

Module 2: Workshop 5 Lesson Plan

<p>Overall Learning Goals Strategies for Developing Common Core Skills in Content Areas (Reading/Writing): to train administrators and adult educators to develop instructional strategies for developing Common Core skills in content areas to better serve their ESOL, ABE, and pre- HSE student constituency.</p>	<p>Lesson Topic Developing reading comprehension skills for non-fiction literacy materials, utilizing excerpts from sample test materials and identifying main ideas and key themes for interpretation and analysis, including identifying claims and evidence.</p>
<p>Curriculum Developer Jeanne Pope</p> <p>Workshop Trainer</p>	<p>Date</p> <p>Location</p>
<p>Intended Audience</p> <ul style="list-style-type: none"> • Students (content was designed as a student lesson). • Note: Tips for instructors to consider as they are planning to teach this lesson are included where appropriate (refer to Teacher Focus sections). 	
<p>Standards Alignment The Common Core CCSS ELA/Literacy Standards:</p> <ul style="list-style-type: none"> • CCSS.ELA-Literacy.RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. • CCSS.ELA-Literacy.RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. • CCSS.ELA-Literacy.RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. • CCSS.ELA-Literacy.W.6.1 Write arguments to support claims with clear reasons and relevant evidence. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. • CCSS.ELA-Literacy.W.6.1.b Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. 	
<p>Goals and Objectives (SWBAT) Participants will become familiar with:</p> <ul style="list-style-type: none"> • Examining various types of nonfiction prose. • Explain how individuals, events, or ideas develop and interact throughout a text, and analyze connections in a text. • Examine the importance of writing a reading response to an excerpt example 1 similar to the one given in the new addition of the TASC exam, and • Respond to another excerpt example 2, similar to the one given in the new addition of the TASC exam. 	
<p>Warm-Up/Review</p> <ul style="list-style-type: none"> • How has the TASC exam changed in the areas of reading and writing? • How may we help our students to build reading skills and to write reader’s responses that are required on the most recent TASC exam? 	
<p>References (APA Style)</p> <ul style="list-style-type: none"> • Adams, J. (1776). <i>My Countrymen Want Art and Address, John Adams to Abigail Adams, 1776</i>. Retrieved June 8, 2015, from www.masshist.org/digitaladams/archive: http://www.masshist.org • DuBois, W. (1994). <i>The Souls of Black Folk</i>. United States by Courier Publication: Dover Publications, Inc. • Staff, S. (2015, June). <i>Are Video Games Sports?</i> Retrieved June 2015, from www.scholastic.com: http://www.scholastic.com 	



The TASC Transition curriculum is a collaborative project of the New York State Education Department and the Queens Borough Public Library, supported by funding from the New York State Department of Labor.

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- Treasury, S. a. (2015, June). *www.theteachertreasury.com*. Retrieved June 2015, from Making Inferences with Pictures: <http://www.theteachertreasury.com>
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Technology and Handouts

Technology Needs

- AV cart with projector, laptop, and speakers will be provided.
- Laptop or tablet computer for each student with access to Internet.

Presentation Needs & Handouts

Each item listed below will be available in PDF format:

- Excerpt From My Country Want Art.
- Disciplinary Action Form.
- Excerpt from Theodore Roosevelt: An Autobiography.
- Excerpt from Chapters from My Autobiography.
- Washington's Argument.
- Du Bois' Argument.
- Children and Second Hand Smoke.
- Dress Code Change E-mail.
- Letter from Human Resources Department.
- Eye Witness Account of the Sinking of the Titanic.

Lesson Plan Activities

Part 1: Examine Various Types of Nonfiction Prose

Lesson Content

There are many different examples of nonfiction utilized on the TASC exam. Participants/students will be shown samples to explore followed by specific reading selections and questions to become more familiar with what is offered on the actual TASC exam. The value of understanding words in context will be emphasized and vocabulary related to the reading excerpts will be made available to all participants.

Lesson Materials

- Nonfiction samples.
- Reading excerpts similar to those used in TASC exams.
- Questions.
- Vocabulary.

Teacher Focus

- What strategies do students use to determine the meaning of the words and sentences in a nonfiction excerpt in order to help them to portray the meaning of a paragraph?
- How do the ideas in a paragraph help a reader to analyze the text?

