

Finding and Citing Evidence Lesson Plan

Lesson Overview

Topic	Lesson Information
Lesson Title:	Finding and Citing Evidence
Lesson Author:	Rachel Baron
Date Created:	5-27-2021
Lesson Timeframe:	3-5 hours over at least two days
Content Area(s):	ELA
General Topics/Skills Covered:	Reading and Writing
NRS Level(s):	NRS 3 (CCRS level C)
Prerequisite Skills:	Students should have some familiarity with writing paragraphs

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Standards and Skills Addressed

Topic	Your Standards and Skills Addressed
College and Career Readiness Standards (CCRS):	Reading 1 C: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (RI/RL.4.1) Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (RI/RL.5.1) Writing 5 C: With guidance and support from peers and others, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 at this level.) (W.5.5)
English Language Proficiency Standards (ELPS) (if applicable):	N/A
Target Grammar/Language Forms (for ESL):	N/A
Standards for Mathematical Practice:	N/A
Foundation Skills Framework (Workforce Skills):	Reads with understanding Writes clearly and concisely

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Topic	Your Standards and Skills Addressed
<p>Digital Literacy Skills (also see checklist below):</p>	<p>(May vary depending on how students access the lesson materials and write the paragraph)</p> <p><i>Skills taught or modeled:</i></p> <ul style="list-style-type: none"> - Reading and highlighting a passage on the computer <p><i>Skills practiced (teachers may need to include additional instruction based on student need):</i></p> <ul style="list-style-type: none"> - Entering a class code and password to access online material - Navigating within a particular website - Clicking on links to access documents and videos - Answering multiple-choice and short-answer questions digitally <p>Copying and pasting</p>
<p>Digital Literacy Skills Checklist:</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Are students taught how to find and evaluate the validity of online sources? Are they given an opportunity to practice doing so with different topics and for different tasks? <input type="checkbox"/> Are sufficient instructions given to students around the use of digital tools, and is sufficient time provided to practice using the tools? <input type="checkbox"/> Do students use digital tools to create and present products (e.g., papers, presentations, graphics)? <input type="checkbox"/> Are students provided with an opportunity to select and use appropriate technology to solve problems in class?

Objectives, Materials, Vocabulary, and Culturally Responsive Teaching

Topic	Your Objectives, Materials, Vocabulary, and Culturally Responsive Teaching
<p>Lesson Objective(s):</p>	<p>Students will demonstrate understanding of the vocabulary words by answering five out of six multiple choice questions correctly.</p> <p>Students will use an active reading technique (highlighting) to gather evidence on second reading of a story.</p> <p>Students will make inferences when answering the ReadWorks multiple-choice and short-answer questions.</p> <p>Students will edit their response to ReadWorks question 10 to strengthen the use of evidence.</p>
<p>Lesson Objective Tips:</p>	<ul style="list-style-type: none"> • Check it with SMART. (Is it Specific, Measurable, Achievable, Relevant, and Timely?)
<p>Texts, Materials, Resources (also see checklist below):</p>	<p>Lesson Guide for Students</p> <p>Reading: <i>Taken by Surprise</i> by Edward I. Maxwell (fiction short story) 1,509 words, Lexile: 970L -- accessed via ReadWorks.org</p> <p>Vocabulary: Vocabulary Video (length 3:45) Vocabulary definitions Quizlet Vocabulary Quiz</p> <p>Reading Comprehension: Highlighting Video (length 3:32) ReadWorks Questions (included with article)</p>

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	<p>Writing: Final Activity Instructions Evidence video (length 6:27) optional additional video (length 3:32) Evidence handout</p> <p>Technology/Preparation Notes: This lesson was designed to be delivered to students asynchronously. If desired, it could be adapted to live instruction, in which case the teacher should present the information in the videos, possibly making the videos available as additional resources for students. (In that case, you may want to use these presentations: vocabulary, evidence.)</p> <p>The lesson guide is the main way that students will navigate through the lesson and access the materials. You will need to edit the guide to give students the correct information for accessing and submitting the lesson components. Places that you must add information are bracketed and highlighted in yellow. As with all the other lesson documents, feel free to convert this to a Word doc or pdf, copy and paste it into an LMS or email, or otherwise change the format to work well for your student(s).</p> <p>The vocabulary quiz is attached to this lesson as a Google doc--you may want to copy and paste this into your LMS, a Google form, or another application to create a quiz. The correct answers are: d,a,d,c,a,b.</p> <p>The instructor will need to have/make a free teacher account at ReadWorks.org, create a class, and add/invite students. This will take 15-30 minutes depending on your familiarity with similar sites, the number of students you have, and the method you use for adding them. Next, search for "Taken by Surprise," verify that the details match the information in</p>

