

LESSON PLANS: OBSERVING ENGLISH LANGUAGE ARTS/ LITERACY CLASSROOMS

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Standards-in-Action 2.0



LESSON PLAN FOR ENGLISH LANGUAGE ARTS/LITERACY

Created by Sarah Simpson • Martin County Adult Education Program • Kentucky

Title of this lesson:

Claim and Evidence: The Penny Debate

Brief description of how the lesson is to be used:

This lesson is focused on how to find the claim of and supporting evidence in a text. Later lessons will focus on evaluating evidence and claims to figure out reliability, validity, and bias in a text.

Intended level of the lesson:

High Intermediate/Low
Adult Secondary Level

Suggested time to spend on the lesson:

One 60-minute session

Learning goals of the lesson (i.e., big ideas/key understandings):

- Identify the “gist” of the text.
- Find the author’s main point.
- Find the reasons the author gives to back up his or her point.



Level-specific college and career readiness English Language Arts/literacy standards (4–8 standards) that are targets of the lesson:

Reading Standard 1 – High Intermediate Level, Informational Text

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Reading Standard 2 – High Intermediate Level, Informational Text

Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

Reading Standard 8 – Low Intermediate Level, Informational Text

Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

Reading Standard 10 – High Intermediate/Low Adult Secondary Level, Informational Text

Read and comprehend complex literary and informational texts independently and proficiently.

Speaking & Listening Standard 1 – High Intermediate Level, Informational Text

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly.

Complexity of the texts that are the focus of the lesson:

A. Quantitative Measure: ATOS

Article A: “Don’t You Dare Eliminate the Penny” – Forbes: **9.6, High Intermediate/Low Adult Secondary Level** (This text will be read by the teacher and used for modeling.)

Article B: “Should We Get Rid of the Penny? - 8 Reasons to Keep It vs Eliminate It” – MoneyCrashers.com: **9.6, High Intermediate/Low Adult Secondary Level** (Excerpts from this text will be used during the group activity.)

Article C: “Can We All Just Agree That Pennies Are Stupid and Need to Be Retired?” – The Huffington Post: **9.5, High Intermediate Level/Low Adult Secondary Level** (This text will be read by students and is the focus of the independent/partner task.)

B. Qualitative Features: For each dimension, note specific examples (from the text that will be read independently by students) that make it more or less complex.



Article C: “Can We All Just Agree That Pennies Are Stupid and Need to Be Retired?”

<p><i>Moderately Complex:</i> The purpose is to make the case for eliminating the penny. The meaning is implicit but fairly easy to infer; the evidence is theoretical as well as concrete.</p>	<p><i>Slightly Complex:</i> The connections between ideas are explicit and clear, and section headings enhance the reader’s understanding of the content.</p>
MEANING/PURPOSE	STRUCTURE
LANGUAGE	KNOWLEDGE
<p><i>Slightly Complex:</i> The language is explicit, literal, straightforward, and easy to understand. The vocabulary is familiar and conversational. The text is primarily made up of simple and compound sentences, with some complex constructions.</p>	<p><i>Moderately Complex:</i> The text relies on everyday, practical knowledge and includes simple, concrete ideas.</p>

Academic vocabulary words that demand attention and are related to the big ideas:

Article C: “Can We All Just Agree That Pennies Are Stupid and Need to Be Retired?”

<p>These words merit less time and attention.</p>	<p>These words merit more time and attention.</p>
<p><i>(They are concrete and easy to explain, or they describe events, ideas, processes, concepts, or experiences that are familiar to your students.)</i></p>	<p><i>(They are abstract, have multiple meanings, and/or are a part of a large family of words with related meanings. These words are likely to describe events, ideas, processes, concepts, or experiences that most of your students are unfamiliar with.)</i></p>
<ul style="list-style-type: none"> • Nostalgia • Inflation 	<ul style="list-style-type: none"> • Obsolete • Defunct



Focus of text-dependent questions (check those that apply):

