving students printed versions of the statements, or using mentor/mentee pairings.  Provide [options for physical action](https://udlguidelines.wordpress.com/principle-ii/guideline-4-provide-options-for-physical-action/), such as using speech to text software, [Zoho Notebooks](https://www.zoho.com/notebook/) to record information, computers, or pointing, highlighting, or voting anonymously through [Plickers](https://plickers.com/).   * 1. **Optional activity**: Include text excerpts and/or charts and graphs instead of just statements.      1. As students are responding, ask some of them to explain the reasoning behind their answers. For example, ask: “Why did you say the statement was true?” “What made you say that the statement was false?” Consider confirming whether information presented was true or false, or tell students they will be learning about these issues throughout the unit and that at the end of the unit they will repeat the activity to see if they changed their minds. |
| During the Lesson |
| Explain the strategy of identifying the main idea and supporting details to analyze a text and understand its meaning. For example, say: “During the unit we will be analyzing commercials, advertisements, and texts to gather information about issues women face in this country. To help us to analyze texts we will begin by learning how to identify the main idea and supporting details. Knowing the main idea and supporting details helps us figure out the ideas in texts, videos, graphs/visuals, and other forms of communication.”   * + 1. Write or project a list of related common objects on the board such as *paper, pencils, desk, textbook, eraser*. Ask students to identify what the group of words is about. Allow some time for quiet reflection, then have students turn and talk with a partner before sharing with the larger group. Possible student responses: *school, classroom.*   Provide [options for perception](https://udlguidelines.wordpress.com/principle-i-provide-multiple-means-of-representation/guideline-1-provide-options-for-perception/), such as giving students a printed version of the list, having students view it on a computer, or providing pictures of each item.  Provide [options for physical action](https://udlguidelines.wordpress.com/principle-ii/guideline-4-provide-options-for-physical-action/), such as pointing, using a computer, and/or writing.   * + 1. Write *school* above the group of words and tell students that *school* is the main idea and all the words on the list that are related to this main idea are the supporting details. Present student-friendly definitions of the terms *main idea* and *supporting details,* and create a class anchor chart with these definitions. Explain to students that main ideas are more general and often encompass categories or groups, while usually details deal with more specific information or parts of a whole.   Sample definitions:   * “**What’s the main idea?** The main idea says what a text is about in one sentence or phrase (the main idea is the most important part of the text or message).” * “**What are supporting details?** Supporting details are facts, statements, or other ideas that help us understand the main idea of the text or message (they help explain or give more information about the main idea).”   Consider asking students to write down these definitions in their notebooks or online notebooks for future reference.  Provide [options for engagement](https://udlguidelines.wordpress.com/principle-iii/), such as having students create definitions for *main idea* and *details* by asking them to think about the terms quietly first, then share their ideas with a partner or small group.   * + 1. Practice with [other examples](#L1sampleMIandSDs) of main ideas and details, such as *sand, sun, umbrella, waves (beach); snowy, rainy, cloudy, sunny (weather); Congress, President, court, laws (government).*   1. Practice identifying main ideas and supporting details in text.      1. Give students a bag with three simple sentences that have a main idea and supporting details about the unit topic. Ask students to sort the supporting details in one group and the main idea in another, as the class did with the *school* example above. Sample sentences:   *There are still more men in politics than women.*  *More men continue to tell the nightly news.*  *Women are still not treated equally in the United States.*  *They are not paid equally to men.*  *The media shows women in sexual ways*.  Provide [options for perception](https://udlguidelines.wordpress.com/principle-i-provide-multiple-means-of-representation/guideline-1-provide-options-for-perception/), such as using a computer and/or text-to-speech reader to review sentences.  Provide [options for physical action](https://udlguidelines.wordpress.com/principle-ii/guideline-4-provide-options-for-physical-action/), such as pointing, writing, labeling, using a computer to sort main ideas and supporting details, and/or letting students work individually or collaboratively.   * + 1. Circle around the room while students are working to provide specific feedback on student identification of main ideas and supporting details.     2. After all students have had an opportunity to review the sentence strips, review the answers with the class. (Using sentences based on information discussed earlier helps to reinforce the concepts of main idea and supporting details.) |
| Lesson Closing |
| Model for students how to find the main idea and supporting details in a commercial related to women’s issues. For example, show “[Dove Selfie: Redefining Beauty One Photo at a Time](https://www.youtube.com/watch?v=_3agBWqGfRo)” and identify the main idea and supporting details using a think-aloud or a similar strategy where you make your thinking transparent to students.   * 1. Practice identifying the main idea and supporting details of a commercial.      1. Show “[Run Like a Girl](https://www.youtube.com/watch?v=XjJQBjWYDTs).” Consider offering a video viewing station where students could watch the video independently, use translate captions features, or pause and ask questions when they need more clarity.      2. Ask students to identify the main idea and supporting details of the commercial by filling out a [graphic organizer](#L1GO), or communicating this information in another way. Have one or two students share their answers with the class and collect student responses to assess student understanding.      3. **Optional activities** based on the video: * Ask students to think about what *like a girl* means, then write, draw, or orally describe what they think it means. * Ask students to write, draw, or describe their reactions to the video.   1. Have students complete the Lesson 1 exit ticket on a half sheet of paper. They will write down their own definitions of *main idea* and *supporting details*. Be sure to take down or cover up the anchor chart while students are completing the exit ticket. Consider having students also record their own examples of a main idea and supporting details.   Provide [options for physical action](https://udlguidelines.wordpress.com/principle-ii/guideline-4-provide-options-for-physical-action/), such as having students write, type, or orally dictate their exit ticket. |

Lesson 1 Resources

* Computer and projector or document reader
* True and false cards
* Video: “[Run Like A Girl](https://www.youtube.com/watch?v=XjJQBjWYDTs)”
* Statistics and statements related to women’s issues **(**[**available below**](#L1stats)**)**
* Definitions of *main idea* and *supporting details* **(**[**available below**](#L1MISDdefinitions)**)**
* Practice lists for identifying main idea/supporting details **(**[**available below**](#L1MISDpracticelists)**)**
* Sentence strips with sample main ideas and supporting details for sorting activity **(**[**available below**](#L1sampleMIandSDsforsorting)**)**
* Main idea/supporting details graphic organizer **(**[**available below**](#L1GO)**)**

Statistics and Statements Related to Women’s Issues for True/False Activity

* In the United States, women and men are paid equally ([false](https://www.whitehouse.gov/blog/2014/09/19/chart-week-persistent-gender-pay-gap)).
* There are more women in politics than men (false).
* Only 35 percent of women are nightly newscasters/say the news at night ([true](http://wmc.3cdn.net/2e85f9517dc2bf164e_htm62xgan.pdf)).
* Studies show that today women are portrayed as sexual objects less than in the past ([false](http://www.pbs.org/newshour/updates/social_issues-july-dec13-sexualization_12-21/)).

Definitions of *Main Idea* and *Supporting Details*

**Main idea:** What a text or message is about in one sentence or phrase (the most important part).

**Supporting details:** Facts, statements, or other ideas that help us understand the main idea (they help explain or give more information about the main idea).

Practice Lists for Identifying Main Idea/Supporting Details

|  |  |
| --- | --- |
| **What is this group of words about?**  Paper  Pencil  Desk  Eraser  Ruler  Book | **What is this group of words about?**  President  Politician  Vote  Laws  State |
| **What is this group of words about?**  Pumpkins  Halloween  Leaves  Color  Cool | **What is this group of words about?**  Sand  Sun  Umbrella  Waves |

Sentence Strips with Sample Main Ideas and Supporting Details for Sorting Activity

There are still more men in politics than women.

More men continue to tell the nightly news.

Women are not paid the same amount as men who do the same job.

Women are still not treated equally in the United States.

The media shows women in sexual ways.

Main Idea and Supporting Details Graphic Organizer

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Identify the main idea and supporting details. Record the main idea and supporting details in the chart below.**

|  |  |
| --- | --- |
| What’s the main idea?  *Remember: the main idea says what a text is about in one sentence or phrase (the main idea is the most important part of the text or message).* |  |
| What are the supporting details?  *Remember: supporting details are facts, statements, or other ideas that help us understand the main idea of the text or message (they help explain or give more information about the main idea).* |  |

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| Lesson 2  **Day 2** | **Learning about Adjectives and/or Adverbs** | **Estimated Time:** One 60-minute session |

**Brief overview of lesson:** Students will learn about adverbs, matching images with appropriate adverbs and identifying synonyms and antonyms of adverbs. They will also practice using adverbs and sentence frames to describe the “Run Like a Girl” commercial and explain their reaction to the commercial to a partner. This activity will help students become familiar with vocabulary useful for stating an opinion or claim. It will also help students learn how descriptive words like adjectives and adverbs make writing more interesting and more specific. As you plan, consider the variability of learners in your class and make adaptations as necessary.

Please note: This lesson provides two alternative instructional sequences so as to differentiate instruction to meet student needs. In the [alternative lesson](#L2alternatelesson), students explore descriptive adjectives and adverbs and learn how both parts of speech can be used to making writing more interesting and more specific.

## What students should know and be able to do to engage in this lesson:

* Basic understanding of adjectives and adverbs and how they are used to describe.

Familiarity with identifying main idea and supporting details.

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| **LESSON FOUNDATION** | | | |
| **Unit-Level Focus Language Goals to Be Addressed in This Lesson** | | **Unit-Level Salient Content Connections to Be Addressed in This Lesson** | |
| G.1 Recount by summarizing information demonstrating understanding of the subject under investigation.  G.3 Discuss to build and present knowledge through research by synthesizing ideas from multiple sources. | | CCSS.ELA-Literacy.W.9-10.7—Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.  CCSS.ELA-Literacy.SL.9-10.4—Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. | |
| **Language Objectives** | | **Essential Questions Addressed in the Lesson** | |
| Students will be able to describe a commercial using adjectives (*fair, just, equal, unfair*) and/or adverbs (*fairly, equally, unjustly*).  Students will be able to orally explain their reactions to a commercial using adjectives *(fair, just, equal, unfair)* and/or adverbs *(fairly, equally, unjustly)*. | | Q.1 How can I use language to synthesize ideas from multiple sources to discuss issues and events?  Q.2 How can I use language to build and present researched information? | |
| **Assessment** | | | |
| * Formative assessment: Assess students’ application of learned adverbs and/or adjectives to describe images. * Formative assessment: Assess students’ application of learned adverbs and/or adjectives (e.g., just, fair, unjust, equal, unequal, equally, properly, fairly, unfairly) to react to and describe “[Run Like a Girl](https://www.youtube.com/watch?v=XjJQBjWYDTs).” | | | |
| **Thinking Space: What Academic Language Will Be Practiced in This Lesson?** | | | |
| **Discourse Dimension** | **Sentence Dimension** | | **Word Dimension** |
| Social and instructional language; short oral and/or written texts composed of simple sentences with minimal cohesion between sentences; stating opinions | Simple and some complex sentence structures | | Adjectives (*fair, just, equal, unfair*) and adverbs (*fairly, equally, unjustly*) |
| **Instructional Tips/Strategies/Suggestions for Teacher** | | | |
| * If using an anchor chart to record various issues women face in the United States today, give students time to brainstorm any issues they would like to add to the chart. Students can offer additional issues that they see or hear in the news. A chart such as this can help to inform the CEPA and can make the learning relevant and personal for students. * Increase or decrease the quantity and types of texts analyzed to meet the needs of students. For example, you could give them more than one commercial and/or texts to analyze. * Using the sorting activity for key vocabulary and pictures allows sensory supports for students with different types of learning needs and supports students that are still building vocabulary fluency. * Starting with reaction writing allows students to practice vocabulary words in a format they are more comfortable and familiar with. * As noted above, this lesson provides two alternative instructional sequences. [One instructional sequence](#L2lesson) focuses on student use of adverbs; [the other](#L2alternatelesson) focuses on both student use of adverbs and adjectives. Choose the lesson that best meets your students’ needs. * Depending on student familiarity and comfort with adverbs and/or adjectives, consider increasing the number of adverbs and/or adjectives introduced. * Use exit ticket results to inform future instruction, making modifications as needed. | | | |

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| **STUDENT CONSIDERATIONS** |
| **Sociocultural Implications** |
| * Some students may not have a lot of experience analyzing different types of texts and may not know what commercials are or what they are typically used for. * Some students may have cultural or religious beliefs that conflict with the purpose and message of the feminist movement. Some students may question the movement’s main message and might even push back against it/challenge it. Clarify that the purpose of this unit is to educate students, not convince them to agree with any particular belief. |
| **Anticipated Student Pre-Conceptions/Misconceptions** |
| * Students may not clearly understand how suffixes and prefixes change the grammatical form and meaning of words. |

