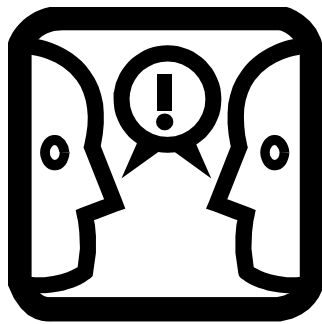


# Getting to the Core

English Language Arts  
Grade 7 Unit of Study  
**“The Power of Language”**



Final Revision: March 18, 2014

**TEACHER EDITION**

# UNIT OVERVIEW

## *ELA Grade 7 The Power of Language*

The purpose of this unit is to show students that communication has a tremendous impact on themselves and others. The verbal and nonverbal language that people use can build up or tear down an individual’s or group’s self-concept. As a result, language has the power to create positive change in one’s life or create negative changes in attitudes or beliefs. At the conclusion of this unit, students will use logic, reason, and textual evidence to support claims in an analytical response to a variety of texts that will focus on how the authors used language and what effect that language had on the authors’ message.

**Big Idea:** Language has the power to influence others.

**Essential Questions:**

- In what ways can language influence others?
- How can language be used to create positive change in others?
- How can language be used to create negative changes in attitudes and belief systems?

### Suggested Unit Timeline (Times will vary)

Day 1	Day 2	Day 3	Day 4	Day 5
<b>Lesson 1:</b> Extended Anticipatory Guide; Wordles + Quick-Write; Circle Map; Nick Vujicic video + transcript; Guiding Questions + Dyad Share	<b>Lesson 1:</b> Motivational Speech writing; Group Share	<b>Lesson 2:</b> Evidence Analysis using Thinking Map for <i>Rikki Tikki Tavi</i> and Nick Vujicic Speech; review of Analytical Paragraph Structure; paragraph writing; Dyad Share + peer revision	<b>Lesson 3:</b> Negative Campaign Ad: Circle Map; text annotation; Say, Mean, Matter Chart; Evidence Analysis using Thinking Map	<b>Lesson 3:</b> Brief history of women’s suffrage; National Assoc. OPPOSED to Woman’s Suffrage pamphlet; text annotation; Compare/Contrast Quick-Write; Evidence Analysis using Thinking Map
Day 6	Day 7	Day 8	Day 9	Day 10
<b>Lesson 4:</b> Quick-Write + 3 Step Interview; Scrambled Poem; “I’m Nobody” Group Read Aloud	<b>Lesson 4:</b> Do-Say Chart; Reflection Quick-Write	<b>Lesson 5:</b> Revisit Extended Anticipatory Guide; introduction to Analytical Essay assignment; begin writing	<b>Lesson 5:</b> Continue/finish writing essay	<b>Lesson 5:</b> Peer reviews; essay revision

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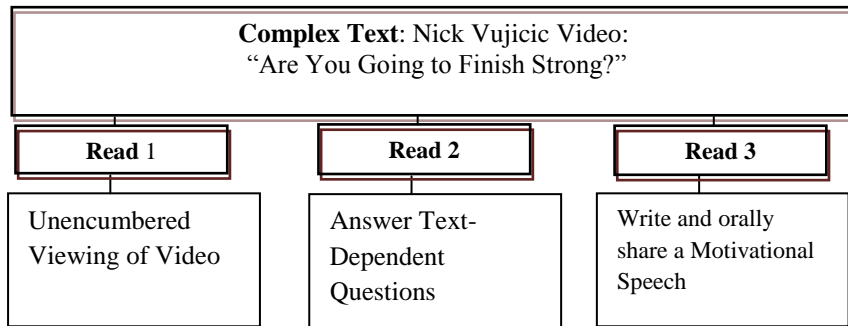


# Santa Ana Unified School District Common Core Unit Planner-Literacy

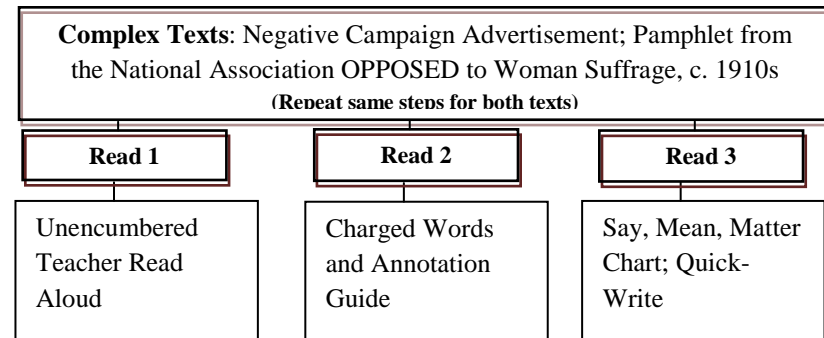
<b>Unit Title:</b>	<b>The Power of Language</b>	
<b>Grade Level/Course:</b>	7th Grade/English Language Arts	<b>Time Frame:</b> 7-10 days
<b>Big Idea (Enduring Understandings):</b>	<b>Big Idea:</b> Language has the power to influence others.	
<b>Essential Questions:</b>	In what ways can language influence others? How can language be used to create positive change in others? How can language be used to create negative changes in attitudes and belief systems?	

