College and Career Readiness Standards-in-Action

ADVANCED UNIT

3

VIDEO RESOURCE PAK
FOR ENGLISH LANGUAGE ARTS/LITERACY

OBSERVING COLLEGE AND CAREER READINESS STANDARDS-IN-ACTION

Video Features:
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TABLE OF CONTENTS

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INTRODUCTION

Today's adult educators are asking important questions about college and career readiness (CCR) standards: What do lessons look like that are aligned with these standards? How should this instruction differ from instruction that was tied to previous sets of standards?

Advanced Unit 3, Observing CCR Standards-in-Action (SIA), begins to answer these questions. It offers educators the training and tools they need for observing effective practices in teaching and learning that reflect the instructional advances of CCR standards, including an examination of lesson content, instructional practices, and classroom assessments.

The video lesson of one instructor, Donnie Osborn, and the accompanying tools included in this Video Resource Pak provide additional guidance and concrete, visible evidence of CCR standards-aligned lessons. To help viewers use the CCR SIA Classroom Observation Tool, specifically, for Donnie's lesson, this resource includes the following elements:

- A set of guiding questions tied to each Core Action.
- A completed CCR SIA Classroom Observation Tool for Core Actions 1, 2, and 3 that identifies the steps Donnie takes, student responses to his instruction, and standards-aligned lesson elements.
- Donnie's lesson plan, which identifies the targeted CCR standards, learning goals, and sequence of planned activities.
  As this is only a video segment of Donnie's lesson (and is not full-length), no evidence has been gathered to exemplify the indicators that make up Core Actions 4 and 5.

Core Actions of the CCR SIA Classroom Observation Tool:

Core Action 1. Curriculum content of the lesson matches the demands of CCR standards.

Core Action 2. Learning activities (questions and tasks) are text-specific and cognitively demanding.

Core Action 3. CCR standards are translated into lesson content that productively engages adult learners.

Core Action 4. The lesson is intentionally sequenced to build on and develop students' skills and knowledge.

Core Action 5. Students' levels of understanding are assessed throughout the lesson, and instruction is adjusted accordingly.

GUIDING QUESTIONS FOR OBSERVING ENGLISH LANGUAGE ARTS/LITERACY LESSONS

Directions:

Before watching a lesson in ELA/literacy, review the following questions and points —then put this guide aside. Take notes on a blank classroom observation tool or separate paper. Use your notes and these questions to guide a discussion about how certain evidence determines the presence of an indicator.

Core Action 1. Curriculum content of the lesson matches the demands of the CCR standards.	
Indicator	**Guiding Questions**
A. Instructor presents a lesson clearly reflecting the concepts and skills of a mixture of CCR reading, writing, speaking and listening, and language standards.	• Throughout the lesson, do students engage in a variety of literacy tasks and activities reflective of the standards? Note instances and examples throughout the lesson. When possible, refer to the lesson plan for evidence of the target concepts and skills for the lesson. • Do students engage in a blend of reading, writing, and speaking and listening tasks? • Does the lesson reflect a range of CCR standards? Note instances and examples in the lesson.
B. Instructor establishes well-defined standards-based lesson goals.	• Are the lesson goals understandable to students? • Does the instructor use the language of the standards to describe the lesson outcomes? If so, describe how. • Throughout the lesson, how often does the instructor refer to lesson objectives? What does s/he say and do? • Do the lesson activities tie closely to the established lesson goals? If so, note instances and examples in the lesson.
C. A majority of class time is spent reading, writing, or speaking directly about a text or multiple texts.	• How much time is spent engaging in various literacy activities that relate to the text? • During literacy activities, how often are students referring to the text? • How much time is spent providing instructions or making transitions?

Core Action 1. Curriculum content of the lesson matches the demands of the CCR standards.	
Indicator	**Guiding Questions**
D. Students are working with texts that are at or above the expected level of complexity for the course or they are engaged in reading well-designed series of texts on a topic at a variety of complexity levels to build knowledge.	• Was the text evaluated for complexity? Is the text at the right level of complexity? When possible, refer to the lesson plan for evidence. • Are there indications that this text is one of a sequence designed to build knowledge about a topic? • Is there evidence of how this lesson fits within longer-term content goals?
E. The text(s) central to the lesson display exceptional craft and thought and/or provide useful information.	• What evidence can show whether the texts exhibit exceptional craft and thought and/or provide useful information? What are the sources of the texts? Were they previously published? • What are the central ideas of the texts?

