



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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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, Sarah Simpson, 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 Sarah’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 that identifies the steps Sarah takes, student responses to her instruction, and standards-aligned lesson elements.
- Sarah’s lesson plan, which identifies the targeted CCR standards, learning goals, and sequence of planned activities.

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.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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?

GUIDING QUESTIONS FOR OBSERVING ENGLISH LANGUAGE ARTS/LITERACY LESSONS

Core Action 1. Curriculum content of the lesson matches the demands of the CCR standards.	
Indicator	Guiding Questions
<p>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.</p>	<ul style="list-style-type: none"> 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?
<p>E. The text(s) central to the lesson display exceptional craft and thought and/or provide useful information.</p>	<ul style="list-style-type: none"> 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?

GUIDING QUESTIONS FOR OBSERVING ENGLISH LANGUAGE ARTS/LITERACY LESSONS

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.	<ul style="list-style-type: none"> • 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).	<ul style="list-style-type: none"> • 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).	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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?

GUIDING QUESTIONS FOR OBSERVING ENGLISH LANGUAGE ARTS/LITERACY LESSONS

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.	<ul style="list-style-type: none"> • 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).	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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?

GUIDING QUESTIONS FOR OBSERVING ENGLISH LANGUAGE ARTS/LITERACY LESSONS

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.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • Are there any extension texts or research projects connected with the lesson? Are they needed?
D. Instructor ends the lesson by: <ul style="list-style-type: none"> • Reviewing lesson goals; • Summarizing student learning with references to student work and discussion; and • Previewing how the next lesson builds on that learning. 	<ul style="list-style-type: none"> • Does the instructor review the lesson objectives? • Does the instructor close the lesson? • What does the instructor say about the next lesson?

GUIDING QUESTIONS FOR OBSERVING ENGLISH LANGUAGE ARTS/LITERACY LESSONS

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).	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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).	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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 SARAH SIMPSON'S LESSON

A debt of thanks is owed to the Martin County Adult Education Program in Kentucky, to Ms. Sarah Simpson, and to her 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.

**COMPLETED CCR SIA CLASSROOM OBSERVATION TOOL
FOR SARAH SIMPSON'S LESSON**

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.	Y
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
<p>Evidence observed:</p> <p>Indicator A:</p> <p>Students engage in a blend of reading, writing, speaking and listening tasks. In a whole or small group, students read and discuss the texts about eliminating the U.S. penny. To answer the questions about the third text and to complete the exit slip, students also write.</p> <p>All of the CCR standards that are listed in Sarah's lesson plan are reflected in her lesson:</p> <ul style="list-style-type: none"> • 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). • 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 8 – Low 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). <p>Indicator B:</p> <p>Sarah defines the goals of the lesson and identifies "I can ..." statements for students [at 00:06:31:00]. Throughout the lesson, Sarah refers to lesson objectives. The activities of the lessons tie closely to the established goals of the lesson. Sarah presents various statements for students to label as claims or evidence. Sarah also urges students to find evidence to support the claim in each of the three texts students read and discuss.</p>	

COMPLETED CCR SIA CLASSROOM OBSERVATION TOOL FOR SARAH SIMPSON'S LESSON

Evidence observed: *Cont'd*

Indicator C:

The entire lesson time relates to what students are reading, including the initial practice to identify claims and evidence. Sarah reads the first of three texts out loud as students follow along and annotate their copies. She then models how to find the claim in the text. Very little time is spent providing instructions or making transitions, including as students move from whole-group to small-group to individual work.

Indicator D:

The texts were evaluated for complexity. The lesson plan offers the following information:

- “Don’t You Dare Eliminate the Penny” – Forbes: High Intermediate/Low Secondary Level
- “Should We Get Rid of the Penny? 8 Reasons to Keep It vs. Eliminate It” – MoneyCrashers.com: High Intermediate/Low Secondary Level
- “Can We All Just Agree That Pennies Are Stupid and Need to Be Retired?” – The Huffington Post: High Intermediate /Low Secondary Level

The three texts are conceptually related to eliminating the U.S. penny and are designed to build knowledge about the topic.

Indicator E:

Given the topic of the lesson—the debate over the elimination of the penny from U.S. currency—these articles provide useful information to students. All three texts were previously published in established outlets such as Forbes and The Huffington Post.