## Instructional Activities: Activities/Tasks

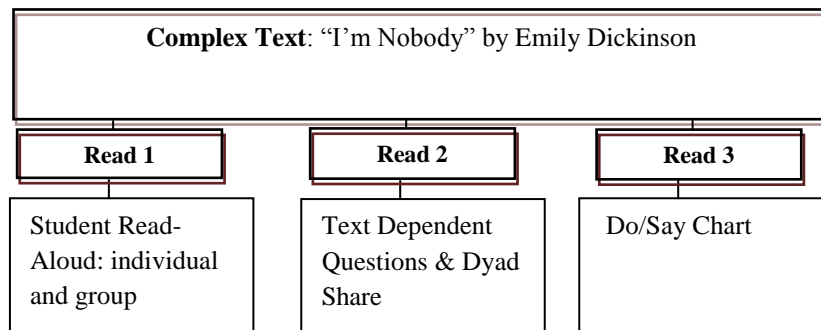
### Lessons 1 & 2: 2-3 days



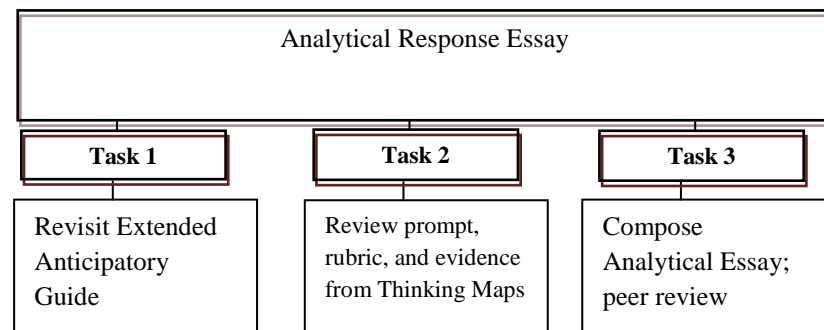
### Lesson 3: 2 days



### Lesson 4: 2 days



### Lesson 5: 2-3 days



<p><b>21<sup>st</sup> Century Skills:</b></p>	<p><b>Learning and Innovation:</b></p> <p><input checked="" type="checkbox"/> Critical Thinking &amp; Problem Solving      <input checked="" type="checkbox"/> Communication &amp; Collaboration      <input checked="" type="checkbox"/> Creativity &amp; Innovation</p> <p><b>Information, Media and Technology:</b></p> <p><input checked="" type="checkbox"/> Information Literacy      <input checked="" type="checkbox"/> Media Literacy      <input checked="" type="checkbox"/> Information, Communications &amp; Technology Literacy (if Edmodo used)</p>	
<p><b>Essential Academic Language:</b></p>	<p><b>Tier II:</b>  inspirational, influence, advertisement, motivational, precise, logical, accurate, limb, demonstrate, engaging, violate, paraphrase, purpose, message, analyze/analysis/analytical, evidence, signify/significance, compare, contrast, interpret/interpretation, impact, claim, counterclaim, structure, proficient, illustrate/illustration, quote, criteria, concept, transition, eliminate, evaluate, examine, strategy, consequence, justify, valid, observe, report, campaign, hypocrite, delinquent, fund/funded, primary, implications, accuse, characterize, pamphlet, oppose/opposition, suffrage, ballot, intended, banish, dreary</p>	<p><b>Tier III:</b>  theme, call to action, signal words/phrases, tone, literary/rhetorical devices, figurative language, analytical paragraph, topic sentence, concluding statement, rhetoric, tone, mood, thesis</p>
<p><b>What pre-assessment will be given?</b></p> <ol style="list-style-type: none"> <li>1. Extended Anticipatory Guide</li> <li>2. Quick-Write</li> </ol>		<p><b>How will pre-assessment guide instruction?</b></p> <p>Pre-assessments will be used to:</p> <ol style="list-style-type: none"> <li>1. Determine if students have adequate knowledge about denotations and connotations of words to be able to determine an author’s purpose in using specific words.</li> <li>2. Analyze what academic language students use, avoid, or misuse when writing about the topic. Teacher will incorporate needed language into lesson to scaffold speaking, writing, listening, and reading.</li> </ol>
<p><b>End of Unit Performance Task:</b></p> <p>Analytical Response Essay: Using evidence collected from a variety of texts, students will write an analytical essay demonstrating what they learned about the influence language can have on different people, including themselves.</p>		