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| **THE LESSON IN ACTION** |
| Day 2 Lesson Opening |
| Post and explain the lesson’s language objectives: “Students will be able to describe a commercial using adjectives *(fair, just, equal, unfair)* and/or adverbs *(fairly, equally, unjustly)*” and “Students will be able to orally explain their reactions to a commercial using adjectives *(fair, just, equal, unfair)* and/or adverbs *(fairly, equally, unjustly).*” To promote student ownership and self-monitoring of learning, consider having students record the objective in their notebooks or summarize it in their own words. At the end of the lesson, students can reflect on their learning in relation to the objective.   * 1. Review [Lesson 1](#L1) by asking students to identify the main idea and supporting details from a list. This can serve as an informal assessment of students’ ability to identify the main idea and supporting details of a text.      1. For example, write *violin, tuba, piano, guitar, drum* on the board, and ask students to write the main idea using a sentence frame such as “The main idea is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.” Alternatively, write a few statements and have students identify which one is the main idea and which statements list supporting details. For example, write: “The guitar is a type of string instrument.” “The drum is a type of percussion instrument.” “There are many different types of instruments.” “The tuba is a type of brass instrument.”   Provide [options for perception](https://udlguidelines.wordpress.com/principle-i-provide-multiple-means-of-representation/guideline-1-provide-options-for-perception/), such as adding images to words or statements, providing printed versions of words or statements, or having students view words or statements on a computer.  Provide [options for physical action](https://udlguidelines.wordpress.com/principle-ii/guideline-4-provide-options-for-physical-action/), such as orally stating, pointing to, or typing the main idea and supporting details; working independently or collaborating.   * + 1. Review the definitions of main idea and supporting details. |
| During the Lesson |
| Introduce adverbs.   * + 1. Explain their function and how they can be used to communicate about the unit’s topic. For example, say: “Adverbs are words that help us describe actions or verbs. We can use adverbs to describe how women are treated. *Treated* is a verb and adverbs can be used to describe a verb.”   Provide [options for engagement](https://udlguidelines.wordpress.com/principle-iii/), such as asking students to define an adverb and/or having students come up with examples of adverbs.   * + 1. Introduce [adverbs](#L2wordbank) that can be used to describe how women are treated, explaining what each one means and how they are related to one another. Use word walls, native language dictionaries, visual dictionaries such as [Shahi](http://blachan.com/shahi/) and [Visuwords](http://visuwords.com/), and/or vocabulary journals. These can encourage students to write, use images, or build their own contextual examples of the vocabulary. Suggested adverbs to introduce include: *fairly, properly, justly, equally*. Let students know that these words are all similar and that they are all synonyms for *good* or *fair*. Consider defining the term synonym for students.   Provide [options for engagement](https://udlguidelines.wordpress.com/principle-iii/), such as asking students to think about any other adverbs they think are important or useful for talking about the topic, share them with a partner or small group, then with the whole class.  Provide [options for physical action](https://udlguidelines.wordpress.com/principle-ii/guideline-4-provide-options-for-physical-action/), such as translating adverbs into native languages, gesturing, describing, writing, or using a white board.   * 1. Introduce prefixes that can be used to create new adverbs indicating the opposite of the original list of adverbs introduced.      1. For example, say: “We will discuss whether or not women are treated fairly, properly, justly, and equally. There are prefixes that we can add to these adverbs that will change their meaning. For example, if we add *un*- to *fairly* the word becomes *unfairly*. Unfairly is the opposite of fairly: it means that someone is not being treated fairly.” Write *unfairly* on the board next to *fairly* to demonstrate the use of the prefix *un-*.      2. Repeat this process for *properly (improperly), justly (unjustly),* and *equally (unequally)*.      3. To reinforce the meaning of these words, have students work with a partner to match both sets of adverbs to [pictures illustrating](#L2imagesforsortingactivity) them. Provide [sentence frames](#L2sentenceframes) for sharing, such as: “I believe that this picture goes with the word \_\_\_\_\_\_ because \_\_\_\_\_\_”; I disagree with that because \_\_\_\_\_\_”; “I also agree with that idea.”      4. While students work, circulate to listen for explanations, ask clarifying questions when needed, and provide specific feedback on student use of adverbs.   Provide [options for physical action](https://udlguidelines.wordpress.com/principle-ii/guideline-4-provide-options-for-physical-action/), such as working independently prior to sharing with a partner or using a computer to complete a task.   * + 1. Have students share with the whole class, discussing their choices. Continue highlighting differences in meaning between each set of adverbs (e.g., *fairly, unfairly*).   1. Watch “[Run Like a Girl](https://www.youtube.com/watch?v=XjJQBjWYDTs)” again. Ask students to react to and describe the video using adverbs learned in a word bank and sentence frames on a piece of paper such as the ones provided below:  |  | | --- | | I feel that this example shows that women are treated \_\_\_\_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. The commercial \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  **or**  After a close examination of the commercial, I feel that this example shows that women are treated \_\_\_\_\_\_\_ because\_\_\_\_\_\_. The commercial \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. | | **Adverbs related to *bad* or *unfair:*** *unfairly, improperly, unjustly, unequally, wrongfully*  **Adverbs related to *good* or *fair:*** *fairly, properly, justly, equally* |   Provide [options for physical action](https://udlguidelines.wordpress.com/principle-ii/guideline-4-provide-options-for-physical-action/), such as using a computer to complete a task or a speech-to-text software. |
| Lesson Closing |
| Ask a few students to share their reaction with the class.  Provide [options for physical action](https://udlguidelines.wordpress.com/principle-ii/guideline-4-provide-options-for-physical-action/), such as having students share in small groups first. This allows students to build and share their own ideas before turning to the larger group, where not all students are as comfortable sharing their ideas.   * 1. Collect students’ reactions to assess understanding. |
| Alternative Lesson: Day 2 Lesson Opening |
| Post and explain the lesson’s language objectives: “Students will be able to describe a commercial using adjectives *(fair, just, equal, unfair)* and/or adverbs *(fairly, equally, unjustly)*” and “Students will be able to orally explain their reactions to a commercial using adjectives *(fair, just, equal, unfair)* and/or adverbs *(fairly, equally, unjustly)*.” To promote student ownership and self-monitoring of learning, consider having students record the objective in their notebooks or summarize it in their own words. At the end of the lesson, students can reflect on their learning in relation to the objective.   * 1. Review [Lesson 1](#L1) by asking students to identify the main idea and supporting details from a list. This can serve as an informal assessment of students’ ability to identify the main idea and supporting details of a text.      1. For example, write *violin, tuba, piano, guitar, drum* on the board, and ask students to write the main idea using a sentence frame such as “The main idea is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.” Alternatively, write a few statements and have students identify which one is the main idea and which statements list supporting details. For example, write: “The guitar is a type of string instrument.” “The drum is a type of percussion instrument.” “There are many different types of instruments.” “The tuba is a type of brass instrument.”   Provide [options for perception](https://udlguidelines.wordpress.com/principle-i-provide-multiple-means-of-representation/guideline-1-provide-options-for-perception/), such as adding images to words or statements, providing printed versions of words or statements, or having students view words or statements on a computer.  Provide [options for physical action](https://udlguidelines.wordpress.com/principle-ii/guideline-4-provide-options-for-physical-action/), such as orally stating, pointing to, or typing the main idea and supporting details; working independently or collaborating.   * + 1. Review the definitions of main idea and supporting details. |
| During the Lesson |
| Tell students that they will be discussing the “[Run Like a Girl](https://www.youtube.com/watch?v=XjJQBjWYDTs)” commercial, but before they watch the commercial again and discuss it, they will be reviewing and/or learning new adjectives and adverbs.  Provide [options for engagement](https://udlguidelines.wordpress.com/principle-iii/), such as asking students to define adjective and adverb and/or having students come up with examples of adjectives and adverbs.   * 1. Go over the list of adjectives (*fair, equal, proper, just*) and their definitions. Verbal discussion is not the only option you could use to explore this vocabulary. Word walls, native language dictionaries, [Shahi](http://blachan.com/shahi/), [Visuwords](http://visuwords.com/), and vocabulary journals can encourage students to write, use images, or build their own contextual examples of the vocabulary. Tell students that these adjectives are all very similar in meaning. Remind students that adjectives describe nouns and that a noun is a person, place, thing, or idea. Allow students to work with a partner matching the adjectives to pictures. Circle the room to listen for explanations and ask clarifying questions when needed. You may put up some sentence frames for students to use when talking with partners:   I believe that this picture goes with the word \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  **or**  I disagree with that because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  **or**  I also agree with that idea.   * 1. Once students have completed the activity, go over their responses. Some pictures will work for different words, but try to choose pictures that you believe your students will connect with a specific word. Once you have matched the words and pictures, give each group a paint sample sheet to review comparisons of descriptive adjectives. Model for students: on your sample, draw an arrow from the top to the bottom. This will show the shades of paint getting darker as the words get stronger in meaning—like *cold* and *freezing*. Ask students what word is the least strong *(unfair),* then ask students which word is the strongest *(unjust).* Continue the activity until all the words have been added to their paint sheet. You may want to explain the words more thoroughly here giving them specific examples so that they can begin to really see the difference in meaning between each word.   Provide [options for perception](https://udlguidelines.wordpress.com/principle-i-provide-multiple-means-of-representation/guideline-1-provide-options-for-perception/), such as using a Google Doc with shared access so students can see the continuum.   * 1. Now have students watch the “Run Like a Girl” video again. Give students sentence frames and the adverbial forms of the vocabulary words to use to write their reactions. Explain to students that we have to change the words to adverbs because we are describing how women are being treated. *Treated* is a verb and an adverb describes a verb.  |  | | --- | | I feel that this example shows that women are treated \_\_\_\_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. The commercial \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  **or**  After a close examination of the commercial, I feel that this example shows that women are treated \_\_\_\_\_\_\_ because\_\_\_\_\_\_. The commercial \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. | | **Adverbs related to *bad* or *unfair:*** *unfairly, improperly, unjustly, unequally, wrongfully*  **Adverbs related to *good* or *fair:*** *fairly, properly, justly, equally* | |
| Lesson Closing |
| After students watch the video and write their reaction using the sentence frame, have a few students share their reactions with the class. Collect everyone’s to assess understanding.  Provide [options for physical action](https://udlguidelines.wordpress.com/principle-ii/guideline-4-provide-options-for-physical-action/), such as having students share in small groups first. This allows students to build and share their own ideas before turning to the larger group, where not all students are as comfortable sharing their ideas. |

Lesson 2 Resources

* Computer
* Projector
* Paint chip sheet
* Video: “[Run Like a Girl](https://www.youtube.com/watch?v=XjJQBjWYDTs)”
* Word bank **(**[**available below**](#L2wordbank)**)**
* Sorting activity, with possible images **(**[**available below**](#L2imagesforsortingactivity)**)**
* Sentence frames for student discussion **(**[**available below**](#L2sentenceframes)**)**
* Sentence frames and adverb/adjective word bank to react to “Run Like a Girl” **(**[**available below**](#L2stemswordbank)**)**

Word Bank

|  |  |  |  |
| --- | --- | --- | --- |
| **Word (Part of Speech)** | **Definition/Phrase** | **My Language** | **Other Forms of the Word** |
| Fairly ( adv. ) | Honestly or equitably |  | unfairly |
| Properly ( ) | Correctly or properly for the situation |  | improperly |
| Justly ( ) | Guided by truth, reason, justice, and fairness |  | unjustly |
| Equally ( ) | The same/even |  | unequally |

Some other adverbs that could be used: *equitably, well, appropriately, adequately, reasonably, correctly, rightfully, satisfactorily, fittingly, inequitably, discriminatorily, unreasonably*.

Sorting Activity, with Possible Images

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_

1. Which word is better to use when describing the action in the picture below?

 ***fairly or unfairly***

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

2. Which word is better to use when describing the action in the picture below?

 ***improperly or properly***

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

3*.* Which word is better to use when describing the action in the picture below?

 ***justly or unjustly***

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Sentence Frames for Student Discussion

**Print and cut out the sentence frames for student use during the sorting activity.**

*I believe that this picture goes with the word \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.*

**or**

*I disagree with that because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.*

**or**

*I also agree with that idea.*

*I believe that this picture goes with the word \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.*

**or**

*I disagree with that because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.*

**or**

*I also agree with that idea.*

*I believe that this picture goes with the word \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.*

**or**

*I disagree with that because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.*

**or**

*I also agree with that idea.*

*I believe that this picture goes with the word \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.*

**or**

*I disagree with that because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.*

**or**

*I also agree with that idea.*

Sentence Frames and Adjective/Adverb Word Bank to React to “[Run Like a Girl](https://www.youtube.com/watch?v=XjJQBjWYDTs)”

**Print and cut the sentence frame strips out for students to complete.**

|  |
| --- |
| I feel that this example shows that women are treated \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. The commercial \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  **or**  After a close examination of the commercial, I feel that this example shows that women are treated \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. The commercial \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. |
| **Adverbs related to *bad* or *unfair:*** *unfairly, improperly, unjustly, unequally, wrongfully*  **Adverbs related to *good* or *fair:*** *fairly, properly, justly, equally* |

|  |
| --- |
| I feel that this example shows that women are treated \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. The commercial \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  **or**  After a close examination of the commercial, I feel that this example shows that women are treated \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. The commercial \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. |
| **Adverbs related to *bad* or *unfair:*** *unfairly, improperly, unjustly, unequally, wrongfully*  **Adverbs related to *good* or *fair:*** *fairly, properly, justly, equally* |

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| --- |
| I feel that this example shows that women are treated \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. The commercial \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  **or**  After a close examination of the commercial, I feel that this example shows that women are treated \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. The commercial \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. |
| **Adverbs related to *bad* or *unfair:*** *unfairly, improperly, unjustly, unequally, wrongfully*  **Adverbs related to *good* or *fair:*** *fairly, properly, justly, equally* |

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| Lesson 3  **Day 3** | **Language Checkpoint: Summarizing a Text** | **Estimated Time:** 45 minutes |

**Brief overview of lesson:** Students will analyze a paragraph from the American Civil Liberties Union, identify its main idea and supporting details, and practice writing a summary of the text. They will also orally explain their reaction to the text using sentence frames and a list of adverbs. The lesson will help students develop their ability to summarize a text using their own words and to describe their opinions using adverbs and/or adjectives. In addition, this lesson serves as a language checkpoint to measure student progress in relation to the unit’s Focus Language Goals. As you plan, consider the variability of learners in your class and make adaptations as necessary.

## What students should know and be able to do to engage in this lesson:

* Experience identifying the main idea and supporting details in a short text.

Experience using basic reading comprehension strategies.

