

LEVEL 2 HS ELA– ODW Sample



Standard:

- [C.9.1](#) Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- [RI.9.1](#) Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Unit:	Lesson:	Duration:
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Target(s):

- I can cite evidence to support conclusions drawn from a text
- I can create a thesis statement based on evidence from a variety of sources

Context

Mini lesson on predictable problem(10 min):Analysis & Insight –How to incorporate their own thinking.

Workshop: Students will be working independently or pulled to the teacher table to review the persuasion maps.

Read aloud and respond to 3 people.

STUDENT CHECKLIST

	Day 1	Day 2
Teacher– Led	Teacher models supporting text-based conclusions with text evidence using thoughtful classroom mapping and the blog post "Stretched Too Thin by Social Media: Beware its Power to Shape your Relationships" Teacher uses GRR as the group reads and maps the text. Students read chunks of the blog post silently and then engage in the mapping process	Exemplar Mapping. Review argumentative essay marker papers with students. • Teacher Model: Teacher displays a student essay and identifies the student's thesis and pieces of evidence cited by the student. Teacher discusses changes student could make to strengthen his or her paper • Student Practice: Students search for a thesis and evidence in a second essay. Students color code the thesis and evidence they find. Group discusses if they found a sound thesis and evidence • Student Practice– students repeat the process with a third essay and discuss with a partner

		differentiation If students seem to struggle during original model–teacher may choose to do the first student practice as a “we–do” where students advise the teacher but do not attempt on their own just yet		
	Option 1	Option 2	Option 3	Option 4
Independent Practice	Starred Students read an article on how social media damages relationships. Students have differentiated tasks based on checklist. Students will receive one of the tasks below based on prior assessment data. - Mapping task (instructions from thoughtful ED pg 58) - Mapping task with skeletal nodes and some pieces complete	Locked- for Day 2 All students will view the how to write a thesis statement video Students receive a planning tool to begin planning their argument. Ultimately the students will begin their planning tool by crafting a thesis. Students will receive a graphic organizer to help them organize their thinking in a meaningful way.		
Digital Content	Starred Students view the following Ted Talk where the viewer claims social media benefits relationships. While viewing, students must	Choose option 2 or 3 Students watch this video tutorial on answering main idea and argument questions on the ACT (watch at 1.5x speed) Students apply the	Students read this blog post on answering main idea and argument questions on the ACT. Students apply the tutorial to 3 passage based ACT main idea/argumentation questions	

	identify the speaker's thesis as well as at least 2 pieces of evidence he uses to support his thesis.	tutorial to 3 passage based ACT main idea/argument question		
Future Ready	Social Media has not Destroyed a Generation Students will read designated chunks from the article. Students will complete the reading in a Rally-Coach-Summary style Partner a: reads chunk aloud Partner b: summarizes aloud Partner a coaches and records Switch roles and advance.	Locked until day 2 Based on the Ted Talk in the starred activity Students will engage in All-Write- Consensus based on questions based on the video; questions will be provided by the teacher.		

Co-Teaching Modifications

Dyas 1 and 2: 2nd teacher facilitates the Independent Practice station where he/she provides the appropriate amount of scaffolding for students to craft their thesis and to begin planning their essays.