

HMH Teacher Central Lesson Plan for Whole- and Small-Group Instruction

Instructor: **Bjorneby**

Date: **10-25/27** Class: **4th**

Analyze Text Evidence

Workshop 1 Lesson 7

STANDARDS

CCSS.ELA-LITERACY: RI.1.1, RI.2.1, RI.3.1, RI.4.1, RI.5.1, W.1.1, W.2.1, W.3.10, W.3.1A–D, W.3.4, W.4.1 A–D, W.4.10, W.4.4, W.5.1 A–D, W.5.10, W.5.4, SL.1.1A, SL.1.1B, SL.1.1C, SL.2.1A, SL.2.1B, SL.2.1C, SL.3.1A, SL.3.1B, SL.3.1C, SL.3.1D, SL.4.1A, SL.4.1B, SL.4.1C, SL.4.1D, SL.5.1A, SL.5.1B, SL.5.1C, SL.5.1D, L.1.2B

HEADS UP

Selecting and analyzing text evidence helps writers form and support opinions about ideas in a text. Today, students will practice analyzing text evidence gathered from the texts “Bright Ideas” and “Accidental Inventions!” Then they will use their analyses to form their own opinions about creativity versus resilience.

MATERIALS

Real Book pp. 38–39

RESOURCES FOR DIFFERENTIATED INSTRUCTION

- **Support:** Critical Reading: Analyze
- **Extend:** Critical Reading: Evaluate
- **Language:** Using End Punctuation

[Get Resources](#)

OBJECTIVES

Primary Goals

Literacy Goal: Select and analyze text evidence to use in an opinion paragraph.

Language Goal: Use academic vocabulary to discuss text evidence.

DO NOW!

Show You Know

Use the [Do Now](#) routine.

- 1) Display the Do Now and assign the task.

 **(invent) I hope someone is working right now to invent (a/an) _____.** (e.g., a flying car; a pair of shoes that can make me run faster; a robot that can clean my room)

- 2) Prompt partners to share their responses and restate their partners' ideas using the frames.

 **So your idea is _____.**

 **Yes, that's correct.**

 **No, what I meant was _____.**

- 3) Ask two preselected students to share with the class and guide students to score their own responses.

SHARE TODAY'S GOALS

Primary Goals

Introduce the Literacy and Language Goals. *Today we'll look back at the texts we've read to gather and analyze information that can support an opinion.*

 **Literacy Goal: Choose and analyze text evidence to use in an opinion paragraph.**


 **Language Goal: Use academic vocabulary to discuss text evidence.**


ANALYZE TEXT EVIDENCE

Writing Prompt

Introduce the writing prompt.

- Read aloud the introduction and have students circle *evidence*. Explain the relationship between an opinion and evidence. *An opinion is what you believe. Evidence is information that supports your opinion and may convince the audience to agree with you. You can find evidence in texts that we've read.*
- Echo-read the writing prompt. Have students underline the words *resilient* and *creative* and review their meanings. *Remember, the adjective resilient describes someone who keeps trying even after failing. Write "keeps trying" above resilient.*

 **resilient (adjective):** able to keep trying again after failing

 **creative (adjective):** able to come up with new ideas

- Explain what the writing prompt is asking. *The prompt is asking for your opinion about which quality is more important. We need to find evidence that supports our opinions.*

Make It Relevant Explain to students that although they aren't producing a full piece of writing in this lesson, the work they're doing today is in preparation for an opinion paragraph they will write in a later lesson. *Strong writers don't just sit down and start writing—they think about what they'll write and plan it out so the actual writing process is much easier and well-organized. The work you do now will help you a lot later!*

Practice Analyzing Evidence

Work with students to analyze text evidence.

- Read aloud and analyze the first quote from “Bright Ideas.” *This detail is evidence that resilience is important because Edison kept trying even though he failed so many times.*
- Read the second quote from “Bright Ideas” with [Oral Cloze 1](#).
- Guide students to analyze the quote. *Latimer came up with a new idea for the lightbulb. Which quality does this show? Think about the definitions of resilience and creativity that we reviewed earlier.*
- Have partners use [Think \(Write\)-Pair-Share](#) to analyze the quote and explain their responses.

 **This detail is evidence of (creativity/resilience) because _____.**

Ramp Up the Routines Move strategically around the classroom as partners use [Think \(Write\)-Pair-Share](#) to both engage and monitor students. Listen for partners with strong responses and preselect two pairs to share with the class.