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| **LESSON FOUNDATION** | | | |
| **Unit-Level Focus Language Goals to Be Addressed in This Lesson** | | **Unit-Level Salient Content Connections to Be Addressed in This Lesson** | |
| G.1 Recount by summarizing information demonstrating understanding of the subject under investigation.  G.3 Discuss to build and present knowledge through research by synthesizing ideas from multiple sources. | | CCSS.ELA-Literacy.W.9-10.7—Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.  CCSS.ELA-Literacy.W.9-10.9—Draw evidence from literary or informational texts to support analysis, reflection, and research. | |
| **Language Objective** | | **Essential Questions Addressed in the Lesson** | |
| Students will be able to use their understanding of main idea and details to summarize a text using descriptive adjectives *(fair, unfair, equal, unequal, proper, just)* and/or adverbs *(equally, fairly, equally, unequally, properly, justly)*. | | Q.1 How can I use language to synthesize ideas from multiple sources to discuss issues and events?  Q.2 How can I use language to build and present researched information? | |
| **Assessment** | | | |
| * Formative assessment: Assess students’ application of learned language in student created summary incorporating main ideas and supporting details, and descriptive adjectives *(fair, unfair, equal, unequal, proper, just)* and/or adverbs *(equally, fairly, equally, unequally, properly, justly)* * Self-assessment: Students will self-reflect and self-monitor through use of metacognitive and metalinguistic strategies while reading text. | | | |
| **Thinking Space: What Academic Language Will Be Practiced in This Lesson?** | | | |
| **Discourse Dimension** | **Sentence Dimension** | | **Word Dimension** |
| Social and instructional language; creating short written summaries composed of simple sentences with minimal cohesion between sentences; reading short texts composed of simple and complex sentences | Simple and some complex sentence structures | | General academic vocabulary *(main ideas, supporting details);* adjectives *(fair, just, equal, unfair)* and adverbs *(fairly, equally, unjustly);* topic-related vocabulary *(employment, self-respect, economic, insecurity, dominated, traditionally male jobs)* |
| **Instructional Tips/Strategies/Suggestions for Teacher** | | | |
| * Depending on how much time is available to teach vocabulary, consider adapting the reading to reduce or increase the quantity of new vocabulary words and language structures that need to be pre-taught. Alternatively, take out sentences to make the paragraph shorter and more accessible to students at lower English language proficiency levels or students with disabilities. * If using an anchor chart to record various issues women face in the United States today, give students time to brainstorm any issues they would like to add to it during the lesson. A chart like this can help to inform the CEPA and can make the learning relevant and personal for students. * This lesson provides sample [texts](https://www.aclu.org/issues/womens-rights). Depending upon student comfort with textual analysis of complex texts, consider using the original text or adapting the text as needed. Refer to the [Resource Guide](https://www.doe.mass.edu/ele/guidance/?section=resource-guide) section on text complexity for a tool that can be used by teachers to analyze texts as they are making determinations about which texts to use in class. * Consider extending this lesson for an additional day so as to practice analyzing and summarizing additional texts. * Use exit ticket results to inform future instruction, making modifications as needed. | | | |

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| **STUDENT CONSIDERATIONS** |
| **Sociocultural Implications** |
| * Some students may have cultural or religious beliefs that conflict with the purpose and message of the feminist movement. Some students may question the movement’s main message and might even push back against it/challenge it. Clarify that the purpose of this unit is to educate students, not convince them to agree with any particular belief. * Students may be unfamiliar with the American Civil Liberties Union and may need some background about the organization. |
| **Anticipated Student Pre-Conceptions/Misconceptions** |
| * Students may struggle with writing a summary using their own words instead of words and phrases from the text. |

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| **THE LESSON IN ACTION** |
| Lesson Opening |
| Post and explain the lesson’s language objective. “Students will be able to use their understanding of main idea and details to summarize a text using descriptive adjectives *(fair, unfair, equal, unequal, proper, just)* and/or adverbs *(equally, fairly, equally, unequally, properly, justly)*.” To promote student ownership and self-monitoring of learning, consider having students record the objective in their notebooks or summarize it in their own words. At the end of the lesson, students can reflect on their learning in relation to the objective.   * 1. Review or teach key vocabulary in the text, such as *employment, self-respect, economic, insecurity, dominated,* and *traditionally male jobs*. Use word walls, visual dictionaries such as [Shahi](http://blachan.com/shahi/) and [Visuwords](http://visuwords.com/), native language dictionaries, vocabulary journals, and other vocabulary teaching strategies that include more than verbal discussion of the words. These strategies can encourage students to write, use images, or build their own contextual examples of the vocabulary. Other vocabulary review ideas include providing the word and a definition/image, glossary footnotes on the text, playing a matching game, mini-presentations with target words, choral reading of words, and definitions. |
| During the Lesson |
| Have students read the text independently using any reading comprehension strategies they have previously learned. Consider re-teaching and modeling additional metacognitive and metalinguistic strategies that students can use to analyze the text (e.g., making predictions, using context clues to determine the meaning of unknown words).  Provide [options for perception](https://udlguidelines.wordpress.com/principle-i-provide-multiple-means-of-representation/guideline-1-provide-options-for-perception/), such as mentor/mentee pairings, using text-to-speech readers, and/or viewing the text on a computer.   * 1. Practice identifying main ideas and supporting details in the text.      1. Before reading, review what *main idea* and *supporting details* are and display definitions and examples from previous lessons.      2. Tell students to highlight each type of ideas (main idea and supporting details) in a different color while you read.   Provide [options for physical action](https://udlguidelines.wordpress.com/principle-ii/guideline-4-provide-options-for-physical-action/), such as pointing to the main idea and supporting details and/or highlighting the main ideas and details on a computer.   * + 1. Read the text aloud to the class.     2. After reading, ask students to share what they highlighted and go over correct answers.   1. Introduce summaries.      1. Explain that summaries explain the most important information in a text, the main idea and supporting details, using new words to paraphrase what was in the original text and make it shorter.      2. Teach specific words and sentence structures students can use to identify and create a summary, such as “This [text, commercial, etc.] is about \_\_\_\_\_”; “The [text, commercial, etc.] explores, explains, demonstrates, discusses, suggests \_\_\_\_\_\_\_.”      3. Model how to rewrite the main idea in your own words. Identify the main idea and then paraphrase it using words and sentence structures for summarizing previously discussed and explaining how you chose specific words. Explain how the supporting details elaborate on different aspects of the main idea. Alternatively, instead of starting a teacher-led discussion, consider having students practice restating the main idea in small groups or independently first, then share together as a whole class. Ask students to use one of the following sentence frames: This [text, commercial, etc.] is about \_\_\_\_” or, more challenging, “The [text, commercial, etc.] explores, explains, demonstrates, discusses, suggests \_\_\_\_\_\_\_.” This allows students time to build and share their own ideas before turning to the larger group, where not all students are as comfortable sharing their ideas. Now tell students that they are going to summarize the paragraph in their own words.   2. Have students practice paraphrasing the supporting details using their own words, independently or with a partner or small group. While students work, circulate to answer any questions and provide specific feedback on student paraphrasing.   Provide [options for physical action](https://udlguidelines.wordpress.com/principle-ii/guideline-4-provide-options-for-physical-action/), such as dictating or using a computer. |
| Lesson Closing |
| As an exit ticket, ask students to complete a response sentence frame similar to the one used on the previous lesson.   |  | | --- | | I feel that this example shows that women are treated \_\_\_\_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. The text \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  **or**  After a close examination of the text, I feel that this example shows that women are treated \_\_\_\_\_\_\_ because\_\_\_\_\_\_. The text \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. | | **Adverbs related to *bad* or *unfair:*** *unfairly, improperly, unjustly, unequally, wrongfully*  **Adverbs related to *good* or *fair:*** *fairly, properly, justly, equally* |   Provide [options for physical action](https://udlguidelines.wordpress.com/principle-ii/guideline-4-provide-options-for-physical-action/), such as writing, orally stating, or typing responses.   * 1. If any time remains, have students turn and talk to a partner about their personal responses to the reading using the sentence frames.   Provide [options for physical action](https://udlguidelines.wordpress.com/principle-ii/guideline-4-provide-options-for-physical-action/), such as quietly reflecting prior to sharing, writing, drawing, or dictating.   * 1. End class with a discussion on why having a good job is important and what it means to be treated fairly at work. Consider having students discuss it in small groups and share together as a whole class. This allows students time to build and share their own ideas before turning to the larger group, where not all students are as comfortable sharing their ideas.   2. Depending upon students’ prior experience with summarizing, consider extending the lesson for an additional day to provide more practice. For other texts that could be used to practice summarizing, visit [Newsela](https://newsela.com/text-sets/44/is-it-still-a-mans-world). Newsela provides texts at different levels of text complexity. |

Lesson 3 Resources

* Computer
* Projector
* Paper strips
* Texts for analysis **(American Civil Liberties Union (ACLU) available** [**here**](https://www.aclu.org/issues/womens-rights)**; LATimes article available** [**here**](http://www.latimes.com/world/middleeast/la-fg-saudi-arabia-women-20150720-story.html)**; visit** [**Newsela**](https://newsela.com/text-sets/44/is-it-still-a-mans-world) **for other texts)**
* Summary sentence frame **(**[**available below**](#L3summarystarter)**)**
* Sentence frame and adverb/adjective word bank **(**[**available below**](#L3stemswordbank)**)**

Summary Sentence Frame for ACLU Adapted Text

*This paragraph is about \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* (insert main idea in your own words).

**or**

*The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (paragraph, text, commercial, etc.) explores, explains, demonstrates, discusses, suggests, compares and contrasts \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.*

Now write the details in your own words: *Details/examples that support this main idea are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.*

Sentence Frame with Adverb/Adjective Word Bank

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| *I feel that this example shows that women are treated \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ because\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.* |
| **Adverbs related to *bad* or *unfair:*** *unfairly, improperly, unjustly, unequally, wrongfully*  **Adverbs related to *good* or *fair:*** *fairly, properly, justly, equally* |

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| Lesson 4  **Day 4** | **Fact versus Opinion: Evaluating a Source** | **Estimated Time:** 45 minutes |

**Brief overview of lesson:** The lesson begins with an opportunity for students to review the skill of summarization. Students will watch a commercial around the topic of women’s rights and summarize it. They will also learn about facts and opinions and how to identify these different types of statements. They will practice sorting statements as either fact or opinion, explaining why they made their choice. These learning experiences will help students become more familiar with language that can signal bias and evaluating an author’s purpose. As you plan, consider the variability of learners in your class and make adaptations as necessary.

## What students should know and be able to do to engage in this lesson:

Basic knowledge of main idea, supporting details, and summaries from previous lessons.

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| **LESSON FOUNDATION** | | | |
| **Unit-Level Focus Language Goals to Be Addressed in This Lesson** | | **Unit-Level Salient Content Connections to Be Addressed in This Lesson** | |
| G.1 Recount by summarizing information demonstrating understanding of the subject under investigation.  G.3 Discuss to build and present knowledge through research by synthesizing ideas from multiple sources. | | CCSS.ELA-Literacy.W.9-10.7—Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.  CCSS.ELA-Literacy.W.9-10.9—Draw evidence from literary or informational texts to support analysis, reflection, and research. | |
| **Language Objective** | | **Essential Questions Addressed in the Lesson** | |
| Students will be able to explain their evaluation of bias in sources using signal words of fact (e.g., *statistics, studies show, research shows*) and opinion (e.g., *I think, I believe, I feel, all, most, best, worst*). | | Q.1 How can I use language to synthesize ideas from multiple sources to discuss issues and events?  Q.2 How can I use language to build and present researched information? | |
| **Assessment** | | | |
| * Formative assessment: Assess students’ application of learned language to create a summary with main idea and details. * Formative assessment: Assess students’ application of learned language to analyze and sort statements of fact and opinion. | | | |
| **Thinking Space: What Academic Language Will Be Practiced in This Lesson?** | | | |
| **Discourse Dimension** | **Sentence Dimension** | | **Word Dimension** |
| Social and instructional language; creating short written summaries composed of simple sentences with minimal cohesion between sentences; stating opinions | Simple and some complex sentence structures | | General academic vocabulary *(main ideas, supporting details);* adjectives *(fair, just, equal, unfair)* and adverbs *(fairly, equally, unjustly);* signal words of fact (e.g., *statistics, studies show, research shows*) and opinion (e.g., *I think, I believe, I feel, all, most, best, worst*) |
| **Instructional Tips/Strategies/Suggestions for Teacher** | | | |
| * Increase or decrease the level difficulty of the sorting activity based on your students’ language proficiency levels. For example, add more words and statements, reduce the number of words and statements, and/or change the specific words used. * If using an anchor chart to record various issues women face in the United States today, give students time to brainstorm any issues they would like to add to it during the lesson. A chart like this can help to inform the CEPA and can make the learning relevant and personal for students. * Use exit ticket results to inform future instruction, making modifications as needed. | | | |

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| **STUDENT CONSIDERATIONS** |
| **Sociocultural Implications** |
| Some students have not seen many commercials or have little experience analyzing visual text. These students may have trouble analyzing the commercial and will need some guidance with key images and ideas. |
| **Anticipated Student Pre-Conceptions/Misconceptions** |
| * Some students may struggle to identify the true difference between fact and an opinion and how language is used to construct each type of statement. |

