

Figure 3.1 Lesson Plan for Year 10 Using Texts in Context

<p><b>Assessed Need:</b> I have noticed that my students need: <i>To evaluate texts by looking for loaded language to determine an author's opinion.</i></p>
<p><b>Standard(s) Addressed:</b> <i>Key Stage 4 Reading: Understand and critically evaluate texts to distinguish between statements that are supported by evidence and those that are not, and identify bias and misuse of evidence.</i></p>
<p><b>Text(s) I Will Use:</b> <i>"Why Rejection May Be a Mark of Great Innovation"</i></p>
<p><b>Learning Intention for This Lesson:</b> <i>We will consider the author's message and point of view in relation to the structure so that we can evaluate the information presented.</i></p>
<p><b>Success Criteria for This Lesson:</b> <i>I will write a response to this information that includes my opinion and supporting evidence, and compare or contrast it with the author's point of view (use argumentation rubric).</i></p>
<p><b>Direct Instruction:</b></p> <p>Model: Strategies/skills/concepts to emphasize</p> <p><i>Use of structure to convey opinion</i></p> <p><u>Name the strategy, state its purpose, explain its use:</u> <i>Use title to set the author's purpose (bold statement with corresponding headings). I am modeling how I look for structural cues that suggest the author's point of view. When I am reading an opinion piece, I look carefully for terms and examples that show the author's opinion.</i></p> <p><u>Analogy:</u> <i>Strategic organization is like a commercial in the sense that all the most convincing evidence is up front, while the less convincing "fine print" is always at the end (and stated really, really quickly!).</i></p> <p><u>Demonstration:</u> <i>Reverse outline the paragraphs and note the headings: <u>Blame it on the brain stem; No point of reference; No trust.</u></i></p> <p><u>Errors to avoid:</u> <i>I have to be careful that I don't form my own opinion too soon and stop reading altogether just because I might disagree. I need to keep reading and give the author time to make his case, before I settle on my opinion.</i></p> <p><u>Assess the skill:</u> <i>Write at least one question in the margin of each paragraph that challenges the author's message.</i></p> <p>Guide and Scaffold: Questions to ask</p> <ol style="list-style-type: none"> <li><i>1: How does the author use different techniques for conveying her message?</i></li> <li><i>2: The author claims the reptilian brain causes us to fear change. What evidence might refute her idea that this part of our brains is no longer useful?</i></li> <li><i>3: What do you want to independently verify in this paragraph? What statements might you challenge?</i></li> </ol> <p>Assess: These are the students who will need further support</p> <p><i>Eugene, Alyssa, and Mandy will need me to support them through the second paragraph, while the rest of the class is reading independently.</i></p>

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**Dialogic Instruction:**

Teacher-Directed Tools

*N/A*

Student-Enacted Tools

*After reading, students will meet in Four Corners to determine similar opinion groups (strongly agree, agree, disagree, strongly disagree), and then work together to list arguments in favor of or opposed to the idea that rejection is a mark of great innovation.*

Assess: These are the students who will need further support

*Amir, Tevin, and Stephanie*

**Feedback Opportunities:** *I will meet with the smallest group first so that they receive feedback about their list. Given a smaller number, they may need further support.*

**Independent Learning and Closure:** *Students will write an exit ticket that provides their opinion with evidence, using the argumentation rubric as a way to self-assess before submitting. As part of the closure, I will summarize the main points of the lesson and foreshadow the next lesson.*

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