**Assessment of Standards** (include formative and summative)

<p><b>Common Core Learning Standards Taught and Assessed</b> (include one or more standards for one or more of the areas below. Please write out the complete text for the standard(s) you include.)</p>	<p><b>What assessment(s) will be utilized for this unit?</b> (include the types of both formative assessments (F) that will be used throughout the unit to inform your instruction and the summative assessments (S) that will demonstrate student mastery of the standards.)</p>	<p><b>What does the assessment tell us?</b></p>
<p><b>Bundled Reading Literature Standard(s):</b>                      RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sound (e.g., alliteration) on a specific verse or stanza of a poem or a section of a story or drama.</p>	<p>(F)                      - <b>Lesson 1, 2, 3, 4:</b> Text Dependent Questions                      - <b>Lesson 3:</b> Say, Mean, Matter Chart for Negative Campaign Advertisement                      - <b>Lesson 4:</b> Guiding Questions for “I’m Nobody”                      - <b>Lesson 4:</b> Do/Say Chart for “I’m Nobody”</p> <p>(S)                      - <b>Lesson 5:</b> Analytical Response Essay</p>	<p>These assessments answer the following questions:</p> <ul style="list-style-type: none"> <li>• Are students able to cite textual evidence to support claims, assertions, and inferences?</li> <li>• When students are collaboratively answering text dependent questions, are they able to articulate how words and phrases are used in the text?</li> <li>• Are students independently able to respond to the prompt effectively with appropriate supports from the text?</li> </ul>
<p><b>Bundled Reading Informational Text Standard(s):</b>                      RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>RI.7.6 Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p>	<p>(F)                      - <b>Lesson 1:</b> Wordle Analysis                      - <b>Lesson 1:</b> Big Idea Circle Map                      - <b>Lesson 1:</b> Organizing Thinking Map “Nick Vujicic”                      - <b>Lesson 1:</b> Guiding Questions for “Nick Vujicic” Video                      - <b>Lesson 3:</b> Quick-Write for Opposition to Woman’s Suffrage                      - <b>Lesson 4:</b> Advertisement Analysis</p> <p>(S)                      - <b>Lesson 5:</b> Analytical Response Essay</p>	<ul style="list-style-type: none"> <li>• Are students able to correctly answer questions in pairs/small groups and refer to the text to support their responses?</li> <li>• Are students able to ask their partner questions about the text in partner discussions?</li> <li>• Can students collaboratively organize and create a Circle Map with ideas about the given topics (Wordle)?</li> <li>• Are students able to independently organize and create a Circle Map with ideas?</li> <li>•</li> </ul>

<b>Common Core Learning Standards Taught and Assessed</b> <i>(include one or more standards for one or more of the areas below. Please write out the complete text for the standard(s) you include.)</i>	<b>What assessment(s) will be utilized for this unit?</b> <i>(include the types of both formative assessments (F) that will be used throughout the unit to inform your instruction and the summative assessments (S) that will demonstrate student mastery of the standards.)</i>	<b>What does the assessment tell us?</b>
<p><b>Bundled Writing Standard(s):</b> W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.7.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>(F) - <b>Lessons 1, 3, 4:</b> Quick-Writes</p> <p>(S) - <b>Lesson 1:</b> Motivational Speech - <b>Lesson 5:</b> Analytical Response Essay</p>	<ul style="list-style-type: none"> <li>• Are students able to collaboratively and independently gather information from resources and write texts that clearly present their analysis, ideas, and supports?</li> <li>• Are students able to write for a variety of purposes?</li> </ul>
<p><b>Bundled Speaking and Listening Standard(s):</b> SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>(F) - <b>Lesson 1:</b> Wordle Analysis - <b>Lesson 2:</b> Analytical Paragraph - <b>Lesson 4:</b> Advertisement Quick-Write - <b>Lesson 3:</b> Annotation Pair-Share</p> <p>(S) - <b>Lesson 1:</b> Motivational Speech</p>	<ul style="list-style-type: none"> <li>• When talking about text in pairs and groups, do students follow protocol/rules/routines for collaborative discussions?</li> <li>• Do all students participate in thinking, conversations, and final product?</li> <li>• When presenting their motivational speeches, do students demonstrate knowledge of academic vocabulary, language, and conventions appropriate to the task?</li> </ul>
<p><b>Bundled Language Standard(s):</b> L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (a,b,c)</p> <p>L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (a,b)</p> <p>L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. (a)</p> <p>L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (a,b,c)</p> <p>L.7.6 Acquire and use accurately grade-appropriate general academic and domain-</p>	<p>(F) - <b>Lesson 1:</b> Wordle Analysis - <b>Lessons 1, 3, 4:</b> Quick-Writes - <b>Lesson 2:</b> Analytical Paragraph - <b>Lesson 3:</b> Annotation Pair-Share</p> <p>(S) - <b>Lesson 5:</b> Analytical Response Essay</p>	<ul style="list-style-type: none"> <li>• Do students use the appropriate conventions of standard English grammar when writing or speaking?</li> <li>• Do students use appropriate words to express their ideas when writing or speaking?</li> </ul>