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| **THE LESSON IN ACTION** |
| Lesson Opening |
| Post and explain the lesson’s language objective: “Students will be able to explain their evaluation of bias in sources using signal words of fact (e.g., *statistics, studies show, research shows*) and opinion (e.g., *I think, I believe, I feel, all, most, best, worst*).” To promote student ownership and self-monitoring of learning, consider having students record the objective in their notebooks or summarize it in their own words. At the end of the lesson, students can reflect on their learning in relation to the objective.   * 1. Introduce the lesson. Explain how students will be practicing skills they have been learning the past few days. Review the terms *main idea, supporting details, summary,* and *adverbs* (if needed). Consider pre-teaching additional adverbs and/or adjectives.   2. Depending on how familiar your students are with media and technology, consider giving students more background knowledge about the video and ad campaign before showing the commercial. Lead a class discussion about issues women and girls face today, or consider asking students to think about those issues on their own, then sharing in small groups, and finally discussing as a whole class. This allows students time to build and share their own ideas before turning to the larger group, where not all students might be as comfortable sharing their ideas. |
| During the Lesson |
| Show the [Dove](https://www.youtube.com/watch?v=_3agBWqGfRo) commercial and have students identify its main idea and supporting details.   * + 1. Consider offering a video viewing station where students can watch the video independently, using translate captions, pausing and asking questions where they may need more clarity.     2. Give students the [summary graphic organizer](#L4summgraphorg) and ask them to identify the commercial’s main idea and supporting details. Play the commercial twice, pausing to answer any clarifying questions before the second viewing.   Provide [options for physical action](https://udlguidelines.wordpress.com/principle-ii/guideline-4-provide-options-for-physical-action/), such as writing, typing, dictating, or working independently first and then sharing with a partner or small group.   * + 1. Discuss student responses to the graphic organizer as a whole class.   1. Model how to write a summary using the identified main idea and supporting details. Then ask students to write summaries independently, using their own words.   2. Depending on time, consider asking students to state their opinion about the commercial using the [sentence frame with the adverb/adjective word bank](#L3stemswordbank) from Lesson 3. Have students share their opinion statements with a small group before coming together for a class discussion. Ask a few students to say their responses to the class. |
| Lesson Closing |
| Introduce the concept of bias.   * + 1. Begin by discussing what facts and opinions are, giving a definition of each term. For example, use the following definitions:   “**Fact:** A statement that can be proven with evidence.”  “**Opinion:** A statement about beliefs, thoughts, and feelings that cannot be proven, with no evidence to support.”  Offer [options for engagement](https://udlguidelines.wordpress.com/principle-iii/), such as asking students to create and share their own definitions of facts and opinions.   * 1. Write the words in big circles on the board. Model a few examples of facts and opinions (e.g., “I *love* this book”; “Cake is the *best* dessert”; “George Washington was the first President of the United States”),then call on students to share their own examples. Write down student responses around the circles. Underline any signal words students use with their examples. Remind students that signal words can be helpful, but that they still should always ask whether the statement can be proven or if it reflects the author’s feelings, thoughts, and/or beliefs.   2. Pre-teach signal words of fact and opinion, using [the fact and opinion signal words and sample statements](#L4signalwordschart) or a similar list of statements where students can notice words used to state facts and opinions. Consider creating an [anchor chart](#L4sampleanchorchart) about these terms.   3. Practice identifying facts and opinions with a sorting activity.      1. Divide the class into groups of three. Explain to students that they will be sorting statements as fact or opinion.   Provide [options for physical action](https://udlguidelines.wordpress.com/principle-ii/guideline-4-provide-options-for-physical-action/), such as working independently first.   * + 1. Give students a list of statements and have them sort them into facts and opinions.   Provide [options for perception](https://udlguidelines.wordpress.com/principle-i-provide-multiple-means-of-representation/guideline-1-provide-options-for-perception/), such as text-to-speech readers or use of a computer to review material.  Provide [options for physical action](https://udlguidelines.wordpress.com/principle-ii/guideline-4-provide-options-for-physical-action/), such as use of a computer or Post-Its to sort material. You may wish to have students use Post-Its to post their answers on chart paper.   * + 1. While students work, circulate to observe them, clarify any questions or problems, and provide specific feedback on their analysis of the statements.   Provide [options for perception](https://udlguidelines.wordpress.com/principle-i-provide-multiple-means-of-representation/guideline-1-provide-options-for-perception/), such as using text-to-speech readers and/or a computer.  Provide [options for physical action](https://udlguidelines.wordpress.com/principle-ii/guideline-4-provide-options-for-physical-action/), such as sorting on the computer or with Post-Its.   * + 1. Review answers as a class. Prompt student thinking by asking questions such as “Why did you say that statement was a fact?” “What made you say that statement was an opinion?” Help students extend their thinking by asking them reflect on why it might be important to analyze a text for evidence of opinions. Students could orally discuss, write, or type their response.     2. Help make the connection that signal words of opinion can signal the author’s bias. Let students know that when analyzing a source, it is best to always ask questions such as “Is the author trying to persuade me?” “What is the author’s purpose?” “What is the author’s attitude about \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?”   1. Have students complete an exit ticket where they create one statement of fact and one statement of opinion based on the [Dove commercial](https://www.youtube.com/watch?v=_3agBWqGfRo).   Provide [options for physical action](https://udlguidelines.wordpress.com/principle-ii/guideline-4-provide-options-for-physical-action/), such as using a computer, writing, or orally sharing statements.   * 1. **Optional activity:** Have students analyze a previous text to identify facts and opinions and explain how they identified them. |

Lesson 4 Resources

* Chart paper and markers (optional)
* Projector/document reader
* Computer
* Video: [Dove commercial](https://www.youtube.com/watch?v=_3agBWqGfRo)
* Summary graphic organizer **(**[**available below**](#L4summgraphorg)**)**
* Fact and opinion signal words and statements for sorting activity **(**[**available below**](#L4signalwordschart)**)**
* Sample fact and opinion anchor chart **(**[**available below**](#L4sampleanchorchart)**)**

Summary Graphic Organizer

1. Main idea sentence frame:

*I believe the main idea is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.*

**or**

*After a close examination of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, I believe the main idea is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.*

1. Supporting details sentence frame:

*Three details/examples that support this main idea are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.*

**or**

*Detail #1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Detail #2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Detail #3: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

Main idea sentence frame:

*I believe the main idea is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.*

**or**

*After a close examination of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, I believe the main idea is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

Supporting details sentence frame:

*Three details/examples that support this main idea are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.*

**or**

*Detail #1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Detail #2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Detail #3: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

Fact and Opinion Signal Words and Sample Statements

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| I feel that he is a good person. | That song is amazing! | I feel that cellphones don’t help learning. | I think that is the best school. | The movie was really bad. |
| Baseball is the most boring sport. | 93 percent of teenagers in the United States have a computer or access to one. | Chocolate is my favorite food. | On average, women are paid less than men. | Pizza is the worst food! |
| Studies show that cellphones can have benefits in school. | I think chocolate milk tastes better than regular milk. | The Xbox came out before the Wii. | In 1492, Christopher Columbus sailed to America. | All high school students are lazy. |
| I believe Justin Bieber is a very talented musician. | Curly hair looks better than straight hair. | According to the World Economic Forum, the United States is one of only nine countries that do not to provide paid maternity leave for women. | Students should always do their homework. | George Harrison is the least talented Beatle. |
| George Bush was an American President. | There seems to be too much time spent texting in the United States. | It is wrong for students not do their homework. | The United States will always be a democracy. | Michael Jackson is the most influential musician ever. |

Sample Fact and Opinion Anchor Chart for Student Reference

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|  | **Fact** | **Opinion** |
| **Definition** | A statement that can be proven with evidence. | A statement about beliefs, thoughts, and feelings that cannot be proven; no evidence to support. |
| **Signal Words** | Studies show, research shows/suggests,  according to, numbers, statistics, photographs | Statements with pronouns such as I, you, he, she, we, they  Think, believe, feel, should, all, most, least/most, best/worst |
| **Example** | George Washington was the first President of the United States. | I love this book.  Cake is the best dessert. |

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| Lesson 5  **Day 5** | **Changing Opinion Statements into Claims** | **Estimated Time:** 45 minutes |

**Brief overview of lesson**: Students will analyze statements to determine if they are fact or opinion. Then they will use previous lesson resources to write a reaction to statements about issues faced by women in the United States. Students will learn about what claims are and how to create them using facts and opinions. They will also practice using facts to create opinions and claims. As you plan, consider the variability of learners in your class and make adaptations as necessary.

## What students should know and be able to do to engage in this lesson:

Basic knowledge about main idea, supporting details, summaries, facts, and opinions from previous lessons.

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| **LESSON FOUNDATION** | | | |
| **Unit-Level Focus Language Goals to Be Addressed in This Lesson** | | **Unit-Level Salient Content Connections to Be Addressed in This Lesson** | |
| G.1 Recount by summarizing information demonstrating understanding of the subject under investigation.  G.3 Discuss to build and present knowledge through research by synthesizing ideas from multiple sources. | | CCSS.ELA-Literacy.W.9-10.7—Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.  CCSS.ELA-Literacy.W.9-10.9—Draw evidence from literary or informational texts to support analysis, reflection, and research. | |
| **Language Objective** | | **Essential Questions Addressed in the Lesson** | |
| Students will be able to state a claim using complex sentences with *because* and *due to*. | | Q.1 How can I use language to synthesize ideas from multiple sources to discuss issues and events?  Q.2 How can I use language to build and present researched information? | |
| **Assessment** | | | |
| * Formative assessment: Assess students’ application of all learned language to develop written claim statements. * Formative assessment: Assess students’ application of all learned language to discuss and analyze claim statements. | | | |
| **Thinking Space: What Academic Language Will Be Practiced in This Lesson?** | | | |
| **Discourse Dimension** | **Sentence Dimension** | | **Word Dimension** |
| Social and instructional language; creating short written summaries composed of simple sentences with minimal cohesion between sentences; stating opinions; reading informational brief statements composed of simple and/or complex sentences | Simple and some complex sentence structures with *due to* and *because* | | General academic vocabulary *(main ideas, supporting details);* adjectives *(fair, just, equal, unfair)* and adverbs *(fairly, equally, unjustly);* signal words of fact (e.g., *statistics, studies show, research shows*) and opinion (e.g., *I think, I believe, I feel, all, most, best, worst*); argument-related language *(claim, evidence)* |
| **Instructional Tips/Strategies/Suggestions for Teacher** | | | |
| * Modify sample claims and opinions to better fit students’ needs. * If using an anchor chart to record various issues women face in the United States today, give students time to brainstorm any issues they would like to add to it during the lesson. A chart like this can help to inform the CEPA and can make the learning relevant and personal for students. * Use exit ticket results to inform future instruction, making modifications as needed. | | | |

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| **STUDENT CONSIDERATIONS** |
| **Sociocultural Implications** |
| Some students may have cultural or religious beliefs that conflict with the lesson’s topic. Some students may question it and might even push back against it/challenge it. Clarify that the purpose of this unit is to educate students, not convince them to agree with any particular belief. |
| **Anticipated Student Pre-Conceptions/Misconceptions** |
| * Students may have issues formulating complex sentences. * Students may need additional scaffolding when changing opinions into claims. |

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| **THE LESSON IN ACTION** |
| Lesson Opening |
| Post and explain the lesson’s language objective: “Students will be able to state a claim using complex sentences with *because* and *due to*.” To promote student ownership and self-monitoring of learning, consider having students record the objective in their notebooks or summarize it in their own words. At the end of the lesson, students can reflect on their learning in relation to the objective.   * 1. Begin by introducing the focus of the lesson. For example, say: “Today we are going to continue working with fact and opinions. We are going to start by analyzing a number of statements. With a partner, read the statement(s), circle any signal words of fact or opinion you see, and decide if the statement is a **fact** or an **opinion.** After you have decided, write *fact* or *opinion* next to the statement. I will ask you why you said it was a fact or an opinion.”      1. Give students a few statements and have them work independently first, then with a partner or small group. See Lesson 5 resources for possible [statements](#L5sampleopening) to analyze.   Provide [options for perception](https://udlguidelines.wordpress.com/principle-i-provide-multiple-means-of-representation/guideline-1-provide-options-for-perception/), such as using a computer to review statements.   * + 1. Go over students’ responses as a whole class. |
| During the Lesson |
| Have students react to statements regarding women’s rights.   * + 1. Give students the “[Reacting to Women’s Rights Statements](#L5reactingworksheet)” worksheet. Ask one or two students to read the statements out loud and clarify any confusion or unknown words. These statements should be written in a way that is very accessible to students in order for them to focus on writing their reaction using expanded sentences and adverbs.     2. Ask students individually respond to each of the statements in writing and then have a pair-share and/or class discussion on their reactions.   Provide [options for physical action](https://udlguidelines.wordpress.com/principle-ii/guideline-4-provide-options-for-physical-action/), such as using speech-to-text software or a computer, or dictating answers.   * 1. Introduce claims.      1. Explain how student reactions are opinion statements. Review student created statements and have them highlight any corresponding opinion signal words (e.g., *I feel*).      2. Tell students that that they will be turning their opinions into claims as a way to prepare for their final presentations, where they will be stating claims. Explain what claims are, giving a student-friendly definition and example, and making the connection between claims, opinions, facts, and the larger purpose of arguing or persuading. For example, say: “A *claim* is a statement saying that something is true when some people may say it is not true. We use claims to argue, or try to convince others of that what we think is true. For example, I can say ‘Going to college is necessary to get good jobs because people with college diplomas get jobs that pay more money than people who don’t go to college.’ This is a claim because some people might say this is not true, that people don’t need college diplomas to get good jobs. But I can use this claim to argue or convince people that what I think, or my opinion, is true. Claims are like opinions, but in a claim you do not use pronouns *(I, you, we).* A claim also includes facts or evidence that support it, or help prove it is true. Those facts or evidence help convince people.”   2. Provide opportunities for students to practice writing claims.      1. Model how to write several claims from given facts and opinions, explaining your reasoning with a think-aloud or a similar strategy. Highlight the structure of the claims as set in the sentence frames (complex sentences with *because* and *due to*) and explain how the claim includes both a fact and an opinion. For example:   “**Fact:** The United States Department of Justice reports that about one in four homeless women is homeless because of violence committed against her.”  “**Opinion:** I think that violence is one reason some women are homeless.” **or** “Opinion: I believe violence is on reason some women become homeless.”  “**Claim:** Because of violent acts against women, sometimes women become homeless.” **or** “Claim: Due to violence, women can become homeless.”  Provide [options for perception](https://udlguidelines.wordpress.com/principle-i-provide-multiple-means-of-representation/guideline-1-provide-options-for-perception/), such as providing printed versions of the statements or viewing them on a computer.   * + 1. Consider modeling a few more examples, asking students to analyze the claims to identify the fact and opinion that you are trying to communicate.     2. Have students create a claim related to a fact using sentence frames with a partner using the creating a claim worksheet. For example:   “**Fact:** Women make just 78 cents for every dollar men earn. Black women earn only 64 cents for every dollar white men earn, and Latinas earn only 54 cents for each dollar white men earn.”  “**Opinion:** I think \_\_\_\_\_\_\_\_.” **or** “I believe \_\_\_\_\_\_\_\_\_.”  “**Claim:** Because of \_\_\_\_\_\_\_, women \_\_\_\_\_\_\_\_\_\_.” **or** “Due to \_\_\_\_\_\_\_, women \_\_\_\_\_\_\_\_.”  Provide [options for physical action](https://udlguidelines.wordpress.com/principle-ii/guideline-4-provide-options-for-physical-action/), such as using a computer, writing, orally constructing claims, and/or working independently before sharing with a partner. |
| Lesson Closing |
| Have students create a claim from a third statement independently using the sentence frames. For example, give students the following fact and sentence frames:  **“Fact:** Title IX is a law that prohibits discrimination based on sex (being a man or a woman) in any education program or activity that receives money from the federal government.”  **“Opinion:** I think \_\_\_\_\_\_\_\_.” **or** “I believe \_\_\_\_\_\_\_\_\_.”  **“Claim:** Because of \_\_\_\_\_\_\_, women \_\_\_\_\_\_\_\_\_\_.” **or** “Due to \_\_\_\_\_\_\_, women \_\_\_\_\_\_\_\_.”   * + 1. Instruct students to review the fact, write an opinion statement, and turn their opinion statement into a claim.   Provide [options for perception](https://udlguidelines.wordpress.com/principle-i-provide-multiple-means-of-representation/guideline-1-provide-options-for-perception/), such as using text-to-speech readers and/or a computer.  Provide [options for physical action](https://udlguidelines.wordpress.com/principle-ii/guideline-4-provide-options-for-physical-action/), such as writing, typing, or dictating sentences.   * + 1. Ask students to orally share their claim with a partner. Consider having students analyze their partner’s claim to identify the fact and opinion that their partner is trying to communicate.     2. Collect students’ work when completed to assess understanding.   1. **Optional activity**: Give students an opportunity to write down their reactions to what they learned today. Allow students to write, draw, type, or orally describe their reactions. |

Lesson 5 Resources

* Computer
* Projector
* Sentence frame with adverb/adjective word bank from Lesson 2 **(**[**available above**](#L2stemswordbank)**)**
* “Reacting to Women’s Rights Statements” worksheet **(**[**available below**](#L5reactingworksheet)**)**
* Definition of *claim* **(**[**available below**](#L5claimdef)**)**
* Sample facts to use for creating claims, adapted from [OneCountry](http://www.onecountry.org/story/portrayal-or-betrayal-how-media-depicts-women-and-girls) and the [ACLU](https://www.aclu.org/issues/womens-rights) **(**[**available below**](#L5facts4claims)**)**
* Sample statements for lesson opening **(**[**available below**](#L5sampleopening)**)**
* “Creating a Claim” worksheet **(**[**available below**](#L5creatingclaim)**)**

Reacting to Women’s Rights Statements

1. Women make just 78 cents for every dollar men earn. Black women earn only 64 cents for every dollar white men earn, and Latinas earn only 54 cents for each dollar white men earn.