Student Focus

How does using context clues help the reader to comprehend difficult vocabulary in a text?

Lesson Activities

- Activity 1: Facilitator will distribute samples of different types of nonfiction such as, letters, diaries, memoirs, essays, and legal documents.
 - Each group will investigate (quick read) how each piece of writing while truthful (nonfiction) is written in a different genre.
 - Facilitator explains that similar writings are likely to be on the TASC exam.
- Activity 2: Think, Pair, Share - Participants will receive a reading excerpt, an employee "Disciplinary Action Form" and will be asked to read through it. They will also receive a related vocabulary sheet.
 - Before answering the 3 questions in response to the excerpt, they will interpret vocabulary and examine sentences in the directions that would be needed to complete the form as required.
 - Then pair up to answer the questions and share with the group.
- Activity 3: Participants will receive a nonfiction letter excerpted from My Countrymen Want Art and Address, John Adams to Abigail Adams by John Adams, 1776 with 3 questions.



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- They will repeat the Think, Pair, Share process above and when they share-out, discuss how different the process was with each piece.
- Activity 4: Related vocabulary will be provided by the Instructor.
 - Participants will examine some of the words using examples from the text.
 - A group discussion will ensue identifying the importance of defining vocabulary using context clues to make sense of the sentences and identify the connections for enhanced comprehension and overall analysis of the text.
- Activity 1: Facilitator will chart varied responses (context clues) on large chart paper and review the various types of nonfiction prose that appear on the TASC exam. (Consider reviewing the nonfiction samples).

Wrap Up/Assessment

- Utilizing charted responses, review the importance of examining parts of a text in order to determine meaning and how this relates to the author’s point of view and the purpose of the text.
- Questions for students:
 - Why is it important to define meanings of words within a text?
 - What is a topic sentence and how does this relate to the information in a paragraph?
 - How do we utilize the events in the text to determine author’s purpose and point of view?

** Criteria to evaluate student questions:*

- *Students need to recognize how understanding vocabulary helps one to comprehend the text.*
- *By breaking down the structure of a text such as, identifying a topic sentence helps students to understand how to make connections in a text.*
- *As students examine the events in the text, they will be able to recognize the author’s purpose for writing the piece.*

Part 2: Analyzing Main Idea and Citing Evidence

Lesson Content

Explain How “Individuals, Events, or Ideas” Develop and Interact Throughout a Text, and Analyze Connections in a Text.

- Facilitator will define inference/insinuation and how they are drawn from gathered information in a text.
- Simple pictures will be used to identify how pictures tell a story even though there is no text to state what is happening – inference.
- Participants will examine a nonfiction excerpt and a cluster diagram that allows them to gather key words, details, and evidence to help them to answer the comprehension and inference/analysis questions (similar to those on a TASC exam).
- Upon reading and completing activities, they will understand the process leading to making inferences and analyzing connections in a text.

Lesson Materials

- Making Inferences with Pictures.
- Graphic organizer (cluster map).
- Reading Excerpt.
- Questions.

Teacher Focus

- How can you best support students in making inferences which leads to analysis of main idea?
- How does citing evidence from a text support a student to make claims and inferences?

Student Focus

- What is an inference?
- Even though pictures do not include text, what do they imply?
- How does this relate to inference?
- What is the difference between a “comprehension” question and an “inference/analysis” question?

Lesson Activities

- Activity 1: Facilitator will lead a preliminary discussion about inference and implication and how inferences are drawn from gathered information.
 - Participants will be asked to work in groups of 4 or 5. They will receive 4 pictures to examine “making inferences with pictures.”
 - Each group will share out their inferences made such as, graduates, missed the bus, watching a sad movie, etc.
- Activity 2: Each team/group will be given an excerpt and asked to read a movie review by Johanna Steinmetz, Chicago



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Tribune.