Core Action 2. Learning activities (questions and tasks) are text-specific and cognitively demanding.

Indicator	Guiding Questions
A. Questions and tasks consistently stimulate student thinking beyond recall; students are asked to elaborate and justify their answers.	• How often does the instructor ask questions requiring elaboration or justification? Can students answer with a "yes" or "no" or a one-word answer, or must they also provide evidence and explanation? • How often does the instructor invite students to follow up on their classmates' comments? Note instances and examples in the lesson. • When working with students, how often does the instructor simply impart information versus ask questions, so that students will do more of the thinking and talking?
B. Questions and tasks consistently pertain to the words, phrases, and sentences in the text(s).	• How do students interact with the words, phrases, and sentences in the texts?
C. Questions consistently are sequenced to support students delving deeper into text(s) to build their understanding of the big ideas and key information from the text(s).	• How are the questions sequenced? Do they help students delve deeper into the text? • Is there a mix of questions that reinforce student understanding of each text?
D. Instructor consistently allows appropriate wait time (3 or more seconds) after asking questions of students before prompting them for responses.	• Throughout the lesson, are students given time to express their responses and ideas? • When asking questions, does the instructor seem comfortable with wait time for a response? • After asking a question, does the instructor stay silent, or does s/he fill the space with more questions and explanations? Count the seconds waited at different times throughout the lesson.
E. Instructor consistently expects students to draw evidence from text(s) to support their ideas and inferences with precision.	• During speaking and writing tasks, how are students encouraged to draw evidence from the text? • How often does the instructor explicitly ask students to refer to the text? • Do questions and tasks refer to specific portions of the text? Can students answer them without referring to the text (meaning they aren't text-dependent)? • How does the instructor encourage precision in student responses?

Core Action 3. CCR standards are translated into lesson content that productively engages adult learners.	
Indicator	**Guiding Questions**
A. A vast majority of students participate actively in the lesson through class discussions and activities, group projects, etc., instead of mostly doing solitary seatwork or listening to extended lectures.	• How does the instructor engage student interest in reading? • Is the lesson dominated by teacher talk or by student talk? Estimate the minutes of each. • Is the lesson dominated by lecture or by discussion? • Do only some, many, most, or all students actively participate in the activities? • Are students engaged? What do you notice about the students: Are they bored or animated, or is it hard to tell? How do you know?
B. Students have varied opportunities (beyond filling out worksheets) to apply what they are learning in authentic or practical adult-oriented contexts (e.g., reading and using trade manuals or other content for job training or citizenship).	• Are the activities practical and useful? Note instances and examples in the lesson. • How can you tell that the instructor knows about the lives and interests of the students? What specific things are said to indicate that knowledge? • Does the instructor explicitly tie lesson objectives to student goals and interests?
C. When discussing or collaborating, a vast majority of students use evidence to build on each other's observations or insights.	• Do students consistently refer to the text during discussions and collaborative activities? • Do students add on points or make counterpoints using evidence from the text?
D. A vast majority of students display persistence with tasks on reading, speaking, and/or writing about demanding texts.	• Do students remain engaged and on task throughout the lesson? • Do students participate in all literacy activities with equal attention and effort? • When necessary, do students ask for support from the instructor or their classmates to help them complete tasks?

Core Action 4. The lesson is intentionally sequenced to build on and develop students' skills and knowledge.

Indicator	Guiding Questions
A. Instructor explicitly links lesson content to previous lessons or students' knowledge in a content area.	• Does the instructor refer to previous lessons?
B. Instructor folds standards into a lesson in a way that builds on their logical connections to each other.	• Are speaking, listening, and writing standards evident in the activities? Are they also well-integrated into the lesson?
C. Instructor actively offers students access to a broad range of texts on topics they are studying for sustained independent reading.	• Are there any extension texts or research projects connected with the lesson? Are they needed?
D. Instructor ends the lesson by: • Reviewing lesson goals; • Summarizing student learning with references to student work and discussion; and • Previewing how the next lesson builds on that learning.	• Does the instructor review the lesson objectives? • Does the instructor close the lesson? • What does the instructor say about the next lesson?