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| I feel that women are treated \_\_\_\_\_\_\_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  **or**  After a close examination of the text, I feel that this example shows that women are treated \_\_\_\_\_\_\_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. |
| **Adverbs related to *bad* or *unfair:*** *unfairly, improperly, unjustly, unequally, wrongfully*  **Adverbs related to *good* or *fair:*** *fairly, properly, justly, equally* |

1. The United States Department of Justice reports that about one in four homeless women is homeless because of violence committed against her.

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| I feel that women are treated \_\_\_\_\_\_\_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  **or**  After a close examination of the text, I feel that this example shows that women are treated \_\_\_\_\_\_\_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. |
| **Adverbs related to *bad* or *unfair:*** *unfairly, improperly, unjustly, unequally, wrongfully*  **Adverbs related to *good* or *fair:*** *fairly, properly, justly, equally* |

1. Title IX is a law that prohibits discrimination based on sex (being a man or a woman) in any education program or activity that receives money from the federal government.

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| I feel that women are treated \_\_\_\_\_\_\_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  **or**  After a close examination of the text, I feel that this example shows that women are treated \_\_\_\_\_\_\_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. |
| **Adverbs related to *bad* or *unfair:*** *unfairly, improperly, unjustly, unequally, wrongfully*  **Adverbs related to *good* or *fair:*** *fairly, properly, justly, equally* |

*Statements adapted from* [*OneCountry*](http://www.onecountry.org/story/portrayal-or-betrayal-how-media-depicts-women-and-girls) *and the* [*ACLU*](https://www.aclu.org/issues/womens-rights)

Definition of *Claim*

**Claim:** A statement saying that something is true when some people may say it is not true.

Sample Facts to Use in Creating Claims

1. The United States Department of Justice reports that about one in four homeless women is homeless because of violence committed against her.
2. Women make just 78 cents for every dollar men earn. Black women earn only 64 cents for every dollar white men earn, and Latinas earn only 54 cents for each dollar white men earn.
3. When students experience sexual assault and harassment, they are deprived of equal and free access to an education. Title IX of the Education Amendments of 1972 is a federal civil rights law that prohibits discrimination on the basis of sex in any education program or activity that receives federal funding.

*Adapted from* [*OneCountry*](http://www.onecountry.org/story/portrayal-or-betrayal-how-media-depicts-women-and-girls) *and the* [*ACLU*](https://www.aclu.org/issues/womens-rights)

Sample Statements for Lesson Opening

Cats are better than dogs.

Horses are the best animal.

Barack Obama is the 44th President of the United States.

Washington, D.C., is the capital of the United States.

Maine was once part of Massachusetts.

I think it is important to have a good breakfast every day.

All high school students should study a second language.

Math is the worst subject.

I believe that students should always do their homework.

*For more practice, see this* [*fact and opinion worksheet*](http://www.ereadingworksheets.com/reading-worksheets/fact-and-opinion-worksheet.htm)*.*

Creating a Claim

1. **Let’s review a claim statement together:**

* Fact #1: The United States Department of Justice reports that about one in four homeless women is homeless because of violence committed against her.
* Opinion: I think that violence can lead to women being homeless.
* Claim: Because of violent acts against women, sometimes women become homeless.

1. **Now create a claim statement with your partner:**

* Fact #2: Women make just 78 cents for every dollar men earn. Black women earn only 64 cents for every dollar white men earn, and Latinas earn only 54 cents for each dollar white men earn.
* Opinion: *I think \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.* **or** *I believe \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.*
* Claim: *Because of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, women \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*. **or** *Due to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, women \_\_\_\_\_\_\_\_\_\_.*

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| **Adverbs related to *bad* or *unfair:*** *unfairly, improperly, unjustly, unequally, wrongfully*  **Adverbs related to *good* or *fair:*** *fairly, properly, justly, equally* |

1. **Now create a claim on your own:**

* Fact: Title IX is a law that prohibits discrimination based on sex (being a man or a woman) in any education program or activity that receives money from the federal government.
* Opinion: *I think \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.* **or** *I believe \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.*
* Claim: *Because of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, women \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*. **or** *Due to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, women \_\_\_\_\_\_\_\_\_\_.*

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| **Adverbs related to *bad* or *unfair:*** *unfairly, improperly, unjustly, unequally, wrongfully*  **Adverbs related to *good* or *fair:*** *fairly, properly, justly, equally* |

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| Lesson 6  **Day 6** | **Supporting Claims with Relevant Evidence** | **Estimated Time:** 60 minutes |

**Brief overview of lesson:** Students will continue learning about claims, focusing on how to choose strong evidence to support their claims. They will analyze an advertisement to discern issues faced by women in the United States. Working in pairs, students will also practice responding to a sample research question by writing a claim and supporting it with relevant evidence. These experiences will give students opportunities to continue practicing conventions of academic discourse when providing evidence for a claim. As you plan, consider the variability of learners in your class and make adaptations as necessary.

## What students should know and be able to do to engage in this lesson:

* Basic understanding of main idea, details, summarization, facts, opinions, and claims from previous lessons.

Experience analyzing commercials and texts.

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| **LESSON FOUNDATION** | | | |
| **Unit-Level Focus Language Goals to Be Addressed in This Lesson** | | **Unit-Level Salient Content Connections to Be Addressed in This Lesson** | |
| G.2 Argue by stating a claim supported with reasoning and evidence.  G.3 Discuss to build and present knowledge through research by synthesizing ideas from multiple sources. | | CCSS.ELA-Literacy.W.9-10.7—Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.  CCSS.ELA-Literacy.W.9-10.9—Draw evidence from literary or informational texts to support analysis, reflection, and research.  CCSS.ELA-Literacy.SL.9-10.4—Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. | |
| **Language Objective** | | **Essential Questions Addressed in the Lesson** | |
| Students will be able to state a claim and support it with relevant evidence. | | Q.1 How can I use language to synthesize ideas from multiple sources to discuss issues and events?  Q.2 How can I use language to build and present researched information? | |
| **Assessment** | | | |
| * Formative assessment: Assess students’ application of learned language to craft a claim supported by evidence to answer a research question. | | | |
| **Thinking Space: What Academic Language Will Be Practiced in This Lesson?** | | | |
| **Discourse Dimension** | **Sentence Dimension** | | **Word Dimension** |
| Social and instructional language; stating claims with supporting evidence in short statements with some cohesion; reading informational brief statements composed of simple and/or complex sentences | Simple and some complex sentence structures with *because* | | Adjectives *(fair, just, equal, unfair)* and adverbs *(fairly, equally, unjustly);* signal words of fact (e.g., *statistics, studies show, research shows*) and opinion (e.g., *I think, I believe, I feel, all, most, best, worst*); argument-related language *(claim, evidence);* comparative language *(stronger than, weaker than);* sequencing signal words (e.g., *first, second, third, the first reason, another reason, a final reason*) |
| **Instructional Tips/Strategies/Suggestions for Teacher** | | | |
| * Depending on the specific students in your class, you may want use different advertisements than those suggested in the lesson, and include additional resources for students to analyze. * The lesson provides alternative lesson openings. [Option A](#L6LOOptionA) asks students to independently analyze a given scenario and identify the two best pieces of evidence. [Option B](#L6LOOptionB) utilizes the same scenario but scaffolds the analysis of the scenario by asking students to first consider the effectiveness of a statement that is not supported by evidence. Students will then consider how the use of evidence can strengthen the statement. Finally, students analyze possible pieces of evidence to support the statement and identify the two best pieces of evidence. * If using an anchor chart to record various issues women face in the United States today, give students time to brainstorm any issues they would like to add to it during the lesson. A chart like this can help to inform the CEPA and can make the learning relevant and personal for students. * This lesson will give students the opportunity to investigate a research question. They will use the lesson resources to collect and organize information to answer this question; in so doing, they will practice analyzing sources to answer a research question, a skill that is necessary for the CEPA. The sample question in this lesson involves how women are portrayed in the media. Feel free to choose a different issue that women face in the United States today. * Use exit ticket results to inform future instruction, making modifications as needed. | | | |

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| **STUDENT CONSIDERATIONS** |
| **Sociocultural Implications** |
| Students may have cultural or religious beliefs that conflict with the advertisements and sources in the lesson. They may question and/or voice discomfort with the advertisements and sources the underlying issues discussed in this lesson. |
| **Anticipated Student Pre-Conceptions/Misconceptions** |
| * Some students may have difficulty analyzing an advertisement and finding examples to support their claim. If so, consider replacing the advertisement with a text. |