<p>specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>		
<p><b>Resources/ Materials:</b></p>	<p><b><u>Complex Texts to be used</u></b>  <b>Informational Text(s) Titles:</b>          Nick Vujicic video: “Are You Going to Finish Strong?” from TeacherTube <a href="http://www.teachertube.com/viewVideo.php?video_id=75383">http://www.teachertube.com/viewVideo.php?video_id=75383</a>          Transcript of Nick Vujicic video (Lexile 670)          Negative Campaign Advertisement and transcript (Retrieved from <a href="http://en.wikipedia.org/wiki/File:Example_of_negative_attack_ad_mailing.jpg">http://en.wikipedia.org/wiki/File:Example_of_negative_attack_ad_mailing.jpg</a> 5-21-13) (Lexile 890)          Pamphlet from the National Association OPPOSED to Woman Suffrage, c. 1910s (Retrieved from <a href="http://jwa.org/primarysources/orgrec_08.pdf">http://jwa.org/primarysources/orgrec_08.pdf</a> 5-21-13) (Lexile 1110)</p> <p><b>Literature Titles:</b>          “I’m Nobody” by Emily Dickinson (In addition to <b>Resource 4.3</b>, the poem can be found in Holt Literature and Language Arts, First Course, p. 383)</p> <p><b>Primary Sources:</b>          Pamphlet from the National Association OPPOSED to Woman Suffrage, c. 1910s (Retrieved from <a href="http://jwa.org/primarysources/orgrec_08.pdf">http://jwa.org/primarysources/orgrec_08.pdf</a> 5-21-13)</p> <p><b>Media/Technology (all videos can be accessed through this link: <a href="http://www.sausd.us/Page/22743">http://www.sausd.us/Page/22743</a>):</b>          Nick Vujicic video: “Are You Going to Finish Strong?” from TeacherTube <a href="http://www.teachertube.com/viewVideo.php?video_id=75383">http://www.teachertube.com/viewVideo.php?video_id=75383</a> [2:40]          Optional: “Schoolhouse Rock: Sufferin’ ‘til Suffrage” from <a href="http://vimeo.com/29858198">http://vimeo.com/29858198</a> [2:59]          Optional: <i>America in the 20<sup>th</sup> Century: The Progressive Era</i>. “Suffrage” from Discovery Education. <a href="http://www.discoveryeducation.com">http://www.discoveryeducation.com</a> [2:49]</p> <p><b>Other Materials:</b></p> <ul style="list-style-type: none"> <li>• Print advertisements for analysis</li> <li>• Paper and writing instruments (student-provided)</li> <li>• Computer with Internet access and audio capability, projector, and speakers</li> <li>• Whiteboard and markers as needed</li> <li>• Document camera or chart paper as needed</li> <li>• Dictionaries for student reference (if needed)</li> <li>• Poster paper for student groups (if unavailable, use white butcher paper)</li> <li>• Student markers</li> <li>• Student resources provided with lessons; additional teacher resources included with each lesson plan.</li> </ul>	
<p><b>Interdisciplinary Connections:</b></p>	<p><b>Cite several interdisciplinary or cross-content connections made in this unit of study (i.e. math, social studies, art, etc.)</b>          Students will be analyzing a motivational speech, a negative campaign advertisement, an anti-women’s suffrage pamphlet aimed at women, a variety of product advertisements, and a poem. Throughout the unit, students examine how words (and images as text) are used to persuade others. This idea can be connected with how media, art, political candidates, organizations, and advertisers use words to influence others.</p>	

<p><b>Differentiated Instruction:</b></p>	<p><b>Based on desired student outcomes, what instructional variation will be used to address the needs of English Learners by language proficiency level?</b>  English Learners will be provided with a variety of scaffolds throughout this unit that support language acquisition. They will be given sentence starters and sentence frames, and they will be given multiple opportunities to read, write, speak, and listen.</p>	<p><b>Based on desired student outcomes, what instructional variation will be used to address the needs of students with special needs, including gifted and talented?</b></p> <p><b>Special Needs:</b></p> <ul style="list-style-type: none"> <li>• Always start with the students’ IEP goals. Then, if possible, collaborate with the case manager to identify appropriate scaffolds, accommodations, and modifications.</li> <li>• Students will have transcripts of the visual texts available as needed for them to read before viewing. Students may refer to the transcripts when they answer the guiding questions.</li> <li>• Pair students with a peer who can model and provide support with articulating their responses throughout the different tasks in the unit.</li> </ul> <p><b>GATE:</b></p> <ul style="list-style-type: none"> <li>• Students may analyze complex text using Depth &amp; Complexity icons if teacher and students are familiar with their use.</li> <li>• Students will complete tasks with few or no scaffolds, depending on their needs.</li> <li>• An additional (optional) task designed for depth and enrichment is included in Lesson 4.</li> <li>• Students may create a multimedia presentation of their motivational speeches.</li> </ul>
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**Teacher:**