SMALL GROUP

SUPPORTING OPINIONS

Select and Analyze Evidence


Model how to revisit the text to select and analyze evidence.

- Define relevant text evidence. *Relevant evidence is a text detail that relates to the prompt and supports your opinion.*
- Reread paragraph 5 of “Accidental Inventions!” (*ReaL Book*, p. 33) using [Oral Cloze 2](#). *Follow along as I read the text aloud. Occasionally, I will leave out a word. When this happens, read the missing word aloud.*
- Model how to locate evidence. *Listen for any details that support the opinion that either resilience or creativity is more important for inventors.*
- Point out the evidence in paragraph 5 of the text that also appears in the first row of the table. Have students mark it with an *E* in the text. *It says that Fleming studied the mold and discovered that it contained the world's first antibiotic. Let's mark that detail in the text with an E so we can find it easily later on.*

- Model how to analyze the text evidence and record a response. *To discover the first antibiotic, Fleming had to come up with an idea about how this mold could be useful. I know that being creative means a person is able to come up with new ideas, so this detail about Fleming is evidence that creativity is important.*

Guide partners to reread the text to locate and analyze evidence.

- Use **Partner Cloze** to reread “Accidental Lifesaver!” (*ReaL Book*, pp. 34–35), and mark any relevant evidence with an *E*.
- Echo-read the opinion frame, and direct students to consider the evidence they recorded to complete it with an opinion. *Think about each piece of evidence you wrote in the graphic organizer. Which quality do you have the strongest evidence for?*
- Use the **Academic Discussion** routine to structure student interaction as they discuss responses.




 **I believe it is more important for inventors to be (resilient/creative).**

 **One piece of text evidence that supports my opinion is _____.**

 **This evidence tells me that _____.**

Anticipate Challenges Focus students’ search for text details by directing them to a specific paragraph that contains relevant evidence. Reread the paragraph with students and help them think about which detail to select. *Make sure the evidence that you choose is information that supports your opinion.*

FORMATIVE ASSESSMENT	
LITERACY GOAL: Select and analyze text evidence to use in an opinion paragraph.	
Observe Review students’ written responses in the graphic organizer and determine whether students understand how to select and analyze text evidence.	
Monitor Progress	Adapt Instruction/Strategies
Nearly There Students complete the graphic organizer with evidence from the text but have trouble analyzing what they have collected.	Use questioning to prompt accurate analyses: <i>Did Fleming try over and over again to discover the antibiotic? Or did he come up with a new way of thinking about the mold? Does this show creativity or resilience? What did Kwolek do when everyone else said she had messed up? What does this show?</i>
Not Yet Students do not complete the graphic organizer, or they select evidence that isn’t relevant.	Complete the chart as a group to provide additional support. <i>The detail that Kevlar is used in many products doesn’t tell us about the inventor’s creativity or resilience. Reread paragraph 9 on page 34. Which detail tells us what Kwolek did or how she worked? Does this tell us that she was creative or resilient?</i>
On Track Students complete the graphic organizer and select and analyze text evidence accurately.	



FORMATIVE ASSESSMENT	
LANGUAGE GOAL: Use academic vocabulary to discuss text evidence.	
Observe Listen as students share and discuss their text evidence and analyses.	
Monitor Progress	Adapt Instruction/Strategies
<p>Nearly There Students use academic terms when discussing text evidence but only with prompting and support.</p>	<p>Encourage students' efforts to share responses using academic language. <i>I noticed you used the frames to respond. Try to use this more formal language on your own when we discuss texts.</i> Provide additional frames for further practice:</p> <p> In my opinion, it is more important for inventors to be _____.</p> <p> I believe this because _____.</p> <p> For example, _____.</p>
<p>Not Yet Students' responses reflect a lack of understanding of academic terms.</p>	<p>Support understanding of academic terms with explanations and examples. <i>Introduce an opinion with I believe. For example, you can say, "I believe that resilience is more important for inventors."</i> Offer support for other terms as needed: <i>The evidence we find backs up, or supports, the opinion. Our analysis is what we think the evidence means. The text evidence is the details we found in the text.</i></p>
<p>On Track Students use academic terms accurately in their discussions.</p>	

WHOLE GROUP

WRAP UP

Reflect

Guide students to share their responses to the Wrap Up question with a partner.

-  **What is one fact you learned today?**
-  **One fact that I learned today was _____.**