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	<p>the materials section, and assign it to the appropriate student(s), making sure to assign the full question set. Students will have the option of accessing the ReadWorks lesson online or downloading it for later use. Students who need to download materials in advance should make sure they have everything from the materials list on the lesson guide. ReadWorks is fully compatible with smartphones and tablets.</p> <p>If this reading is on the challenging side for your student(s), consider using the Step Reads feature to give students the option of reading an easier version of the passage in addition to the regular one.</p> <p>For help using ReadWorks.org as an instructor, go to this page.</p> <p>To find student-facing videos and materials about using ReadWorks, go here.</p> <p>Feel free to adjust the handouts I created (attached as Google documents) to better meet the needs of your students. If you edit the documents, you will need to update the links in the student materials to point to your versions.</p> <p>Videos were made using Apowersoft Screen Recorder.</p>
Texts, Materials, Resources Checklist:	<input type="checkbox"/> Are the recommended texts relevant to adult learners, culturally responsive, and useful for building knowledge and achieving the objectives?
Lesson Vocabulary:	Tier 2: sterile, investigate, vain, austere Tier 3: spelunk, subterranean
Culturally Responsive Teaching Notes (also see checklist below):	

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Culturally Responsive Teaching Checklist:	<ul style="list-style-type: none"> <input type="checkbox"/> Is it evident that students will connect content to their own lives and to what they already know? <input type="checkbox"/> Do the student resources regularly include authors, images, and ideas from a range of racial, cultural, linguistic, gender, and (dis)ability representations and backgrounds, especially those of our students? <input type="checkbox"/> Do cultural representations and varied perspectives seem to be fair and accurate? Are stereotypes avoided?

Instructional Activities

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Lesson Introduction:	<p>Depending on the format of your class, you could do the introduction in person, over a video or phone call, or by making a short video. Make sure that you include the following information:</p> <ul style="list-style-type: none"> ● Explain that students will be reading a story and improving their written responses to a question about the story. ● Share the lesson objectives with the students. (Student-friendly objectives are at the top of the lesson guide for students.) ● Introduce the story by saying that students will be reading about a man who discovers something unexpected while at work. On the HSE tests, students will need to read fiction stories and understand why characters act the way they do.

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	<ul style="list-style-type: none"> ● All the instructions for the lesson are in the lesson guide, so they should make sure they understand it. ● If you do not regularly focus on vocabulary in your class, you may want to say, “Understanding academic vocabulary is very important for helping you understand this reading and others that you might see in the future. Even if you already know these words in other contexts, they often have additional meanings that are not as common.” <p>Encourage students to try to get the main ideas and not worry too much about details their first time through the story. If you want, you can remind them to try to answer these questions as they read: “What does Tim discover at work? How does he feel about his discovery?”</p>
Lesson Introduction Tips:	<ul style="list-style-type: none"> ● Explain how the lesson objectives will be shared with learners. ● Make connections to learners’ goals and prior and future lessons.
Lesson Body, Direct Instruction:	
Lesson Body, Guided Practice:	<p>First, look over the student-facing Lesson Guide. This lesson plan offers additional information and guidance for teachers, following the numbered steps in the guide.</p> <ol style="list-style-type: none"> 1. Students are directed to try to answer two questions as they read. I recommend having students submit these answers to you (email, text messaging, messaging in your LMS, Google forms, or a quiz app would all be good ways to do this). Check to make sure that students have gotten the gist of the story, and respond promptly if a student has a major misconception. 2. Students will watch a video and read a handout with the vocabulary words and definitions. Students who want more practice can complete activities on Quizlet.

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	<p>Depending on how you assign the quiz to students, you may need to follow up with students to give them feedback. If students miss more than one question on the quiz, consider providing additional clarification or instruction.</p> <ol style="list-style-type: none"> 3. If you notice an unusually long gap in time before receiving the responses to the reading comprehension questions, follow up with students to address any technical issues. If students miss more than one question on the multiple choice portion of the quiz, consider providing additional clarification or instruction. (Note: Unless you change the settings, students will see their results for the multiple choice questions immediately and those for the short answer questions as soon as you grade them. Since students will be returning to the short answer questions later, you may decide not to grade them or just mark them complete/incomplete.) 4. If students struggle to find the reading back after they submit their answers on ReadWorks, instruct them to click on the “submitted assignments” tab. You will need to plan time to read students’ responses and provide feedback. (See the “assessment” and “lesson conclusion” sections for more information.) If you have a standard writing rubric that your students are already familiar with, you could include that here, too.
<p>Lesson Body, Independent Practice:</p>	
<p>Lesson Body Tips:</p>	<ul style="list-style-type: none"> • Provide enough detail that another instructor could teach this lesson based on the information in this lesson plan. • Include how the students will be grouped, approximate timeframes for each activity, and how technology will be integrated.