<p><b>Unit: The Power of Language Lesson #1 Motivational Language</b></p>	<p><b>Grade Level/Course:</b> ELA 7<sup>th</sup> Benchmark</p>	<p><b>Duration:</b> 1-2 days <b>Date:</b></p>
<p><b>Big Idea:</b> Language has the power to influence others.  <b>Essential Questions:</b> In what ways can language influence others? How can language be used to create positive change in others?</p>		
<p><b>Common Core and Content Standards</b></p>	<p><b>Content Standards:</b>            RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.            RI.7.6 Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.            W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.            W.7.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.            SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.            SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.            L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (a,b,c)            L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. (a)            L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (a,b,c)            L.7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	
<p><b>Materials/ Resources/ Lesson Preparation</b></p>	<ul style="list-style-type: none"> <li>• Extended Anticipatory Guide (<b>Resource 1.1</b>)</li> <li>• Dyad Share (<b>Resource 1.2</b>)</li> <li>• Wordles (<b>Resource 1.3</b>)</li> <li>• Plutchik’s Wheel of Emotion (<b>Resource 1.4</b>)</li> <li>• Optional Modified Language Frames for Dyad Share (<b>Resource 1.5</b>)</li> <li>• Optional Vocabulary Notebook (<b>Resource 1.6</b>)</li> <li>• Guiding Questions Handout (<b>Resource 1.7</b>)</li> <li>• Transcript for Vujicic Video (<b>Resource 1.8</b>)</li> <li>• Motivational Speech Rubric (<b>Resource 1.9</b>)</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• Nick Vujicic Video: “Are You Going to Finish Strong?” from TeacherTube (can be accessed through the district web page by following this link: <a href="http://www.sausd.us/Page/22743">http://www.sausd.us/Page/22743</a> [2:40])</li> <li>• Paper and writing instruments (student-provided)</li> </ul>	



	<p>came to terms with his disability and, at the age of seventeen, started his own non-profit organization, Life Without Limbs. Vujicic presents motivational speeches worldwide which focus on life with a disability, hope and finding meaning in life.</p>	
<b>Lesson Delivery</b>		
<b>Instructional Methods</b>	<p><b>Check method(s) used in the lesson:</b></p> <p><input checked="" type="checkbox"/> Modeling                      <input checked="" type="checkbox"/> Guided Practice                      <input checked="" type="checkbox"/> Collaboration                      <input checked="" type="checkbox"/> Independent Practice</p> <p><input type="checkbox"/> Guided Inquiry                      <input checked="" type="checkbox"/> Reflection</p>	
	<p><b>Prior Knowledge, Context, and Motivation:</b>                  Teacher will introduce the Essential Questions and Big Idea: <b>Language has the power to influence others.</b> Students will be asked to take one minute to reflect on the Big Idea and think of examples where this may be true. After discussing the examples, students will be introduced to the final Analytic Writing prompt (<b>Resource 5.2</b>) in order to familiarize them with the performance task in advance.</p>	
<b>Lesson Continuum</b>	<p><b>Preparing the Learner</b></p> <hr/> <p><i>This task is for the purpose of assessing prior knowledge and current viewpoints.</i></p> <ol style="list-style-type: none"> <li>Students will fill out an Extended Anticipatory Guide (<b>Resource 1.1</b>). Students should only complete the first column of the Extended Anticipatory Guide. Students will not be writing anything in the second column or in the evidence column until the end of the unit.</li> <li>After students mark their responses, they will turn to a partner and do a share out (Dyad Share – one student will be Partner A and the other will be Partner B) using the language frames provided as needed (<b>Resource 1.2</b>). Let students know that no interruptions or discussions are allowed while partners share their responses.</li> </ol> <p><i>This task introduces students to the idea that words can hold deeper meanings than their dictionary definitions. If students are not familiar with connotative vs. denotative meaning, teacher may wish to pre-teach.</i></p> <ol style="list-style-type: none"> <li>Students will analyze two Wordles (<b>Resource 1.3</b>). One contains words with positive connotations, while the other contains words with negative connotations. (<b>Students should not be told whether the words are positive or negative at this time</b>; however, you can tell them that Wordle A is linked to a text that they will read during this lesson. After completing the activity, students can be told that Wordle B was taken from a biography of Edgar Allan Poe on page 177 of the Holt textbook.)             <ol style="list-style-type: none"> <li>Introduce Plutchik’s Wheel of Emotion (<b>Resource</b></li> </ol> </li> </ol>	<p><b>Differentiated Instruction:</b></p> <p><b>English Learners and Students Who Need Additional Support:</b>                  *Students may need additional support in understanding the vocabulary on Plutchik’s Wheel of Emotion. You may have students create a Vocabulary Notebook (<b>Resource 1.6</b>) to which they can add throughout the unit.</p> <p><b>Students Who Need Additional Support:</b>                  *Pair students with a peer who can model and provide support with articulating their responses throughout the different tasks in the unit.</p> <p>*Before participating in the Dyad Share, students may need to</p>