<input checked="" type="checkbox"/> Focus on determining central ideas or themes and analyzing their development (CCR Reading Standard 2)	<input checked="" type="checkbox"/> Focus on summarizing the key supporting details and ideas (CCR Reading Standard 2)	<input type="checkbox"/> Focus on analyzing how and why individuals, events, and ideas develop and interact (CCR Reading Standard 3)
<input checked="" type="checkbox"/> Focus on why the author chose a particular word/phrase (CCR Reading Standard 4)	<input type="checkbox"/> Focus on defining the most powerful academic words (CCR Reading Standard 4)	<input type="checkbox"/> Focus on how specific word choices shape meaning and tone (CCR Reading Standard 4)
<input type="checkbox"/> Focus on examining the impact of sentence or paragraph structures or patterns (CCR Reading Standard 5)	<input type="checkbox"/> Focus on looking for pivot points in the paragraph or sections of the text (CCR Reading Standard 5)	<input checked="" type="checkbox"/> Focus on how an author's ideas are developed and refined by particular sentences, paragraphs, etc. (CCR Reading Standard 5)
<input type="checkbox"/> Focus on how point of view or purpose shapes the content or style (CCR Reading Standard 6)	<input type="checkbox"/> Focus on integrating and evaluating content presented in diverse media and formats (CCR Reading Standard 7)	<input checked="" type="checkbox"/> Focus on specific claims and overarching arguments (CCR Reading Standard 8)
<input type="checkbox"/> Focus on the relevance and sufficiency of the evidence authors present (CCR Reading Standard 8)	<input checked="" type="checkbox"/> Focus on how two or more texts address similar themes or topics (CCR Reading Standard 9)	<input type="checkbox"/> Focus on how authors writing about the same topic shape their presentation of key information (CCR Reading Standard 9)



List level-specific text-dependent questions based on the areas of focus identified in the chart above.

1. Is the author’s claim in paragraph 1 or 2? What is the author claiming?
2. What is the relation between a penny costing 2 cents to make and the fear that people will melt pennies down for the raw material?
3. The author says in paragraph 5, “It probably says something that you see pennies lying abandoned on the street in the first place.” What does this mean?
4. Give two pieces of evidence proving that eliminating the penny in Canada has been successful.
5. What does the word “defunct” mean in paragraph 11?
6. Is the author hopeful that the penny will be eliminated, or not? What evidence supports your answer?

Text-based writing assignment(s), including a culminating writing assignment:

Fill in the blanks below—write down the author’s claim and three pieces of evidence that support it.

Author’s claim:

Evidence 1:

Evidence 2:

Evidence 3:

Extension text(s) or research project(s) connected to this text:

There are no extension texts or research projects connected with this lesson.



The suggested lesson sequence is as follows:

Warm-up and objectives [Timestamp: 00:06:45:00]

I will plant a couple of pennies on the floor around the room and open the lesson by pointing them out to students. I will tell the students that if they picked one up and gave it to me, I'd just go ahead and throw it away. Hopefully this will elicit some mixed responses from students, starting a conversation about whether the penny is worth anything. I will have students vote on whether I should throw the penny away or not. Then introduce this as the issue we will be reading about today.

Model finding claim and evidence during teacher-led discussion of Forbes article [Timestamp: 00:15:17:00]

I will tell students that as we read and learn about this issue, we will focus on identifying the claim and evidence. (I will have eliminated the titles from the texts so as to not give away the claims.) I will then discuss and define "claim" and "evidence," showing examples of each. I will read the article aloud for students, modeling the identification of the claim and evidence projected. While I do this, students read along, circle the claim, and underline the evidence on their own printouts.

Group activity sorting claim and evidence from MoneyCrashers.com article [Timestamp: 00:19:23:00]

I will give each group of students a set of index cards that has one claim about the penny and several pieces of evidence. Some pieces of evidence will support the claim, and some will not. Students will identify the claim and supporting evidence from the set and make a poster to display them. Then someone from each group will briefly tell the class about that group's claim and evidence, and the class will discuss whether the evidence given lines up with the claim.