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	<ul style="list-style-type: none"> Describe how and where in the lesson sequence, the instructor will model the target skills and/or tasks for the learners.
Differentiation (also see checklist below):	
Differentiation Checklist:	<ul style="list-style-type: none"> <input type="checkbox"/> Are teachers cued to adapt instruction for their specific learners? <input type="checkbox"/> Are there adequate supports to help teachers differentiate instruction to meet the needs of individual learners, including English learners and those with learning disabilities? (e.g., texts at different levels, broad topics or compelling tasks that allow teacher/student flexibility) <input type="checkbox"/> What kinds of choices are students able to make within the lesson plan (e.g., text selection, project topics or products)?
Assessment:	<p>Each part of this lesson includes at least one activity that will allow you to check on your students' understanding and progress. In part one, you will just be looking for a general understanding of the story. Parts two and three include multiple-choice questions that will allow you to gauge students' understanding of the vocabulary words and the story. In addition, the teacher view on ReadWorks gives you the ability to see what students have highlighted. As with any lesson, you should use these opportunities to assess student skills, plan future lessons, offer additional support or instruction, and/or make adjustments to upcoming parts of the lesson.</p> <p>In part four, you will be looking at student writing. For the purposes of this lesson, you should assess the writing using the same three questions the student saw on the final activity page:</p> <ol style="list-style-type: none"> a. Did you answer the question in a complete sentence?

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	<p>b. Did you use evidence from the story to show why you answered the way that you did?</p> <p>c. Did you explain how that evidence connects back to your answer?</p> <p>Plan time to discuss each student’s writing individually. This will take no more than 10 minutes for most students, and will be combined with the lesson conclusion.</p>
<p>Assessment Tips:</p>	<ul style="list-style-type: none"> • Describe the ongoing assessments that will be used to check learners’ progress toward the lesson objectives. • Describe the cumulative assessments that will measure the extent to which learners met the lesson objectives.
<p>Lesson Conclusion:</p>	<p>Congratulate students on all the work they did with this story! Remind them of the learning objectives and ask them some or all of these reflection questions (this could be done verbally, in a quiz app, via text/email, etc.):</p> <p>Did you learn any new vocabulary words from this lesson? What did you learn about using evidence from this lesson? What do you want to remember from this lesson going forward? What do you want more practice with?</p> <p>Your response to the students can be done on an individual basis at the same time that you provide feedback for the final activity. This could be done in person or over a video or phone call. In your response, refer back to individual students’ work to show the degree to which you believe they achieved the objectives, and address any concerns they raised in the reflection questions. If possible, connect this lesson to the next one you have planned, or to something you are doing in the “live” portion of your class.</p>

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Lesson Conclusion Tips:	<ul style="list-style-type: none"> ● Review lesson objectives. ● Provide an opportunity for student reflection. ● Connect to prior and future learning.
Lesson Extension, Homework:	<ul style="list-style-type: none"> ● additional activities on Quizlet ● repeat the writing assignment with a different short-answer question
Lesson Extension, Additional Enrichment/Practice Opportunities:	
Key Shifts:	<ul style="list-style-type: none"> ● Check to ensure that your lesson addresses the Key Shifts in the CCRS.
ELA Key Shifts (check all that apply):	<ul style="list-style-type: none"> <input type="checkbox"/> Text Complexity <input type="checkbox"/> Evidence <input type="checkbox"/> Building Knowledge
Math Key Shifts (check all that apply):	<ul style="list-style-type: none"> <input type="checkbox"/> Focus <input type="checkbox"/> Coherence <input type="checkbox"/> Rigor

Instructor Reflection Before the Lesson

Instructor Reflection Questions (to be completed before teaching the lesson):

- Are there opportunities to position students as experts on topics?
- What implicit bias might be reflected in the lesson or instructional design of the lesson?
- Were sufficient instructions on the use of digital tools provided and do students have an opportunity to practice?
- Were students provided with the opportunity to make choices regarding the lesson topic, project, etc.?

Instructor Reflection After the Lesson

Instructor Reflection Questions (to be completed after teaching the lesson):

- What went well in the lesson?
- What did not go well in the lesson?
- Did the learners meet the lesson objectives? If not, why?
- What changes should be made for next time the lesson is taught?