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| **THE LESSON IN ACTION** |
| Lesson Opening |
| Post and explain the lesson’s language objective: “Students will be able to use evidence to support a claim.” To promote student ownership and self-monitoring of learning, consider having students record the objective in their notebooks or summarize it in their own words. At the end of the lesson, students can reflect on their learning in relation to the objective.   * 1. Remind students of the definition of a claim.Highlight how claims need to be supported by evidence in order to persuade or be convincing to others.   2. Discuss how evidence helps support claims to make them stronger and help convince or persuade others of our opinion using a short scenario.   3. Below are two different ways to complete this activity:   **Option A:**   * + 1. Explain the “[Finding the Best Evidence](#L6optionAminilesson)” scenario background to students and provide students with a printed copy of the handout. Ask them to identify the best two reasons Mia gave. Have them think independently for a few moments, then turn and talk with a partner using the following frames to share: “After looking at all four reasons, I think that #\_\_\_\_\_\_\_\_\_\_\_\_ and #\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ are the best reasons why Mia should be allowed to go to the dance. I believe they are the best reasons because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.” Consider modeling for students how to use these frames before they use them.   Provide [options for physical action](https://udlguidelines.wordpress.com/principle-ii/guideline-4-provide-options-for-physical-action/), such as use of computer to complete a task.   * + 1. Ask pairs to share their answers with the whole class, using the following sentence frames: “After looking at all four reasons, we think that #\_\_\_\_\_\_\_\_\_\_\_\_ and #\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ are the best reasons why Mia should be allowed to go to the dance. We believe they are the best reasons because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.” Explain to students that reasons #1 and #4 (doing her homework and being on time to school) are the most relevant and strongest for supporting the case that Mia should go to the dance because she is doing well in school.   **Option B:**   * + 1. Give students the following scenario background and have them brainstorm what they think the parents will say with a partner. For example, say: “*A teenager, Mia, has been in trouble because she is not doing well in school. She wants to get permission to go to the school dance on Friday night. She says to her parents: ‘I should be able to go to the school dance on Friday.’ What do you think the parents will say*?     2. Ask students to quietly reflect and then share with a partner.   Provide [options for perception](https://udlguidelines.wordpress.com/principle-i-provide-multiple-means-of-representation/guideline-1-provide-options-for-perception/), such as giving students a printed version of the scenario or having them view it on a computer.   * + 1. Discuss as a whole class. Students will probably conclude that the parents will probably say that Mia can’t go to the dance even though she thinks she should be able to. Highlight how being able to go to the dance is just Mia’s opinion and that the parents probably have a different opinion (i.e., “You should not be able to go to the school dance on Friday”).     2. Ask students to share what they would say to their parents if they were in the same situation. Elicit the use of evidence, and encourage students to share a time when they were faced with a similar situation and what they did.     3. Explain how Mia has come up with four reasons, or pieces of evidence, to support why her parents should let her go to the school dance. Say: “*Mia gave four reasons why her parents should let her go to the dance: 1) I did all my homework every day this week, 2) I cleaned the entire house, 3) I watched my baby sister when you were out, and 4) I was on time to school every day*.”Discuss whether having evidence to support her opinion would help persuade or convince the parents of her opinion, and how having evidence can help Mia make her claim stronger and convince her parents to let her go.     4. Ask students to quietly reflect on which pieces of evidence would best support Mia’s opinion that she should be able to go to the dance. Next, have them share with a partner, using the following sentence frames: “After looking at all four reasons, we think that #\_\_\_\_\_\_\_\_\_\_\_\_ and #\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ are the best reasons why Mia should be allowed to go to the dance. We believe they are the best reasons because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.”   Provide [options for physical action](https://udlguidelines.wordpress.com/principle-ii/guideline-4-provide-options-for-physical-action/), such as using computers to complete.   * + 1. Discuss pairs’ responses as a whole class. Explain to students that reasons #1 and #4 (doing her homework and being on time to school) are the most relevant and strongest for supporting the case that Mia should go to the dance because she is doing well in school.     2. Introduce language students can use to compare evidence and decide which is best for supporting an opinion and making a claim. Samples: “This piece of evidence is stronger because \_\_\_\_\_\_\_\_”; “This piece of evidence is weaker because \_\_\_\_\_\_\_\_.”        - Ask students to evaluate the four pieces of evidence offered by the teenager in the sample scenario with a partner using these sentence frames.        - Share pair responses as a whole class. Remind students that the best or strongest pieces of evidence are those that directly support the main idea (or show how the main idea of the claim is true). |
| During the Lesson |
| Practice making claims (and choosing evidence to support them) about a women’s rights issue, such as portrayal of women in the media.   * + 1. Project some sources portraying women’s rights issues: for example, how are women portrayed in the media? Select a few images or textual excerpts that portray women in different ways and let students analyze the sources and draw conclusions. (Samples: Bebe’s “[woman in a cage](http://2.bp.blogspot.com/_EuJGH0C6fCE/TLmykAqyhkI/AAAAAAAAAAc/DMinZ94SsvQ/s320/woman-in-cage.gif)” poster, a [Mother’s Day advertisement](http://1.bp.blogspot.com/-LDtOBgDvQR4/TcYUpT6_R7I/AAAAAAAAAx8/-Iz2Vxa91Sg/s1600/mr+clean.jpg) from Mr. Clean, [teacher resources](http://seejane.org/wp-content/uploads/GDlesson6SE.pdf) from the Geena Davis Institute on Gender in the Media.) Alternately, ask students to bring in an advertisement, find one on the Internet, or describe a media portrayal of women that they would like to share.   Provide [options for perception](https://udlguidelines.wordpress.com/principle-i-provide-multiple-means-of-representation/guideline-1-provide-options-for-perception/), such as having students view the image on a computer or giving them a printed version of the advertisement.   * + 1. Give students time to analyze the image and ask them to brainstorm everything that they see in the advertisement on the “[Analyzing an Advertisement and Writing a Claim](#L6analadvwritingclaim)” worksheet.   Provide [options for physical action](https://udlguidelines.wordpress.com/principle-ii/guideline-4-provide-options-for-physical-action/), such as typing on a computer, dictating, drawing, or writing on white boards.   * + 1. Give students an inquiry question: “Based on the sources analyzed today, how are women portrayed in the media?” Model how to write a claim using the following sentence frames, then have students use them to write their own claims individually on the “[Analyzing an Advertisement and Writing a Claim](#L6analadvwritingclaim)” worksheet or use [reaction sentence frames](#L6reactionsentenceframes) like the ones from previous lessons:  |  | | --- | | Based on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, I conclude that women are treated\_\_\_\_\_\_\_\_\_\_\_.  **or**  After a close examination of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, I conclude that women are treated \_\_\_\_\_\_\_\_\_\_\_ [adverb below] in this advertisement. | | **Adverbs related to *bad* or *unfair:*** unfairly, improperly, unjustly, unequally, wrongfully  **Adverbs related to *good* or *fair:*** fairly, properly, justly, equally |  * + 1. Ask students to share their responses with a partner or small group, then discuss as a whole class. This gives them time to build and share their own ideas before turning to the larger group, where not all students are as comfortable sharing their ideas. Prompt students’ thinking with questions such as “Why did you say \_\_\_\_\_\_\_\_\_\_\_\_\_?” “What made you say \_\_\_\_\_\_\_\_\_?”     2. Have students use ideas they brainstormed earlier to highlight the three best pieces of evidence to support their claim. Ask a few volunteers to share their claims and selected pieces of evidence with the whole class, explaining why they chose them. Record student responses.   1. Practice evaluating evidence. Have students decide which pieces of evidence shared by volunteers are the strongest/weakest using previously introduced sentence frames (“This piece of evidence is stronger because\_\_\_\_\_\_\_\_”; “This piece of evidence is weaker because\_\_\_\_\_\_\_”).   Provide [options for physical action](https://udlguidelines.wordpress.com/principle-ii/guideline-4-provide-options-for-physical-action/), such as using a computer or dictating.   * 1. Introduce sequencing signal words that can be used to introduce evidence to support claims, such as *first, second, third, one reason why \_\_\_\_ is \_\_\_\_\_; another reason is \_\_\_\_; a final reason is \_\_\_\_.*   Provide [options for perception](https://udlguidelines.wordpress.com/principle-i-provide-multiple-means-of-representation/guideline-1-provide-options-for-perception/), such as having students view the words and phrases on a computer or providing students with a printed version of the list.   * + 1. Explain how sequencing signal words can be useful for organizing evidence to support claims in writing, and how this helps readers understand writing better—which increases the chances of persuading, or convincing, readers.     2. Model how to write a claim and supporting evidence using the “[Supporting Claims](#L6suppclaims)” worksheet. |
| Lesson Closing |
| Tell students that they will use signal words to introduce each piece of evidence. Give students the “Supporting Claims” worksheet ([version 1](#L6suppclaims) or [version 2](#L6suppclaimsB)) with three sentence frames (one for each piece of evidence). Suggested sentence frames: *first, second, third, one reason why \_\_\_\_ is \_\_\_\_\_; another reason is \_\_\_\_; a final reason is \_\_\_\_.* Have students rewrite their claim and supporting evidence on the “Supporting Claims” worksheet.  Circle the room to answer any questions and collect and review all work. Provide [options for physical action](https://udlguidelines.wordpress.com/principle-ii/guideline-4-provide-options-for-physical-action/), such as dictation or use of a computer to complete a task.   * 1. Lesson extension: You may wish to give students some time to reflect on issues that women face. Students could write, draw, or orally discuss their thoughts. Students could also add additional issues other than those discussed in class. Through student reflections you could informally assess student use of main idea and details, opinion statements supported by evidence, and use of adverbs/adjectives. |

Lesson 6 Resources

* Projector
* Computer
* Advertisement, short text, or commercial showcasing a women’s rights issue, such as Bebe’s “[woman in a cage](http://2.bp.blogspot.com/_EuJGH0C6fCE/TLmykAqyhkI/AAAAAAAAAAc/DMinZ94SsvQ/s320/woman-in-cage.gif)” poster, a [Mother’s Day advertisement](http://1.bp.blogspot.com/-LDtOBgDvQR4/TcYUpT6_R7I/AAAAAAAAAx8/-Iz2Vxa91Sg/s1600/mr+clean.jpg) from Mr. Clean, or [teacher resources](http://seejane.org/wp-content/uploads/GDlesson6SE.pdf) from the Geena Davis Institute on Gender in the Media
* “Finding the Best Evidence” mini-lesson, option A **(**[**available below**](#L6optionAminilesson)**)**
* “Analyzing and Advertisement and Writing a Claim” handout **(**[**available below**](#L6analadvwritingclaim)**)**
* Reaction sentence frames **(**[**available below**](#L6reactionsentenceframes)**)**
* “Supporting Claims” worksheet **(versions** [**1**](#L6suppclaims) **and** [**2**](#L6suppclaimsB) **available below)**

Finding the Best Evidence (Option A)

Mia has been in trouble all week with her parents because she has not been doing well in school. She wants to get permission to go to the school dance on Saturday night and needs to prove to her parents that she should be able to go.

Mia says: “I should be able to go to the school dance on Friday.”

Mia gives four reasons to support her claim:

1. “I did all my homework every day.”
2. “I cleaned the entire house.”
3. “I watched my baby sister when you were out.”
4. “I was on time to school every day.”

What are the best two of these reasons? Be ready to share your answers and explain the reason why you feel these are the best pieces of evidence.

Suggested response sentence frames:

* *“After looking at all four reasons, [I/we] think that #\_\_\_\_\_\_\_\_\_\_\_\_ and #\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ are the best reasons why Mia should go to the dance.*
* *[I/We] believe they are the best reasons because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.*

Analyzing an Advertisement and Writing a Claim

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_

* + - 1. What do you see in the advertisement or source? What is your reaction to what you see?
      2. Based on the advertisements and sources analyzed today, how are women treated in the media? Create a claim using the following sentence frames, adverbs and adjectives:

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| Based on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, I conclude that women are treated \_\_\_\_\_\_\_\_\_\_\_.  **or**  After a close examination of \_\_\_\_\_\_\_\_\_\_\_, I conclude that women are treated \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ [adverb below] in this advertisement. |
| **Adverbs related to *bad* or *unfair:*** *unfairly, improperly, unjustly, unequally, wrongfully*  **Adverbs related to *good* or *fair:*** *fairly, properly, justly, equally* |

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Reaction Sentence Frames

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| Based on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, I conclude that women are treated \_\_\_\_\_\_\_\_\_\_\_.  **or**  After a close examination of \_\_\_\_\_\_\_\_\_\_\_, I conclude that women are treated \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ [adverb below] in this advertisement. |
| **Adverbs related to *bad* or *unfair:*** *unfairly, improperly, unjustly, unequally, wrongfully*  **Adverbs related to *good* or *fair:*** *fairly, properly, justly, equally* |

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| Based on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, I conclude that women are treated \_\_\_\_\_\_\_\_\_\_\_.  **or**  After a close examination of \_\_\_\_\_\_\_\_\_\_\_, I conclude that women are treated \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ [adverb below] in this advertisement. |
| **Adverbs related to *bad* or *unfair:*** *unfairly, improperly, unjustly, unequally, wrongfully*  **Adverbs related to *good* or *fair:*** *fairly, properly, justly, equally* |

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| Based on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, I conclude that women are treated \_\_\_\_\_\_\_\_\_\_\_.  **or**  After a close examination of \_\_\_\_\_\_\_\_\_\_\_, I conclude that women are treated \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ [adverb below] in this advertisement. |
| **Adverbs related to *bad* or *unfair:*** *unfairly, improperly, unjustly, unequally, wrongfully*  **Adverbs related to *good* or *fair:*** *fairly, properly, justly, equally* |

Supporting Claims (Version 1)

**Claim:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Evidence #1:** First, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Evidence #2:** Second, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Evidence #3:** Third, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Supporting Claims (Version 2)

**Claim:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Evidence #1:** One reason why \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Evidence #2:** Another reason is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Evidence #3:** A final reason is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| Lesson 7  **Day 7** | **Preparing for the CEPA** | **Estimated Time:** 45 minutes |

**Brief overview of lesson:** During this lesson, students will work in cooperative groups to prepare for the CEPA. They will evaluate one text for their presentation board, analyzing it by identifying its main idea and details, summarizing it in their own words, and determining whether there is evidence of bias (based on their analysis of facts and opinions in the text). These experiences will allow students to continue practicing skills needed to successfully complete the CEPA in a supportive group setting. As you plan, consider the variability of learners in your class and make adaptations as necessary.

## What students should know and be able to do to engage in this lesson:

* Basic understanding of main idea, details, summarization, facts, opinions, and claims from previous lessons.

Experience analyzing advertisements, commercials, and texts.

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| **LESSON FOUNDATION** | | | |
| **Unit-Level Focus Language Goals to Be Addressed in This Lesson** | | **Unit-Level Salient Content Connections to Be Addressed in This Lesson** | |
| G.1 Recount by summarizing information demonstrating understanding of the subject under investigation.  G.2 Argue by stating a claim supported with reasoning and evidence.  G.3 Discuss to build and present knowledge through research by synthesizing ideas from multiple sources. | | CCSS.ELA-Literacy.W.9-10.7—Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.  CCSS.ELA-Literacy.W.9-10.9—Draw evidence from literary or informational texts to support analysis, reflection, and research.  CCSS.ELA-Literacy.SL.9-10.4—Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. | |
| **Language Objective** | | **Essential Questions Addressed in the Lesson** | |
| Students will be able to summarize text, justify whether a text is fact or opinion, and state an evidence-based claim. | | Q.1 How can I use language to synthesize ideas from multiple sources to discuss issues and events?  Q.2 How can I use language to build and present researched information? | |
| **Assessment** | | | |
| * Formative assessment: Use the group work research [graphic organizer](#L7GO) to assess students’ application of learned language (e.g., main idea and details, summary, bias evaluation, adverbs, adjectives, claim creation). * Formative assessment: Use the [speaking rubric](#L7rubric) to assess student oral language production. * Self-assessment: Students will self-assess using the [evaluation exit ticket.](#L7evalticket) | | | |
| **Thinking Space: What Academic Language Will Be Practiced in This Lesson?** | | | |
| **Discourse Dimension** | **Sentence Dimension** | | **Word Dimension** |
| Social and instructional language; stating claims with supporting evidence in short statements with some cohesion; reading informational paragraphs composed of simple and/or complex sentences | Simple and some complex sentence structures | | Adjectives *(fair, just, equal, unfair)* and adverbs *(fairly, equally, unjustly);* general academic vocabulary *(main ideas, supporting details);* argument-related language *(claim, evidence, fact, opinion)* |
| **Instructional Tips/Strategies/Suggestions for Teacher** | | | |
| * Vary materials students analyze based on student needs (e.g., have them work with a short text, a paragraph, a video of a commercial, or printed advertisement). * Consider the size of your class when determining groups and group roles. * If using an anchor chart to record various issues women face in the United States today, give students time to brainstorm any issues they would like to add to it during the lesson. A chart like this can help to inform the CEPA and can make the learning relevant and personal for students. * Use exit ticket results to inform future instruction, making modifications as needed. | | | |

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| **STUDENT CONSIDERATIONS** |
| **Sociocultural Implications** |
| Some students may not feel comfortable working in cooperative groups and may need extra modeling and explanation of how to work in groups. |
| **Anticipated Student Pre-Conceptions/Misconceptions** |
| * Students may still confuse claim and opinion statements. |

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| **THE LESSON IN ACTION** |
| Lesson Opening |
| Post and explain the lesson’s language objective: “Students will be able to summarize text, justify whether a text is fact or opinion, and state an evidence based claim.” To promote student ownership and self-monitoring of learning, consider having students record the objective in their notebooks or summarize it in their own words. At the end of the lesson, students can reflect on their learning in relation to the objective.   * 1. Review vocabulary introduced throughout the unit (e.g., *main idea, details, summary, bias, opinions, facts, advertisement, commercial, non-fiction, unfairly, wrongfully, improperly*) using the word game or a similar review activity:   Materials needed: board/paper and marker  Instructions:   * + Divide the class into two equal groups.   + Ask one player from the first group to come to the front of the class and sit facing his/her team with his/her back to the board.   + Write a vocabulary word on the board. Post the vocabulary terms to be reviewed around the room where each player can see them.   + Tell the player’s team that they can give the player clues about the word as a whole group or choose another student to give clues. Warn them they cannot say part of the word that is written on the board or use actions.   + Have team members give clues to the player. Award them a point if the player can guess the word within a given time (one to two minutes, etc.). |
| During the Lesson |
| Have students analyze a text (or commercial or advertisement) related to a women’s rights issue.   * + 1. Divide students into groups of three and explain how they will be working in cooperative groups where everyone will have a role, or job to do.     2. Describe each group member role and review the expectations for each role: *time keeper, manager, text reader/explainer:*   Time keeper: help analyze the text + keep track of time and make sure the group completes tasks on time  Manager: help analyze the text + make sure that everyone has a role + take notes  Text reader/explainer: read the text out loud to the group + help analyze the text (if using a commercial or advertisement, have the reader explain what he/she sees and elicit observations from other group members)  Provide [options for perception](https://udlguidelines.wordpress.com/principle-i-provide-multiple-means-of-representation/guideline-1-provide-options-for-perception/), such as a printed version of role descriptions or having students view them on a computer.   * + 1. Let students know that they will be self-assessing their contributions to their collaborative group using the [evaluation exit ticket](#L7evalticket).     2. Give students the [research graphic organizer](#L7GO) (which is a modified version of the CEPA [presentation board graphic organizer](#L8sampleboard)). and the text to be analyzed. While students work, conference with groups to ensure that all students have been assigned roles and all groups are engaged in the task at hand. During conferences with the group, use the [speaking rubric](#L7rubric) to assess student oral production of learned language. For sample texts, see Newsela’s “[Is It Still a Man's World?](https://newsela.com/text-sets/44/is-it-still-a-mans-world)” (Depending on student comfort with textual analysis, consider having students analyze the text individually first, then having students share and discuss their answers as a group.)   Provide [options for physical action](https://udlguidelines.wordpress.com/principle-ii/guideline-4-provide-options-for-physical-action/), such as use of a computer to complete a task. |
| Lesson Closing |
| Model for students how to self-assess their contributions to their collaborative group using the [evaluation exit ticket](#L7evalticket). Ask students to self-assess by completing an [evaluation exit ticket](#L7evalticket) to rate their experience for the day.   * 1. **Optional activity:** Allow students to reflect on the text by writing, drawing, and/or orally describing their reaction to the text analyzed. |