Independent/partner reading of The Huffington Post article; students answer text-dependent questions [Timestamp: 00:40:00:00]

Either independently or with a partner, students will read the article and then answer text-dependent questions about its claim and evidence.



Discussion of responses to independent/partner activity [Timestamp: 00:46:06:00]

Exit ticket and closing [Timestamp: 00:50:24:00]

Students will write a brief reflection about whether their opinion on eliminating the penny has changed. I will ask students to write their claim and the evidence from today's readings that convinced them. I will then inform students that they will use these same readings to write their own argumentative essays. In these future essays, students also must address and counter the opposing side's claim. We will examine how these texts present and address counterclaims in the next lesson.



LESSON PLAN FOR ENGLISH LANGUAGE ARTS/LITERACY

Created by Donnie Osborn • Martin County Adult Education Program • Kentucky

Title of this lesson:

Claim and Evidence: The Cell Phone Debate

Brief description of how the lesson is to be used:

The texts selected for the lesson focus on building students' knowledge of current advances in technology. This lesson is focused on the pro/con format. It also focuses on how to use the claim of and supporting evidence in a text to determine the author's position on a topic. By determining the evidence for and against these innovations, students can weigh the potential impact of technology on their own lives.

Intended level of the lesson:

High Intermediate/Low
Adult Secondary Level

Suggested time to spend on the lesson:

One 60-minute session

Learning goals of the lesson (i.e., big ideas/key understandings):

- Locate pro/con evidence that supports the authors' claims about different types of innovative technologies.
- Analyze two texts that provide conflicting information on the same topic and identify where they disagree.



Level-specific college and career readiness English Language Arts/Literacy standards (4-8) that are targets of the lesson:

Reading Standard 1 – High Intermediate Level, Informational Text

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Reading Standard 2 – High Intermediate Level, Informational Text

Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

Reading Standard 9 – High Intermediate Level, Informational Text

Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

Reading Standard 10 – High Intermediate/Low Adult Secondary Level, Informational Text

Read and comprehend complex literary and informational texts independently and proficiently.

Speaking and Listening Standard 1 – High Intermediate Level, Informational Text

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly.

Complexity of the texts that are the focus of the lesson:

A. Quantitative Measure: Lexile

Article A: “How closely is Amazon’s Echo listening?” – The Washington Post: **1320L** – **Low Adult Secondary Level** (This text will be read by the teacher and used for modeling.)

Article B: “Do kids need their own cell phones?” – Time for Kids:

1000L – High Intermediate Level (This text will be read by students. It is the focus of the group activity and the focus of the video segment.)

Article C: “Is the idea of driverless cars gaining popularity?” – Newsela: **1060L** –

Low Adult Secondary Level (This text includes Articles A and B that will be read by students and is the focus of the independent/partner task.)

B. Qualitative Features: For each dimension, note specific examples (from the text that will be read independently by students) that make it more or less complex.



Article B: “Do kids need their own cell phones?”

Moderately Complex: The purpose is to provide arguments for and against tweens having their own cell phones. The purpose is implicit but fairly easy to infer; the evidence is theoretical as well as concrete.

Slightly Complex: The organization is evident. The topic is introduced, then a paragraph or two describes each side of the debate. Connections between ideas are explicit and clear.

MEANING/PURPOSE

STRUCTURE

LANGUAGE

KNOWLEDGE

Slightly Complex: The vocabulary is familiar and the text is primarily made up of simple and compound sentences. There are some with complex constructions, “They believe that plugged in kids... bad for concentration.”

Moderately Complex: The text relies on everyday practical knowledge and includes a mix of simple, concrete ideas about cell phone technology and the lives of children.

Academic vocabulary words that demand attention and are related to the big ideas:

Article B: “Do kids need their own cell phones?”

These words merit **less** time and attention.

These words merit **more** time and attention.

(They are concrete and easy to explain, or they describe events, ideas, processes, concepts, or experiences that are familiar to your students.)