Core Actions 5. Students' levels of understanding are assessed throughout the lesson, and instruction is adjusted accordingly.	
Indicator	**Guiding Questions**
A. Instructor consistently checks for student understanding, using informal yet deliberate methods (e.g., walks around the room to check on students' work, monitors verbal responses).	• When students work individually or in groups, how does the instructor check in on their understanding? • When giving feedback, does the instructor use questioning to lead students to the right answers, or does s/he provide these answers to them? • During whole-class discussions, do you hear from many or only a handful of students?
B. Instructor consistently provides students with prompt, specific feedback to correct misunderstandings and reinforce learning.	• What strategies does the instructor use to correct misunderstandings or reinforce learning? Note instances and examples throughout the lesson. • When giving feedback, does the instructor use questioning to lead students to the right answers or does s/he provide these answers to them?
C. Instructor consistently provides strategic supports and scaffolds to students who need them (e.g., individualized or peer tutoring, re-teaching, review of basic skills).	• Does the instructor provide supplemental instruction? Is it needed? Explain.
D. Instructor consistently provides extension activities for students who complete classwork early so they are not left idle or unchallenged.	• Does the instructor provide extension activities? Are they needed? • Did any students seem bored while they wait for others to finish?
E. A vast majority of students evaluate and reflect on their own learning.	• At the end of the lesson, does the instructor ask students to reflect on their learning—activating their metacognition? How so, and is it effective?

COMPLETED CCR SIA CLASSROOM OBSERVATION TOOL FOR DONNIE OSBORN'S LESSON

A debt of thanks is owed to the Martin County Adult Education Program in Kentucky, to Mr. Donnie Osborn, and to his students for their willingness to share their teaching and learning experiences. The video lesson showcases an example of an instructor who combines sound teaching methods with CCR-aligned content, materials, and activities, as well as students who are deeply engaged in learning important concepts in literacy. While this video lesson shows significant strength as defined by the Core Actions of the CCR SIA Classroom Observation Tool, no lesson is expected to be perfect.

Core Action 1. Curriculum content of the lesson matches the demands of the CCR standards.	Y, N, or N/A
A. Instructor presents a lesson clearly reflecting the concepts and skills of a mixture of CCR reading, writing, speaking and listening, and language standards.	Y
B. Instructor establishes well-defined standards-based lesson goals.	N/A
C. A majority of class time is spent reading, writing, or speaking directly about a text or multiple texts.	Y
D. Students are working with texts that are at or above the expected level of complexity for the course or they are engaged in reading well-designed series of texts on a topic at a variety of complexity levels to build knowledge.	Y
E. The text(s) central to the lesson display exceptional craft and thought and/or provide useful information.	Y

Evidence observed:

Indicator A.

During the lesson, students engage in a blend of reading, writing, speaking, and listening tasks. They read and discuss a text about tweens owning cell phones, and they write down evidence for and against that use.

The following CCR standards are listed in the lesson plan and targeted in the lesson:
- 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 1 – 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 2 – 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 9 – High Intermediate Level, Informational Text).
- Read and comprehend complex literary and informational texts independently and proficiently (Reading Standard 10 – High Intermediate/Low Adult Secondary 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 (Speaking and Listening Standard 1 – High Intermediate Level, Informational Text).

Indicator B.

Since this video is an excerpt of a longer lesson, it does not capture the instructor's sharing of goals and objectives with students. However, Donnie discusses the lesson objectives during interview clips and explains why working with claims and evidence is an important skill for students to learn [at 00:02:12:00]. Donnie also refers to relying on evidence to identify claims for and against tween cell phone use during the whole-class discussion. For example, he reminds students to consider evidence not just against but also for tween cell phone use: "I'm hearing an awful lot of cons. I know for every con there is a pro. Is there a pro that is not up here that someone wants to share?" [at 00:14:05:00]. This underscores for students the importance of considering all the evidence to make sound decisions.