**COMPLETED CCR SIA CLASSROOM OBSERVATION TOOL
FOR SARAH SIMPSON'S LESSON**

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
<p>Evidence observed:</p> <p>Indicator A:</p> <p>Rarely can students answer questions with just a “yes” or “no”—elaboration or justification is required. During the final activity, on The Huffington Post article, the questions are open-ended and call for reflection (rather than recall) as well as evidence about the words, sentences, and ideas in the text. The instructor also invites students to follow-up on one another’s comments. For example, during the practice session on claims versus evidence and the discussion on fast food, Sarah asks, “Does anyone have a different opinion?” After students discuss, Sarah summarizes their points [at 00:11:34:00]. As Sarah works with students, she often asks questions rather than provide answers. For example, as she moves from group to group, she asks students questions to help them clarify their thinking and progress through the activity.</p> <p>Indicator B:</p> <p>During the evidence-sorting task, students interact with the words, phrases, and sentences of the MoneyCrashers.com article. When students work independently or in pairs on The Huffington Post questions, they must address specific words, phrases, and sentences from the text.</p> <p>Indicator C:</p> <p>Questions are not sequenced to support students delving deeper into the texts. Additional text-based questions could have been developed to further support students’ understanding of The Huffington Post text. There is, however, a mix of questions and tasks that reinforce comprehension of each text and build knowledge about eliminating the penny.</p>	

COMPLETED CCR SIA CLASSROOM OBSERVATION TOOL FOR SARAH SIMPSON'S LESSON

Evidence observed: *Cont'd*

Indicator D:

Sarah often allows enough wait time for student answers throughout the lesson, waiting more than three seconds. Sarah also seems comfortable with wait time: After asking a question, she stay doesn't fill the space with more questions or explanations [at 00:10:00:00]. There are occasions in the beginning and ending of the lesson, however, when wait time is less evident.

Indicator E:

Students cannot answer the questions Sarah poses without referring to the text. Sarah also encourages precision from student responses. During the group activity, for example, Sarah works with several groups to review the evidence statements to decide which ones support the claim—prompting students to reflect more deeply on their responses [at 00:23:45:00]. As another example, near the end of the group activity, Sarah checks a group's chart and asks, "Why did you keep this one? Does that relate?" Students rethink their response and remove the evidence from the chart [at 00:35:20:00].

COMPLETED CCR SIA CLASSROOM OBSERVATION TOOL FOR SARAH SIMPSON'S LESSON

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
<p>Evidence observed:</p> <p>Indicator A: The combination of whole-class, small-group, and independent or partner work ensure that all students could actively participate in the lesson. Students are interested and are sometimes animated. They are engaged from the start about the topic as they decide whether to throw away the pennies the teacher has strategically placed on the floor around the room. The buzz at each table is evident when students work together to find the claim and its supporting evidence. The lesson is dominated by student talk and discussion; there is no lecture. Even the initial activity to help students distinguish between claims and evidence is conducted through a participatory activity. In the lesson as a whole, Sarah talks about 35% of the time while students talk about 65% of the time.</p> <p>Indicator B: Sarah explicitly ties the lesson objectives to students' goals and interests. She calls out the difference between reading and understanding, asking students to think about their own experiences doing so. Students immediately relate to this question, which adds relevance to the lesson [at 00:01:12:00]. In addition, at the beginning of the lesson, Sarah relates the importance of finding claims and evidence to practical, everyday activities like comparison shopping or buying a car or home [at 00:02:29:00]. Sarah further engages students in the topic by strategically placing pennies around the room and by starting a discussion about their value [at 00:06:45:00]. The small-group evidence-sorting activity also provides students with a creative opportunity to engage with evidence from the text.</p> <p>Indicator C: Students consistently refer to the text during discussions and collaborative activities. During the small-group activity, students make decisions about which evidence does and does not support the claim [at 00:21:18:00].</p>	

COMPLETED CCR SIA CLASSROOM OBSERVATION TOOL
FOR SARAH SIMPSON'S LESSON

Evidence observed: *Cont'd*

Indicator D:

Students remain engaged and on-task throughout the lesson. There were no instances of students being off task. Even when a student offers a story about a man paying car taxes in all pennies, the story relates to the topic.