	<p><b>1.4)</b> to students. Go over the different gradients of emotions with them and provide vocabulary support by explicitly explaining unfamiliar words. The purpose is to provide students with academic vocabulary to describe their emotions. Students may use this resource when answering the questions for the Wordles.</p> <p>b. As students analyze both Wordles, have them answer the following reflection questions as a Quick-Write (on back side of <b>Resource 1.3</b>):</p> <ul style="list-style-type: none"> <li>○ <b>How can you describe the types of words in Wordle A and Wordle B?</b> (<i>Possible response = The words in Wordle A seem to be about being strong and finishing something; the words in Wordle B seem to be about being sad and alone.</i>)</li> <li>○ <b>How are the words used in each one different?</b> (<i>Possible response = Wordle A uses words like strength, try, and pleasure that create a positive outlook; Wordle B uses words like alone, died, and unhappiness that create a feeling of depression and loneliness.</i>)</li> <li>○ <b>What message/feelings/thoughts do you get from Wordle A versus Wordle B?</b> (<i>Possible response = Wordle A makes me feel good about trying hard to achieve something; Wordle B makes me feel sad about unpleasant life and death situations.</i>)</li> </ul> <p>c. Students should turn to their partner and share their responses.</p> <p>d. Students will then revisit the Big Idea: <b>Language has the power to influence others</b>, and comment on how the Wordles reflect this.</p> <p>4. Create a class Circle Map and have students brainstorm responses to the question: <b>How is language used to influence others?</b> Have students think about examples throughout history and in our everyday lives where language (both verbal and nonverbal) is used to influence/persuade.</p> <p>5. Model one response, then call on students to offer their ideas; chart them on the Circle Map.</p> <p>6. Independently, have students write a brief response to the question.</p> <p><b>Interacting with the Text</b></p> <hr/> <p><i>The purpose of showing this video is to illustrate how verbal and non-verbal communication can be very powerful together. Although the words are simple and the body language is limited by</i></p>	<p>practice using agree/disagree statements (see <b>Resource 1.5</b>).</p> <p>*For the motivational speech, have students work with the general education teacher, special ed. teacher, or assistant in a small group prior to the lesson to create one speech together. Students can then go back to their seats and create one independently.</p> <p><b>Accelerated Learners:</b></p> <p>*For the Circle Map activity, accelerated learners may complete their own Circle Map without assistance from the teacher/class discussion.</p> <p>*For the motivational speech, students might present their speeches to the whole class. They should incorporate appropriate non-verbal communication, such as direct eye contact and gestures, to emphasize their message.</p>
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*physical disability, students should be encouraged to discover the complexity of the speaker’s message.*

**1<sup>st</sup> Read (viewing):**

1. Show the Nick Vujicic video: “Are You Going to Finish Strong?” Students will view the video once without any discussion so that they are able to focus on the message.
2. Ask students to keep the Big Idea in mind as they are watching, and think about what Vujicic’s message is. Teacher may need to explain the difference between a speaker’s purpose and message (purpose: inform, persuade, entertain; message: theme).
3. After viewing, revisit and add to the Circle Map. How does this video reflect the idea that language, both verbal and nonverbal, has the power to influence others? Extend the discussion by asking students to think about how Vujicic’s words, even though they seem simple, and his movements, even though they are restricted, communicate a complex message. Teacher may choose to have students discuss this first with their partners, and then share their insights with the entire class. When adding information to the Circle Map, have students support their ideas with evidence from what they viewed and heard.

**2<sup>nd</sup> Read (viewing):**

1. After the first viewing and discussion with the Circle Map, have students turn to the Guiding Questions (**Resource 1.7**) handout and go over the questions.
2. Now have students look at the video transcript (**Resource 1.8**).
3. Students will then view the video a second time and answer the guiding questions independently.
4. Once students have been given time to answer the questions, they will turn to their partner and discuss their responses using the following language supports (provided below the transcript on **Resource 1.8**):
  - Based on Nick Vujicic’s speech, I believe his purpose is...
  - The speaker uses \_\_\_\_\_ and \_\_\_\_\_ to convey his message that...  
For example, ...
  - Nick’s words and actions work together to express... by...
5. Teacher should randomly select students to share out to the class.
6. At this time, teacher may refer back to Wordle A on **Resource 1.3** and let students know that the words were drawn from Nick Vujicic’s speech.

**Extending the Learning**

1. Lead the class in briefly re-examining Nick Vujicic’s words/phrases and actions from his motivational speech, and remind them of the Big Idea: **Language has the power to influence others.**
2. Project or write the following prompt on the board:
  - Think of a situation that may be negatively affecting other students your age. Write a short, motivational speech that includes strong, positive words to encourage others to overcome adversity.
3. Students will turn to the Motivational Speech Rubric (**Resource 1.9**). Go over the assignment, modeling how to complete it as needed. You might want to use Vujicic’s speech to model the rubric criteria.
4. Provide students with sufficient class time to complete it.

*This task helps to connect the students’ personal word choices from their motivational speech to the concept of how authors carefully select their words in order to influence their audience.*

5. When students have finished writing their speeches, they will silently read through them and choose one sentence that contains words intended to influence others. Students will then read their speech aloud to their group of 4 and state which words/phrases they felt were the most effective/motivational and why.

**Language Supports for Writing Sentences & Sharing in Groups** (provided below rubric on **Resource 1.9**):

- Similarly to Nick Vujicic, I used the word/phrase “\_\_\_\_\_” in order to influence others to \_\_\_\_\_.
  - I selected the word/phrase “\_\_\_\_\_” because I wanted my audience to \_\_\_\_\_.
6. Call on students from each group to share out some of their group members’ responses.



<b>Lesson Reflection</b>	
<b>Teacher Reflection Evidenced by Student Learning/ Outcomes</b>	

**Extended Anticipatory Guide**

**Directions:** Decide whether you agree or disagree with the statements below before we begin our unit. Share your responses with a partner using the Dyad Share language frames (**Resource 1.2**). At the end of our unit, you will decide whether your opinions have remained the same or have changed, and support your opinion with evidence from the unit.