Lesson 7 Resources

* Projector
* Computers (optional)
* Text for analysis (paragraph, short text, excerpt, commercial, advertisement), such as Newsela’s “[Is It Still a Man's World?](https://newsela.com/text-sets/44/is-it-still-a-mans-world)”
* Evaluation exit ticket **(**[**available below**](#L7evalticket)**)**
* Research graphic organizer **(sample** [**available below**](#L7GO)**)**
* Speaking rubric **(**[**available below**](#L7rubric)**)**

Evaluation Exit Ticket

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| **Time Keeper:** \_\_\_\_\_\_\_\_\_\_\_\_ I kept our group on task.  \_\_\_\_\_\_\_\_\_\_\_\_ Our group finished on time.  \_\_\_\_\_\_\_\_\_\_\_\_ I helped to analyze and explain the text.  Overall: My greatest contribution to my group was \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| **Manager:** \_\_\_\_\_\_\_\_\_ I assigned tasks (*main idea and details explainer/summarizer/words fact or opinion*).  \_\_\_\_\_\_\_\_\_ I took notes to record our discussion.  \_\_\_\_\_\_\_\_\_ I helped to analyze and explain the text.  Overall: My greatest contribution to my group was \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| **Reader:** \_\_\_\_\_\_\_\_\_ I read the text.  \_\_\_\_\_\_\_\_\_ I helped to analyze and explain the text.  Overall: My greatest contribution to my group was \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

Sample Research Graphic Organizer

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| Title of source (group work):  Main idea:  Three supporting details:  Summary:  Fact or opinion? *After close examination of \_\_\_\_\_\_, I conclude that it is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.* |
| Claim (based upon source analyzed):  Evidence:  *First/One reason why…is…*  *Second/Another reason is…*  *Third/A final reason is…* |

Speaking Rubric

During group work, use this speaking rubric to assess students’ language production.

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| **Criteria** | **4: Expanding** | **3: Developing** | **2: Beginning** | **1: Entering** | **0: No Evidence** |
| Delivery/  language (output) | * Speaks intelligibly; L1 does not impede understanding * Speaks fluently and expresses self with ease * Makes level- appropriate grammar mistakes that do not hinder understanding * Pronounces words clearly and correctly | * Often speaks intelligibly but is influenced by L1 * Creates novel sentences with some hesitation * Makes some mistakes of previously learned grammar * Pronounces words without obstructing understanding | * Sometimes speaks intelligibly and is influenced by L1 * Begins to create novel sentences with long pauses or search for words * Makes frequent grammatical errors that impede understanding * Mispronounces many words | * Seldom speaks intelligibly and is strongly influenced by L1 * Speaks using fixed phrases or single-word answers * Shows little evidence of grammar structures * Mispronounces most words and must repeat to be understood | No evidence shown |
| Content/  vocabulary | * Expresses self using appropriate and varied vocabulary * Uses multiple sentences * Engages in interpersonal and academic conversations | * Expresses self using appropriate vocabulary * Uses sentences * Uses some academic language | * Expresses self using limited or inappropriate vocabulary; mostly social language (BICS) * Uses phrases, gesturing, L1 words to express self | * Expresses self using limited command of isolated vocabulary for common objects and activities but comprehensibility is often difficult * Uses one word answers, body language, native language or indistinguishable utterances | No evidence shown |
| Active listening | * Demonstrates understanding of previous questions/comments * Asks for clarification and gives appropriate feedback | * Asks for clarification but usually understands previous questions/comments | * Asks for frequent clarification * Speaker must alter pace or vocabulary significantly | * Demonstrates little to no understanding of questions/comments/ conversation | No evidence shown |

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| Lesson 8  **Days 8 and 9** | **Creating the CEPA** | **Estimated Time:** 45 minutes |

**Brief overview of lesson:** Students will work independently on their CEPAs. They will create a presentation board displaying an analysis of a source presenting information about women’s rights issues. The source analysis will include a summary of a selected text and a statement explaining whether the text is fact or opinion. Students will also create a claim related to women’s rights and support it using evidence gathered from analyzed sources. Through these learning experiences, students will be given an opportunity to practice synthesizing information to support a claim about a research question. As you plan, consider the variability of learners in your class and make adaptations as necessary.

## What students should know and be able to do to engage in this lesson:

* Background knowledge of main idea, details, summarization, and signal words of fact and opinion from previous lessons.

Experience analyzing texts, advertisements, and commercials.

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| **LESSON FOUNDATION** | | | |
| **Unit-Level Focus Language Goals to Be Addressed in This Lesson** | | **Unit-Level Salient Content Connections to Be Addressed in This Lesson** | |
| G.1 Recount by summarizing information demonstrating understanding of the subject under investigation.  G.2 Argue by stating a claim supported with reasoning and evidence.  G.3 Discuss to build and present knowledge through research by synthesizing ideas from multiple sources. | | CCSS.ELA-Literacy.W.9-10.7—Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.  CCSS.ELA-Literacy.W.9-10.9—Draw evidence from literary or informational texts to support analysis, reflection, and research.  CCSS.ELA-Literacy.SL.9-10.4—Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. | |
| **Language Objective** | | **Essential Questions Addressed in the Lesson** | |
| Students will be able to state a claim and support it with relevant evidence. | | Q.1 How can I use language to synthesize ideas from multiple sources to discuss issues and events?  Q.2 How can I use language to build and present researched information? | |
| **Assessment** | | | |
| * Formative assessment: Assess students’ application of learned language to collect and organize information to answer their research question. * Formative assessment: Assess students’ application of learned language to evaluate their own presentation board and the presentation board of a peer. * Self-assessment: Students will assess their own work using [the CEPA rubric](#CEPArubric). * Summative assessment: Assess students’ application of all learned language to build and present their research as evidenced by their [CEPA presentation board](#L8sampleboard), use [the CEPA rubric](#CEPArubric) to assess student work. | | | |
| **Thinking Space: What Academic Language Will Be Practiced in This Lesson?** | | | |
| **Discourse Dimension** | **Sentence Dimension** | | **Word Dimension** |
| Social and instructional language; stating claims with supporting evidence in short statements with some cohesion; reading informational paragraphs composed of simple and/or complex sentences; creating written summaries composed of simple and/or complex sentences with limited cohesion. | Simple and some complex sentence structures. | | Adjectives (fair, just, equal, unfair) and adverbs (fairly, equally, unjustly); signal words of fact (e.g., statistics, studies show, research shows) and opinion (e.g., I think, I believe, I feel, all, most, best, worst); argument related language (claim, evidence); sequencing signal words (e.g., first, second, third, the first reason, another reason, a final reason, etc.). |
| **Instructional Tips/Strategies/Suggestions for Teacher** | | | |
| * Depending on the level of your students, consider asking students to analyze differentiated texts. * Depending on the technological resources available, have students use iPads or computers to watch commercials or public service announcements and/or analyze advertisements. * Depending on students’ level of comfort with analyzing sources, consider extending this lesson for an additional day so as to allow for analysis of more sources. * Use exit ticket results to inform future instruction, making modifications as needed. | | | |

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| **STUDENT CONSIDERATIONS** |
| **Sociocultural Implications** |
| Students may have cultural or religious beliefs that conflict with the purpose of the fact or opinion activity. Some students may challenge or push back against facts and/or opinions shared. |
| **Anticipated Student Pre-Conceptions/Misconceptions** |
| * Students may still confuse opinion statements and claims. |

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| **THE LESSON IN ACTION** |
| Day 8 Lesson Opening |
| Post and explain the lesson’s language objective: “Students will be able to state a claim and support it with relevant evidence.” To promote student ownership and self-monitoring of learning, consider having students record the objective in their notebooks or summarize it in their own words. At the end of the lesson, students can reflect on their learning in relation to the objective.   * 1. Project the research question that has been explored through the unit: “What are some issues faced by women in the United States?” Explain to students that they begin working on their CEPAs, where they will demonstrate what they have learned in the unit. Tell students that in their CEPAs they will be answering a research question with a claim and providing evidence to support their claim.   2. Explain CEPA details.      1. **G**oal: Students will analyze multiple sources and perspectives about issues faced by women in the United States in order to raise awareness about women’s rights issues. Students will present their analysis of each source, supporting their claims about whether information from the source provides facts or opinions in an oral presentation accompanied by a presentation board. They will also actively listen to other presentations, ask clarifying questions, and offer feedback.      2. **R**ole: State government representative.      3. **A**udience: Local officials and community members.      4. **S**ituation: As state government representatives, students have been asked to raise awareness in their community of issues women face in United States.      5. **P**roduct performance and purpose: Students will create a presentation board that states source main ideas and details (or summarizes each source analyzed), evaluates whether information from sources is fact or opinion, and provides an evidence-based claim incorporating relevant evidence from the sources analyzed.   3. Explain steps that students will take to complete the CEPA.      1. Analyze sources about issues women face in the United States today, summarize them, and determine if they provide facts or opinions.      2. Develop claims about an issue women face in the United States in the United States today and support them using evidence gathered from sources.      3. Create a presentation board to illustrate research (analysis of sources and evidence-based claims).      4. Orally present claims and evaluation of sources using the presentation board.   4. Show a model of a [sample presentation board](#L8sampleboard) graphic organizer (or the [alternative version](#L8sampleboard2)) that students can use to communicate their research, explaining each component. |
| During the Lesson |
| Give students sources (e.g., texts, commercials or advertisements) to analyze. These could be new sources and/or previously analyzed ones.   * + 1. Ask students to identify the main ideas and supporting details and summarize the sources using their own words using the [summarizing graphic organizer](#L4summgraphorg) from Lesson 4.     2. Have students identify whether the source provides opinions or facts about women and explain their reasoning. Consider also asking students to discuss if, based on their analysis of the source, if the source is reliable.   1. Depending on students’ level of comfort with analyzing sources, consider extending this lesson by a day to allow for analysis of additional sources. |
| Lesson Closing |
| Ask students to create claims about an issue women face in the United States today based on the sources they have analyzed using the “Supporting Claims” worksheet ([version 1](#L6suppclaims) or [version 2](#L6suppclaimsB)) from Lesson 6. Post previously used [claim sentence frames](#L5creatingclaim) as reference for students. |
| Day 9 Lesson Opening |
| Review the CEPA tasks and steps. Check in with students about where they are in their completion of the CEPA.   * 1. Review the model of a [sample presentation board](#L8sampleboard) graphic organizer (or the [alternative version](#L8sampleboard2)) that students can use to communicate their research, explaining each component. |
| During the Lesson |
| Give students time to transfer their source analysis information to a presentation board using an assigned graphic organizer.  Provide [options for physical action](https://udlguidelines.wordpress.com/principle-ii/guideline-4-provide-options-for-physical-action/), such as creating a PowerPoint presentation instead of a presentation board.   * 1. Model for students how to evaluate their presentation boards using the [CEPA rubric](#CEPArubric). Explain each component to students.   2. Have students review and evaluate their own presentation boards using the CEPA rubric.   3. Model for students how to evaluate the presentation board of a peer and give constructive feedback using the peer review protocol and sentence frames.   4. Have students exchange their draft presentation boards, source evaluation, and evidence-based claims with a partner; review each other’s work; and give each other feedback using the following protocol and sentence frames:      1. *One good thing I noticed about your CEPA is…*      2. *One thing that I think you could do improve your CEPA (make it better) is…*      3. *One question I have about your source analysis or your claim is*…   5. While students are working, circulate and provide specific feedback on student peer review. |
| Lesson Closing |
| Give students time to make changes based on feedback.   * 1. Exit ticket: Have students complete a reflection log on how the creation of the CEPA is going and any specific next steps they need to take to complete the CEPA. |

Lesson 8 Resources

* iPads or computers (if possible)
* Sources to be analyzed
* Sample presentation board graphic organizer **(**[**version 1**](#L8sampleboard) **and** [**version 2**](#L8sampleboard2) **available below)**
* Helpful reminders **(**[**available below**](#L8helpfulreminders)**)**

Sample Presentation Board Graphic Organizer (Version 1)

Research question:

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| Title of source (group work):  Main idea:  Three supporting details:  Summary:  Fact or opinion? *After close examination of \_\_\_\_\_\_, I conclude that it is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.* | Title of source (individual work):  Main idea:  Three supporting details:  Summary:  Fact or opinion? *After close examination of \_\_\_\_\_\_, I conclude that it is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.* |
| Claim (based upon all sources analyzed):  Evidence:  *First/One reason why…is…*  *Second/Another reason is…*  *Third/A final reason is…* | Analysis of an additional sources (if time allows): |

Sample Presentation Board Graphic Organizer (Version 2)

Research question:

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| Title of source (group work):  Main idea:  Three supporting details:  Summary:  Fact or opinion? *After close examination of \_\_\_\_\_\_, I conclude that it is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.* | Title of source (individual work):  Main idea:  Three supporting details:  Summary:  Fact or opinion? *After close examination of \_\_\_\_\_\_, I conclude that it is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.* |
| Title of source (individual work):  Main idea:  Three supporting details:  Summary:  Fact or opinion? *After close examination of \_\_\_\_\_\_, I conclude that it is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.* | Claim: (based upon all sources analyzed)  Evidence:  *First/One reason why … is …*  *Second/Another reason is …*  *Third/A final reason is…* |

Helpful Reminders

**Finding the Main Idea and Details**

Remember to look at the title and find the topic sentence you help you.