**COMPLETED CCR SIA CLASSROOM OBSERVATION TOOL
FOR SARAH SIMPSON'S LESSON**

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.	Y
B. Instructor folds standards into a lesson in a way that builds on their logical connections to each other.	Y
C. Instructor actively offers students access to a broad range of texts on topics they are studying for sustained independent reading.	N/A
D. Instructor ends the lesson by: <ul style="list-style-type: none"> • Reviewing lesson goals; • Summarizing student learning with references to student work and discussion; and • Previewing how the next lesson builds on that learning. 	Y
<p>Evidence observed:</p> <p>Indicator A:</p> <p>At the beginning of the lesson, Sarah reminds students of a past lesson on claims and evidence.</p> <p>Indicator B:</p> <p>While the lesson is about eliminating the penny and identifying a claim and evidence in text, it also includes several speaking and listening tasks. As mentioned in the closing, it will also lead to a future writing lesson [at 00:05:43:00 and 00:50:48:00].</p> <p>Indicator C:</p> <p>There are no extension texts or research projects connected with this lesson although there are three texts on the same topic, enabling students to build knowledge and vocabulary, which seems appropriate for the nature of this lesson.</p> <p>Indicator D:</p> <p>Students are asked to complete an exit slip to identify the author's claim and two pieces of supporting evidence, which fulfills the lesson objectives. Sarah says that future lessons will focus on evaluating evidence and determining if a source is valid or reliable.</p>	

**COMPLETED CCR SIA CLASSROOM OBSERVATION TOOL
FOR SARAH SIMPSON'S LESSON**

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).	Y
B. Instructor consistently provides students with prompt, specific feedback to correct misunderstandings and reinforce learning.	Y
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).	Y
D. Instructor consistently provides extension activities for students who complete classwork early so they are not left idle or unchallenged.	N/A
E. A vast majority of students evaluate and reflect on their own learning.	Y
<p>Evidence observed:</p> <p>Indicator A: When students are working individually or in groups, Sarah circulates. Sarah checks student understanding in several ways:</p> <ul style="list-style-type: none"> • During whole-class discussions, by asking "Is everyone following me?" [at 00:03:18:00]. • During group work, by walking the room and noticing what's written on the chart paper, and by interacting with small groups. • At the end of the class, by giving students an exit slip that asks for the author's claim and two pieces of supporting evidence from the final text [at 00:50:27:00]. <p>Indicator B: As Sarah moves from group to group, she often asks students questions to guide their thinking rather than providing them with the "right" answers. For example, she asks, "How do you know that?" [at 00:24:56:00], and there are several other examples throughout this activity. Sarah provides prompt and specific feedback during the small-group evidence-sorting activity. She corrects the group's misunderstanding, tells students that there is only one claim in the set, and prompts them to read all the sentence strips to figure out which one states an opinion.</p> <p>Indicator C: Sarah provides support when it is needed. As Sarah moves from group to group, students ask her questions or call her to their table to explain or clarify the task. When a student says he sometimes forgets text he just read, Sarah summarizes it with him, letting the student finish his thought [at 00:34:07:00].</p> <p>Indicator D: No extension activities are provided, nor do students appear to complete the lesson early or be idle.</p>	

COMPLETED CCR SIA CLASSROOM OBSERVATION TOOL
FOR SARAH SIMPSON'S LESSON

Evidence observed: *Cont'd*

Indicator E:

The exit slip includes reflection questions [at 00:50:27:00]: “After reading these texts, do you want to eliminate the penny from our currency or not? What evidence convinced you? Name one thing you learned today about claims and evidence. Name something you still need help with.”

LESSON PLAN FOR ENGLISH LANGUAGE ARTS/LITERACY

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

1 Title of this lesson:

Claim and Evidence: The Penny Debate

2 Intended level of the lesson:

High Intermediate/Low Adult Secondary Level

3 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.

4 Suggested time to spend on the lesson:

One 60-minute session

5 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.

6 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).

LESSON PLAN FOR ENGLISH LANGUAGE ARTS/LITERACY

- 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: 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 every day, practical knowledge and includes simple, concrete ideas.</p>

LESSON PLAN FOR ENGLISH LANGUAGE ARTS/LITERACY

8 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>(They are concrete and easy to explain, or they describe events, ideas, processes, concepts, or experiences that are familiar to your students.)</p>	<p>These words merit more time and attention.</p> <p>(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.)</p>
<p>Nostalgia Inflation Denomination</p>	<p>Obsolete Defunct</p>

9 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)

LESSON PLAN FOR ENGLISH LANGUAGE ARTS/LITERACY

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 the fact that a penny costs 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?

10 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: _____

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

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

LESSON PLAN FOR ENGLISH LANGUAGE ARTS/LITERACY

Notes for implementing 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 for them. 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 and 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 onto the while 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.