Statement	Opinion at the beginning of our unit		Opinion at the end of our unit		Evidence
	Agree	Disagree	Agree	Disagree	
1. The words of one person can change the thoughts and actions of a million people.					
2. Inspirational speakers always send positive messages.					
3. I am influenced by other people’s words.					
4. Words people use can have a positive influence on others.					
5. Advertisements and words other people say have no effect on me.					
6. People are easily influenced.					

### Dyad Share

Work with your partner using the following language to discuss and determine whether you agree or disagree with the statements in the Extended Anticipatory Guide (**Resource 1.1**):

#### Frame I

**Partner A:** I will begin by reading statement 1. (Read statement 1 from the Extended Anticipatory Guide.) Based on what I know, I would say this statement is true/not true, so I will agree/disagree. One reason for my opinion is...

**Partner B:** I agree/disagree with you. The reason for my agreement/disagreement is that I know that \_\_\_\_\_. Now I will read statement 2. (Read statement 2 from the Extended Anticipatory Guide.) Based on what I know, I would say this statement is true/not true, so I will agree/disagree.

*(Continue through all six of the statements.)*

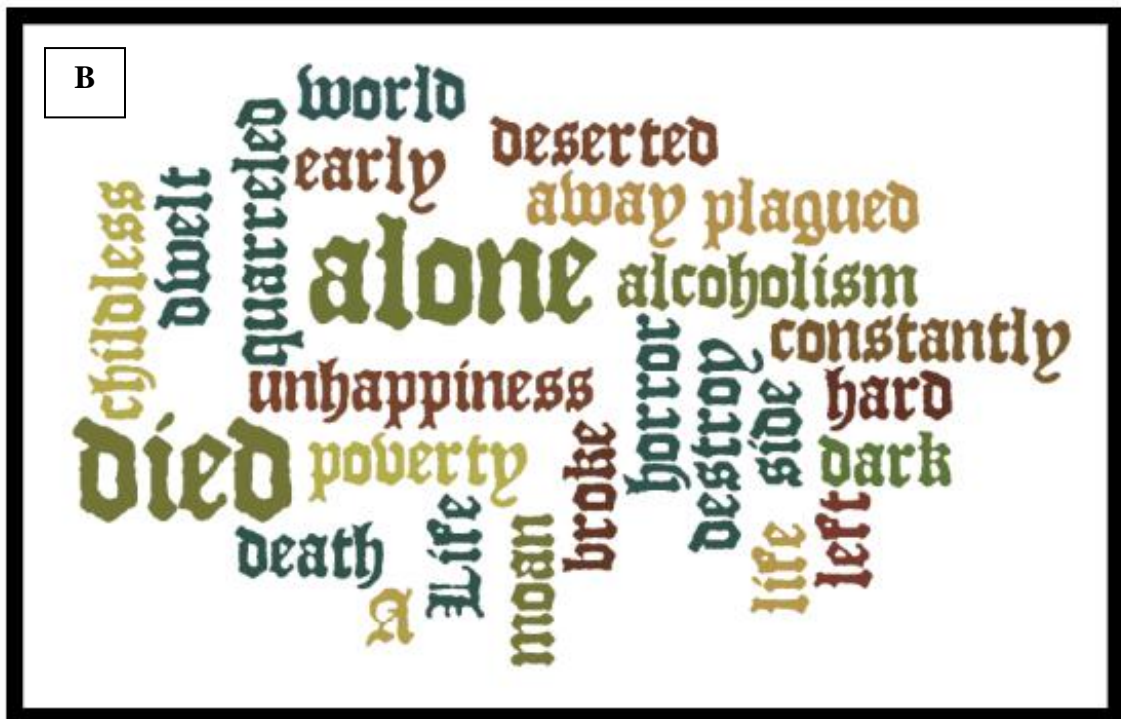
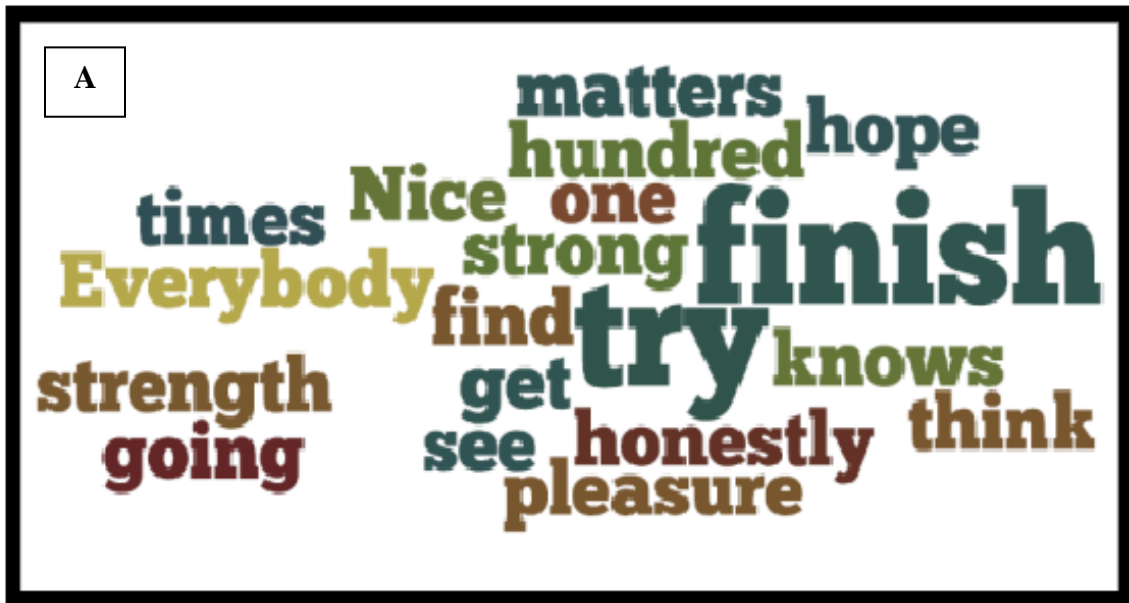
#### Frame II