Evidence observed: *Cont'd*

Indicator C.

The entire activity is dedicated to the text that students read. Appropriate time is spent providing directions for the various parts of this activity, such as organizing for partner reading and preparing "snowballs" for sharing evidence.

Indicator D.

The lesson plan does offer contextual and complexity-level information about the text that students read and discuss: "Do kids need their own cell phones?" – Time for Kids: 1000L; High Intermediate Level.

This text relates conceptually to the two other texts included in the lesson plan; all three relate to the advantages and risks associated with using new technologies.

Indicator E.

The topic of the lesson examines the role of convenient technology in our daily lives. The video segment showcases a text about tween cell phones that was previously published. It appears in an established publication, Time for Kids.

Core Action 2. Learning activities (questions and tasks) are text-specific and cognitively demanding.	Y, N, or N/A
A. Questions and tasks consistently stimulate student thinking beyond recall; students are asked to elaborate and justify their answers.	Y
B. Questions and tasks consistently pertain to the words, phrases, and sentences in the text(s).	Y
C. Questions consistently are sequenced to support students delving deeper into text(s) to build their understanding of the big ideas and key information from the text(s).	N
D. Instructor consistently allows appropriate wait time (3 or more seconds) after asking questions of students before prompting them for responses.	Y
E. Instructor consistently expects students to draw evidence from text(s) to support their ideas and inferences with precision.	Y

Evidence observed:

Indicator A.

Rarely can students answer Donnie's questions with just a "yes" or "no." They are required to discuss evidence for and against tweens owning cell phones. As Donnie facilitates the whole-group discussion, he encourages students to build on one another's comments. At one point, he asks students to share an evidence statement from their own text annotations to further the discussion [00:14:18:00].

Indicator B.

When reading the article with a partner, students are expected to pay attention to the words, phrases, and sentences as they annotate the text: They underline specific statements of evidence in favor of tweens owning cell phones, and they circle statements against it. Students then select statements from the article to write on their half-sheets of paper during the "snowball" activity to share during the whole-group discussion.

Indicator C.
Although the task is text-based, the video segment does not include students answering a series of text-based comprehension questions.

Indicator D.

Donnie consistently allows appropriate wait time, waiting more than three seconds for an answer. Donnie seems comfortable with wait time. Once he asks a question, he does not fill the space with more questions or explanations [00:13:39:00].

Evidence observed: *Cont'd*

Indicator E.

Regularly throughout the lesson, Donnie reminds students to refer to the text to complete the task. For example, after Donnie redirects a student who wants to share a personal comment, the student then successfully shares evidence from the text in her response during the whole-group discussion [00:12:25:00]. Donnie also encourages precision from students. When he mentions that they mostly seem to be providing evidence against tweens owning cell phones, he asks students to provide evidence in favor of it [00:14:05:02].

Core Action 3. CCR standards are translated into lesson content that productively engages adult learners.	Y, N, or N/A
A. A vast majority of students participate actively in the lesson through class discussions and activities, group projects, etc., instead of mostly doing solitary seatwork or listening to extended lectures.	Y
B. Students have varied opportunities (beyond filling out worksheets) to apply what they are learning in authentic or practical adult-oriented contexts (e.g., reading and using trade manuals or other content for job training or citizenship).	Y
C. When discussing or collaborating, a vast majority of students use evidence to build on each other's observations or insights.	Y
D. A vast majority of students display persistence with tasks on reading, speaking, and/or writing about demanding texts.	Y

Evidence observed:

Indicator A.

The small-group discussion, independent task of writing evidence, and whole-class discussion of the evidence ensured that all students had the opportunity to actively participate in the lesson. Students are animated—they are interested in the topic and engaged in both the small-group and whole-class discussions. They underline, circle, and share evidence from the text they are reading with one another. There are laughter and smiles from students during the "snowball fight" [at 00:07:50:00]. The activity is dominated by student talk and discussion. There is no lecture. Donnie walks around the room and provides prompting and guidance when needed. During the whole-class discussion, Donnie gathers pro and con evidence from students and places it in a graphic organizer [at 00:09:15:00].

Indicator B.