You only are submitting three, details so choose the best ones!

**Writing a Summary**

Look at the main idea and details for help and put everything together in your own words. Write about two or three sentences.

**Summary Sentence Frames**

This (source name) is about…

**or**

The (source name) *explores, explains, demonstrates, discusses, suggests, compares and contrasts…*

**Fact versus Opinion**

Signal words of opinions: *think, believe, feel, all, most, best, worst, always, every, never*

**Writing a Claim**

1. No opinion words!
2. It can be argued!
3. Try to start your claim with a dependent clause like (starting with *After/Because/Due to/In the world,* for example).
4. Adverbs related to *bad* or *unfair: unfairly, unequally, improperly, unjustly, wrongfully*
5. Adverbs related to *good* or *fair:* *Fairly, properly, justly, equally*

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| Lesson 9  **Days 10 and 11** | **Presenting the CEPA** | **Estimated Time:** 45 minutes (depending on the number of students) |

**Brief overview of lesson:** During this lesson, students will learn about oral presentations and present their evidence-based claims orally applying basic presentation skills (e.g., voice level, pronunciation, appropriate use of academic vocabulary). They will also listen to each other’s presentations, ask clarifying questions and provide feedback. These experiences give students an opportunity to demonstrate their learning of academic language knowledge and skills embedded in the units’ Focus Language Goals. As you plan, consider the variability of learners in your class and make adaptations as necessary.

## What students should know and be able to do to engage in this lesson:

* Basic knowledge about main idea, supporting details, summarization, facts, opinions, and claims from previous lessons.

Experience analyzing advertisements, commercials, and texts.

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| **LESSON FOUNDATION** | | | |
| **Unit-Level Focus Language Goals to Be Addressed in This Lesson** | | **Unit-Level Salient Content Connections to Be Addressed in This Lesson** | |
| G.1 Recount by summarizing information demonstrating understanding of the subject under investigation.  G.2 Argue by stating a claim supported with reasoning and evidence.  G.3 Discuss to build and present knowledge through research by synthesizing ideas from multiple sources. | | CCSS.ELA-Literacy.W.9-10.7—Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.  CCSS.ELA-Literacy.W.9-10.9—Draw evidence from literary or informational texts to support analysis, reflection, and research.  CCSS.ELA-Literacy.SL.9-10.4—Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. | |
| **Language Objective** | | **Essential Questions Addressed in the Lesson** | |
| Students will be able to orally present evidence-based claims using sequencing signal words; adverbs; adjectives; and fact, opinion, and claim vocabulary. | | Q.1 How can I use language to synthesize ideas from multiple sources to discuss issues and events?  Q.2 How can I use language to build and present researched information? | |
| **Assessment** | | | |
| * Summative: Assess student oral presentation of their CEPAs using all learned language. * Self-Assessment: Students will self-assess using the [presentation rubric.](#L9peerpresentationrubric) | | | |
| **Thinking Space: What Academic Language Will Be Practiced in This Lesson?** | | | |
| **Discourse Dimension** | **Sentence Dimension** | | **Word Dimension** |
| Social and instructional language; stating claims with supporting evidence in short statements with some cohesion; creating written summaries composed of simple and/or complex sentences with limited cohesion; short oral presentation of information | Simple and some complex sentence structures | | Adjectives *(fair, just, equal, unfair)* and adverbs *(fairly, equally, unjustly);* signal words of fact (e.g., *statistics, studies show, research shows*) and opinion (e.g., *I think, I believe, I feel, all, most, best, worst*); argument-related language *(claim, evidence);* sequencing signal words (e.g., *first, second, third, the first reason, another reason, a final reason*); general academic vocabulary *(main ideas, supporting details)* |
| **Instructional Tips/Strategies/Suggestions for Teacher** | | | |
| * Adapt length and/or presentation format assigned to each student based on student needs. * If using an anchor chart to record various issues women face in the United States today, give students time to brainstorm any issues they would like to add to it during the lesson. A chart like this can help to inform the CEPA and can make the learning relevant and personal for students. | | | |

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| **STUDENT CONSIDERATIONS** |
| **Sociocultural Implications** |
| * Some students may have cultural or religious beliefs that conflict with the purpose and message of the feminist movement. Some students may question the movement’s main message and might even push back against it/challenge it. Clarify that the purpose of this unit and student presentations is to educate students, not convince them to agree with any particular belief. * Some students may have little or no experience orally presenting academic topics in front of a larger group. |
| **Anticipated Student Pre-Conceptions/Misconceptions** |
| * Students may think that it is OK to read when orally presenting. |

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| **THE LESSON IN ACTION** |
| Day 10 Lesson Opening |
| Post and explain the lesson’s language objective. “Students will be able to orally present evidence-based claims using sequencing signal words, adverbs, adjectives, and fact, opinion, and claim vocabulary.” To promote student ownership and self-monitoring of learning, consider having students record the objective in their notebooks or summarize it in their own words. At the end of the lesson, students can reflect on their learning in relation to the objective.   * 1. Give students time to complete their presentation boards (if needed).   2. Review CEPA presentation expectations. Explain how students are expected to introduce their research question, review their presentation board, and argue their claim supported by evidence. |
| During the Lesson |
| Model how to deliver oral presentations.   * + 1. Model an ineffective presentation. For example, read from the paper very rapidly, have the presentation board right in front of your face, speak very softly so that the students cannot hear you, and do not explain your materials.     2. Ask students to respond to your presentation with prompts such as “What did you notice about the presentation?” “Was it an effective presentation that communicated my ideas well or was it ineffective?” “What recommendations for improvement would you make?” Give students time to think about these prompts individually first, then share with a partner, and finally discuss as a whole class. During the class discussion, record student responses in an anchor chart about oral presentations (e.g., a T-Chart with a column for characteristics of effective presentations and another column for characteristics of ineffective presentations).   Provide [options for perception](https://udlguidelines.wordpress.com/principle-i-provide-multiple-means-of-representation/guideline-1-provide-options-for-perception/), such as adding images to the anchor chart.   * + 1. Tell students you would like to try presenting a second time and deliver an effective presentation (e.g., speak at an appropriate pace, speak loudly enough for the class to hear you but not too loud, explain your materials, look around the room making eye contact as you speak. Ask students to respond to this second presentation as they did to the first one and record their responses on the anchor chart. Review the completed chart and answer any remaining questions.   Provide [options for perception](https://udlguidelines.wordpress.com/principle-i-provide-multiple-means-of-representation/guideline-1-provide-options-for-perception/), such as adding images to the anchor chart, giving students a printed version of the completed anchor chart, or having them view it on a computer.   * 1. Provide sentence frames for starting and finishing presentations, such as “Good afternoon, my name is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and I am going to talk about \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” and “For these reasons, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Thank you for listening, and have a great day.” Post the sentence frames and/or give students a printed version.   2. Introduce the [peer presentation rubric](#L9peerpresentationrubric) and review criteria that will used to assess presentations. Tell students that they will analyze each other’s presentations and give each other feedback, just as they did with the teacher presentations, using the peer presentation rubric. Explain to students that feedback is meant to help people get better at something and that they should not anything that would hurt someone’s feelings.   Provide [options for perception](https://udlguidelines.wordpress.com/principle-i-provide-multiple-means-of-representation/guideline-1-provide-options-for-perception/), such as viewing the rubric on a computer and/or changing the categories or language on the rubric to reflect characteristics of oral presentations discussed as a class and included in the anchor chart.  Provide [options for physical action](https://udlguidelines.wordpress.com/principle-ii/guideline-4-provide-options-for-physical-action/), such as giving anonymous feedback using a program such as [Plickers.](https://plickers.com/)   * 1. Allow students to ask any additional clarifying questions. |
| Lesson Closing |
| Have students complete an exit ticket where they explain in their own words what they are expected to do when presenting their CEPAs. Provide sentence frames such as: “When I present, I need to first…, then…, and finally…”  Provide [options for physical action](https://udlguidelines.wordpress.com/principle-ii/guideline-4-provide-options-for-physical-action/), such as writing, typing, dictating, or orally explaining responses to the exit ticket. |
| Day 11 Lesson Opening |
| Review CEPA presentation expectations (applying characteristics of effective presentations discussed the previous day, actively listening to presenters, and evaluating presenters with [peer presentation rubric](#L9peerpresentationrubric)). Answer any remaining questions students may have. |
| During the Lesson |
| Give students an opportunity to deliver their oral presentations. After each presentation, allow for time for students to evaluate the presenter using the [peer presentation rubric.](#L9peerpresentationrubric)  Provide [options for physical action](https://udlguidelines.wordpress.com/principle-ii/guideline-4-provide-options-for-physical-action/), such as presenting to the whole class or presenting to a small group. |
| Lesson Closing |
| Give students time to self-assess using the [presentation rubric](#L9peerpresentationrubric), and have them share why they chose specific scores with a partner.  Provide [options for physical action](https://udlguidelines.wordpress.com/principle-ii/guideline-4-provide-options-for-physical-action/), such as using a computer.   * 1. Revisit the statements about women’s rights discussed in [Lesson 1](#L1). Project and read each statement, or give students printed copies. Ask students to decide whether they think statements are true or false, then share with a partner. Discuss as a whole class.      1. In the United States, women and men are paid equally ([false](https://www.whitehouse.gov/blog/2014/09/19/chart-week-persistent-gender-pay-gap)).      2. There are more women in politics than men (false).      3. Only 35 percent of women are nightly newscasters/say the news at night ([true](http://wmc.3cdn.net/2e85f9517dc2bf164e_htm62xgan.pdf)).      4. Studies show that today women are portrayed as sexual objects less than in the past ([false](http://www.pbs.org/newshour/updates/social_issues-july-dec13-sexualization_12-21/)). |

Lesson 9 Resources

* Projector
* Computer
* Peer presentation rubric **(**[**available below**](#L9peerpresentationrubric)**)**
* Performance Indicators ([**available below**](#PI))
* CEPA rubric **(**[**available below**](#CEPArubric)**)**

Peer Presentation Rubric

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria** | **Excellent** | **Great** | **Good** | **Needs Practice** |
| **Voice Control** |  |  |  |  |
| Projection |  |  |  |  |
| Pace |  |  |  |  |
| Pronunciation |  |  |  |  |
| **Body Language** |  |  |  |  |
| Posture—standing straight and relaxed |  |  |  |  |
| Eye contact |  |  |  |  |
| **Contents of Presentation** |  |  |  |  |
| Introduction and explanation of the artifact |  |  |  |  |
| Explanation of why it is the most effective |  |  |  |  |

Differentiation of the CEPA Using WIDA Performance Indicators

Teachers may adjust performance indicators as necessary based on student needs.

Model Performance Indicators

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **WIDA Standard: The Language of Language Arts**  **WIDA PI Receptive Domain: Reading** | | | | |
| ***Level 1—Entering***  ***X*** | ***Level 2—Emerging***  Summarize short sentences, advertisements, and commercials in partners and small groups. | ***Level 3—Developing***  Summarize paragraphs, advertisements, and commercials in partners and small groups. | ***Level 4—Expanding***  ***X*** | ***Level 5—Reaching***  ***X*** |
| **WIDA Standard: The Language of Language Arts**  **WIDA PI Productive Domain: Speaking** | | | | |
| ***Level 1—Entering***  ***X*** | ***Level 2—Emerging***  State a claim supported by evidence using graphic support, such as a presentation board. | ***Level 3—Developing***  Explain a claim supported by three pieces of evidence using graphic support, such as a presentation board. | ***Level 4—Expanding***  ***X*** | ***Level 5—Reaching***  ***X*** |

CEPA Rubric

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Level 4** | **Level 3** | **Level 2** | **Level 1** |
| **Main Idea and Details** | I found the main idea and three supporting details for each text without any help. | I found the main idea and three supporting details for each text with a little help. | I found the main idea and two or three supporting details for most of the texts. I needed some help. | I found some of the main ideas and two or three supporting details, but I needed help. |
| **Summary** | For each text, I wrote what the text is about in my own words and I focused on the specific topic. | For each text, I wrote what the text is about, mostly in my own words, and I focused on the topic. | For most texts, I wrote what they text is about, but used some words and phrases from the text. I usually focused on the topic. | For some texts, I wrote what they text is about, but used many words and phrases from the text. I sometimes focused on the topic. |
| **Factor or Opinion** | I used the sentence “After close examination of the text, I conclude that this text is a fact/opinion because \_\_\_\_\_\_\_\_\_\_\_.” I explained my answer by giving specific signal words like *facts* or *I* statements as evidence. | I used the sentence “After close examination of the text, I conclude that this text is a fact/opinion because \_\_\_\_\_\_\_\_\_\_\_.” I explained my answer by giving some signal words like *facts* or *I* statements as evidence. | I used the sentence “After close examination of the text, I conclude that this text is a fact/opinion,” but I did not explain my answer with evidence. | I did not use the sentence “After close examination of the text, I conclude that this text is a fact/opinion” and did not explain my answer with evidence. |
| **Claim and Examples** | To write my claim as a fact, I used the sentence frame “In the United States today, women are treated \_\_\_\_\_\_.” I ended the sentence with a descriptive adverb. I used transition words to give specific examples from the text to support my claim. | To write my claim as a fact, I used the sentence frame “In the United States today, women are treated \_\_\_\_\_\_.” I ended the sentence with a descriptive adverb. I usually used transition words to give specific examples from the text to support my claim. | To write my claim as a fact, I used the sentence frame “In the United States today, women are treated \_\_\_\_\_\_.” I did not end the sentence with a descriptive adverb. I sometimes used transition words to give specific examples from the text to support my claim. | I did not use the sentence frame or descriptive adverbs. I listed evidence to support my claim, but did not use transition words. |
| **Language Complexity**  (From WIDA Linguistic Complexity) | I write with a variety of sentence lengths, developing structure for detail and clearness. | I write with simple and expanded sentences for detail. | I write with phrases and short sentences; some organization. | I write with single words, phrases, or pieces of simple language; some text may be copied. |

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