- o Cluster Diagram Activity: Participants will be given a graphic organizer (cluster diagram) and be asked to write a key word in the center of the diagram and relate and write other details in the connecting bubbles to help them to make inferences about the text.
- o Emphasis will be placed on citing evidence from the author's point of view, and using words that might reveal a secret meaning (one that is not obvious) which will lead up to a better understanding of the excerpt through inference and analysis.
- Activity 3: They will examine and discuss the inferences made by comparing notes from the cluster map. Then they will be prepared to answer two questions. (Similar to a LAR question on the TASC test). The first question assesses comprehension and the second assesses making inference/analysis.
 - o Group findings will be shared out and will serve as a review as to how inferences develop ideas presented in a text noting the importance of making connections between key words, individuals and events that aid readers in comprehension and analysis of the text.
 - o The facilitator will share the correct responses to the questions and the reasons why to emphasize the difference between assessing comprehension questions v inference/analysis questions.

Wrap Up/Assessment

- Facilitator will identify a word or phrase from the text and ask the participants what it means and how have they come to that awareness.
- Facilitator will discuss the importance of making inferences to establish a deeper meaning of the text and review the concepts learned in today's lesson.
 - o Identify one important word or phrase that the author introduces in the reading excerpt presented today. What does this word or phrase mean? What clues caused you to arrive at that answer?
 - o What clues or hints were presented in the pictures that led you to interpret what was going on in that picture? (Understanding the text or picture by making inferences allows a student to examine the details and analyze what is being stated in a visual piece or in a written text.)
 - o Write down one main concept or idea that you acquired from today's lesson.

Part 3: Writing a Reading Response to an Excerpt (Example 1)

Lesson Content

Examine the Importance of Writing a Reading Response to an Excerpt (Example 1 - similar to the one given in the new addition of the TASC exam).

- Facilitator will discuss how arguments are presented in nonfiction prose.
- Participants will study propaganda and be able to define its meaning.
- They will be able to separate fact from opinion to trace and evaluate an argument and recognize how outlining information presented in a nonfiction text will support them in writing a constructed reader's response.

Lesson Materials

- Reading excerpt from Scholastic.
- Completed propaganda organizer.
- Graphic Organizer – Fact and Opinion.
- Ruled paper.

Teacher Focus

Non-fiction prose: How do you best assist students in separating fact from opinion in order to help students trace and evaluate an argument presented in a text?

Student Focus

- Some nonfiction texts present information, while others use information to present an argument. What is an author trying to do when he/she writes in this way? (The author wants to persuade the reader to take his/her position in the argument being presented.)
- Why do authors of argumentative nonfiction use propaganda to persuade their readers? (Propaganda used by writers' is a way of marketing their way of thinking.)
- How does separating fact from opinion help to trace and evaluate an argument?

Lesson Activities

- Activity 1: Instructor will have a preliminary discussion with students about non-fiction prose that presents an argument.



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- Propaganda Technique: Participants will receive and read through an organizer to become familiar with how propaganda, such as bandwagon, loaded language, etc., is used by authors to persuade readers.
- Participants will read an excerpt from Scholastic Should Bullies' Parents Pay?
- Activity 2: Fact v Opinion Activity: Participants will use the graphic organizer to separate fact from opinion.
 - They will be asked to look through the Scholastic article again to find a fact (something we know to be true) and write the information under the “fact” side of the graphic organizer.
 - They will then be asked to find information in the article that is clearly an opinion (a belief or an outlook someone has) and write the statement down under the “opinion” side of the graphic.
 - This will help students discern fact from opinion and will help them to organize their thoughts for an intelligent discussion about the article and to compose a constructed reader’s response to the article.
- Activity 3: Trace and Evaluate the Argument Activity: Participants will work in small groups to determine what the author’s argument is by evaluating their graphic organizers and using the excerpt they have read.
 - Participants will formulate 2-4 sentences responding to the excerpt they have read.
 - A few volunteers will discuss and share what they have written and explain how the above process helped in organizing their writing.

Wrap Up/Assessment

Utilize the following questions as a review for today’s lesson:

- Discussion: Why does an author utilize specific language to persuade a reader to take his/her side?
- Exit ticket: Define propaganda. Give an example of how an author uses this to his/her advantage.
- Discussion: How does a student distinguish fact from opinion in order to trace an argument?
- Discussion: What is one way to formulate an effective writing response to a nonfiction excerpt?

Part 4: Writing a Reading Response to an Excerpt (Example 2)

Lesson Content

Examine the Importance of Writing a Reading Response to an Excerpt (Example 2 - similar to the one given in the new addition of the TASC exam).