Donnie selects a practical, real-world topic for discussion that is interesting and connected to many students' daily lives: whether to provide tweens with cell phones. Donnie begins by asking whether he should buy his 8-year-old daughter a cell phone, which is immediately relevant to many students in the class: Several yell "no" and hold up red cards [at 00:00:58:00]. The "snowball" activity and evidence charting let students consider evidence from both sides of the argument, though some students continued to have strong feelings about the topic. The text-based discussion gives students an opportunity to practice using evidence that is so essential to sound decision-making.

Indicator C.

The annotation activity, "snowball" activity, and group sharing provide students with multiple ways to build on one another's evidence and insights. At the start of the "snowball" activity, two students discuss which evidence to record and share with their peers [at 00:06:33:00]. When students rely on their own opinions during discussions and collaborative activities, Donnie reminds them to refer to the text and to build on one another's observations from what they have read [at 00:02:59:00]. He also redirects a student during the whole-group discussion, suggesting that she "put a pin" in her opinion and cite evidence from the text [00:11:46:00].

Evidence observed: *Cont'd*

Indicator D.

All students appear to be engaged in the discussion, involved in the reading activities, and attentive throughout the lesson. There are no instances of students being off-task. Moreover, Donnie circulates the room during student work time, providing opportunities for students to ask for help when needed or for Donnie to help them stay on-task. For example, a student asks, "What should we underline again?" and Donnie repeats the instructions [at 00:03:11:00].

Core Action 4. The lesson is intentionally sequenced to build on and develop students' skills and knowledge.	Y, N, or N/A
A. Instructor explicitly links lesson content to previous lessons or students' knowledge in a content area.	
B. Instructor folds standards into a lesson in a way that builds on their logical connections to each other.	
C. Instructor actively offers students access to a broad range of texts on topics they are studying for sustained independent reading.	
D. Instructor ends the lesson by: • Reviewing lesson goals; • Summarizing student learning with references to student work and discussion; and • Previewing how the next lesson builds on that learning.	

Evidence observed:

As this is only a video segment of Donnie's lesson (and is not full-length), no evidence has been gathered to exemplify the indicators that make up this Core Action.

Core Action 5. Students' levels of understanding are assessed throughout the lesson, and instruction is adjusted accordingly.	Y, N, or N/A
A. Instructor consistently checks for student understanding, using informal yet deliberate methods (e.g., walks around the room to check on students' work, monitors verbal responses).	
B. Instructor consistently provides students with prompt, specific feedback to correct misunderstandings and reinforce learning.	
C. Instructor consistently provides strategic supports and scaffolds to students who need them (e.g., individualized or peer tutoring, re-teaching, review of basic skills).	
D. Instructor consistently provides extension activities for students who complete classwork early so they are not left idle or unchallenged.	
E. A vast majority of students evaluate and reflect on their own learning.	

Evidence observed:

As this is only a video segment of Donnie's lesson (and is not full-length), no evidence has been gathered to exemplify the indicators that make up this Core Action.

LESSON PLAN FOR ENGLISH LANGUAGE ARTS/LITERACY

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

① Title of this lesson:

Pros and Cons: Technology in Our Daily Lives

② Intended level of the lesson:

High Intermediate/Low Adult Secondary Level

③ 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 and 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.

④ Suggested time to spend on the lesson:

One 60-minute session

⑤ 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.

⑥ Level-specific college and career readiness English language arts/literacy (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 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.

7 **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. **Meaning/Purpose**	*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. **Structure**
Language	**Knowledge**
Slightly Complex: 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,"They believe that plugged-in kids... bad for concentration."	*Moderately Complex:* The text relies on everyday practical knowledge and includes a mix of simple and includes a mix of simple concrete ideas about cell phone technology and the lives of children.

8 **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. (They are concrete and easy to explain, or they describe events, ideas, processes, concepts, or experiences that are familiar to your students.)	These words merit **more** time and attention. (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

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

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

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 considerations 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

10 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.

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

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

12 **Notes to instructors who will use 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 and 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 as we read and learn about each issue, we will focus on identifying the claim and evidence to determine whether the author is for or against the 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, and 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 then 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.