They are abstract, have multiple meanings, and/or are a part of a large family of words with related meanings. These words are likely to describe events, ideas, processes, concepts, or experiences that most of your students are unfamiliar with.)

- Assumed
- Fielding

- Concentration
- Concerned
- Evolved



Focus of text-dependent questions (check those that apply):

<input checked="" type="checkbox"/> Focus on determining central ideas or themes and analyzing their development (CCR Reading Standard 2)	<input checked="" type="checkbox"/> Focus on summarizing the key supporting details and ideas (CCR Reading Standard 2)	<input type="checkbox"/> Focus on analyzing how and why individuals, events, and ideas develop and interact (CCR Reading Standard 3)
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<input type="checkbox"/> Focus on examining the impact of sentence or paragraph structures or patterns (CCR Reading Standard 5)	<input type="checkbox"/> Focus on looking for pivot points in the paragraph or sections of the text (CCR Reading Standard 5)	<input type="checkbox"/> Focus on how an author's ideas are developed and refined by particular sentences, paragraphs, etc. (CCR Reading Standard 5)
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List level-specific text-dependent questions based on the areas of focus identified in the chart above.

A. Which section of Article C introduces the idea that the availability of driverless cars will lead to fewer people owning cars?

1. “Car Companies and State Governments Are Gearing Up”
2. “Suburban Life Is Preferred”
3. “Cities Hold the Best Jobs”
4. “Commuting Will Become Easy”

B. Which of the following sentences from Article C best supports the author’s concerns about the safety of driverless cars?

1. Huge improvements must be made before they can safely handle streets.
2. Driverless cars rely primarily on pre-programmed information about routes.
3. No one was hurt, but Google’s car was hit from behind by another car.
4. Car companies would need to maintain and update information on millions of miles of roads.

C. Which of the following is the most central consideration for the author of Article C?

1. Cost
2. Safety
3. Enjoyment
4. Convenience

D. How does the author of Article C introduce the argument?

1. By explaining why some are in favor of self-driving cars and then describing problems with the new technology
2. By telling a story to illustrate the danger of self-driving cars and then listing several problems with the new technology
3. By providing a brief history of self-driving cars and then explaining why the new technology needs more development
4. By describing how self-driving technology works and then presenting some issues with the new technology



Text-based writing assignment(s), including a culminating writing assignment:

The lesson will build up to a writing unit that will ask students to synthesize the information they have learned about new technologies.

Extension text(s) or research project(s) connected to this text:

There are no extension texts or research projects connected to this lesson.



The suggested lesson sequence is as follows:

Warm-up and objectives

I will tell students that today’s lesson will focus on the use of technology in our lives. It is also about the arguments for and against major innovations that are on the rise. I will begin the lesson with this video from USA Today—from start to 1:26—that explains a personal digital assistant.

Model finding claim and evidence during teacher led discussion of The Washington Post article

I will tell students that we will focus on identifying the claim and evidence to determine whether the author is for or against technology being discussed. I will discuss and define “claim” and “evidence” and the pro/con format. I will then read the article aloud while students follow along. I will model underlining evidence in favor of personal digital assistants and circling evidence that is against the technology.

Group activity snowball fight with evidence from Time for Kids article (featured in video segment)

Students will read the article and then underline evidence supporting cell phones for tweens and circle evidence against the idea. Students will write one pro and one con on half-sheets of white paper. Then students will ball up the paper into “snowballs” and toss the snowballs to each other across the room. Students will share the evidence found on their peers’ snowballs. I will record the evidence in a T-chart in the PowerPoint (or on the board or chart paper.)

Independent/partner reading of Newsela article; students answer text-dependent questions

Either independently or with a partner, students will read the article and answer text-dependent questions as well as gather evidence for and against driverless cars. If students need more information about driverless cars, I will show them this TED Talk by Sebastian Thrun.

Discussion of responses to independent/partner activity

Exit ticket and closing

Students will vote on whether their opinion has changed on the subject of driverless cars and complete the exit ticket.