- Participants will read a nonfiction article to discern whether or not video games are a sport.
- A Venn diagram will be completed to further clarify participants’ position on this topic and to prepare them to construct a writing response with information extracted from the text.

Lesson Materials

- Reading excerpt from Scholastic.
- Graphic Organizer-Venn Diagram.
- Ruled Paper.

Teacher Focus

- What skills do students need to organize information into an outline?
- How does organizing information in a given text enable a writer to elaborate on his/her own ideas in a short piece of writing and help him/her to produce a clear and coherent writing piece?

Student Focus

- Did organizing your thoughts and ideas make it easier to write a few sentences that included your position about the article?
- What could you do to make your written reader’s response better? (Include my opinion; make corrections; revise before submitting, etc.)

Lesson Activities

- Activity 1: Participants will be given a short reading excerpt from Scholastic titled Are Video Games Sports?
 - Groups of 4/5 will write and discuss the pros and cons activity at the bottom of the article.
- Activity 2: A Venn diagram “My views/Views we share/Their views” will be handed out.
 - Group members will work together to complete the diagram by transferring information from the pros and cons activity and the article itself to the graphic organizer.
 - On a separate piece of paper participants will write 4 – 5 sentences personally responding to the information drawn from the text.
 - Volunteers will share out their written reader’s responses to the article.



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- Activity 3: Do you think video games are sports?
 - What does the article: Are Video Games sports?
 - Say to make you believe that they are (Pros)?
 - What does the article say to cause you to believe they are not (Cons)?
 - Students will have the answers from the lesson they did in class.

Wrap Up/Assessment

- Understanding how an author’s perspective may cause a reader to be persuaded into believing something that may not be so, participants will write a few sentences persuading someone else to do what they want. They will pair up to critique each other’s sentences. (By performing this task participants will have the opportunity to view an argument from an author’s perspective. This affords them the chance to discover the strategies it takes to convince a reader of their views or position about a topic.)
- Review how gathering pertinent information from a text, determining your own views, the author’s views, and those views that both the reader and writer share, will aid the participant in developing organized writing that is specific to the task. They will draw on experiences from today’s lesson, such as writing the pros and cons, information that was compared by using a Venn diagram, and the writing process which included utilizing outlined information.
- Participants will interview each other asking, “What are the component parts of nonfiction and how may a student respond to it in writing?”

Project/Homework

- Review lessons from today’s workshop in order to create classroom lesson plans incorporating the new materials.
- Explore the following websites for additional ideas and activities and printable handouts. For example, the various nonfiction reading worksheets found in “testprep” may be substituted in previous lessons.
- For ELL or ESOL students consider accessing “readingrockets” to increase comprehension of nonfiction materials.
- Use “abcteach” for additional reading comprehension worksheets to be substituted in the above lessons.
- “Scholastic” materials may not only be used in the above lessons because they have nonfiction articles for every level participant, they also have specific comprehension strategies for reading nonfiction.
- If teachers would like to make certain that the materials they are using are common core aligned go to “teacher.scholastic” see website below.
- Since participants will need to be prepared to compose a constructed written response on each part of the TASC exam consider a common core constructed response organizer at “teacher.depaul” see website below.
- The NYTimes has a learning network where extensive articles are available to be substituted in the above lessons. For preparation of future lessons they also offer sample lesson plans.
- Ultimately all students regardless of level are preparing for the culminating assessment – the TASC exam.
- Facilitators may go to “tasctest” below to incorporate sample test items in their classroom assessments:
 - www.testprep.about.com/od/Nonfiction – nonfiction reading worksheets.
 - www.readingrockets.org/...e/increasing-ell-student – Increasing ELL student reading comprehension with nonfiction.
 - www.abcteach.com/...tory/reading-comprehension-16-2-1 – Printable reading comprehension worksheets.
 - www.scholastic.com/...hers/article3-comprehension – Comprehension strategies for reading nonfiction.
 - www.teacher.scholastic.com/SRI – Common core alignment.
 - www.teacher.depaul.edu – Common core constructed response organizer.
 - www.nytimes.com – go to Learning Network, extensive articles and lesson plans.
 - www.tasctest.com – sample test items.



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