**Partner A:** I will begin by reading statement 1. (Read statement 1 from the Extended Anticipatory Guide.) Based on what I know, I would say I agree/disagree with this statement. One reason for my opinion is that...

**Partner B:** I agree/disagree with you. The reason for my agreement/disagreement is that I know that \_\_\_\_\_. Now I will read statement 2. (Read statement 2 from the Extended Anticipatory Guide.) Based on what I know about \_\_\_\_\_, I would say that I agree/disagree.

*(Continue through all six of the statements.)*

### Wordles







## To Disagree

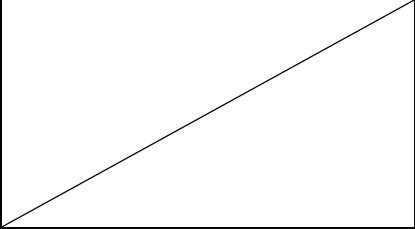
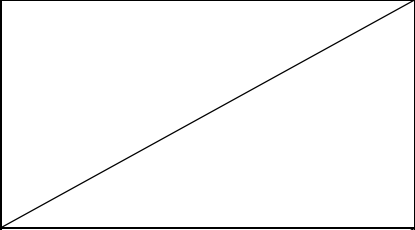
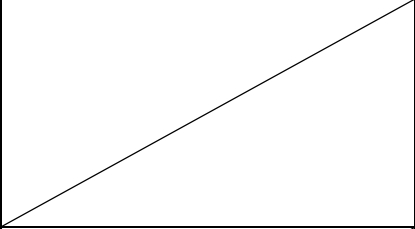
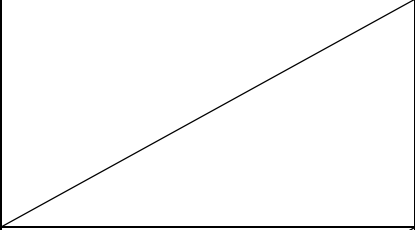
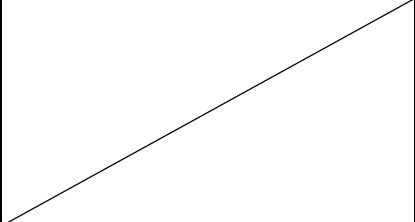
- Another way to look at it is \_\_\_\_\_.
- I understand what you said about \_\_\_\_\_, but I think \_\_\_\_\_.
- I have a different answer. I wrote down that \_\_\_\_\_.

## To Agree

- You made a good point when you said \_\_\_\_\_.
- I see what you're saying. I agree because \_\_\_\_\_.
- My idea builds on \_\_\_\_\_'s idea. I think \_\_\_\_\_.





<b>Word &amp; Translation</b> (choose words from Plutchik's Wheel of Emotions)	<b>Picture/Image</b> (look at wheel illustration, then make your own)	<b>Definition</b>	<b>Original Sentence</b>
			
			
			
			
			

**Guiding Questions for “Are You Going to Finish Strong?”**

1. Based on Nick Vujicic’s words, what do you believe is the purpose of his speech?
2. What is the message he is trying to convey?
3. What are some words or phrases he uses that help to convey his message?
4. How does Nick Vujicic’s speech demonstrate that language has power?
5. How might his words influence others?

“Are You Going to Finish Strong?”\*

Nick Vujicic:

“Thank you very much. Nice to see you. My name is Nick Vujicic, and it’s a pleasure to be with you. So I have no limbs, but I have my little chicken drumstick...But honestly, along the way you might fall down like this; ready? So what do you do when you fall down? You get back up. Everybody knows to get back up because if I start walking I’m not going to get anywhere. But I tell you there are some times in life where you fall down and you feel like you don’t have the strength to get back up. Do you think you have hope? Because I tell you, I’m down here, face down, and I have no arms, no legs. It should be impossible for me to get back up. But it’s not. You see, I will try one hundred times to get up, and if I fail one hundred times, if I fail and I give up, do you think that I’m ever going to get up? No! But if I fail and I try again, and again, and again, but I just want you to know that it’s not the end – it matters how you’re going to finish. Are you going to finish strong? You will find that strength to get back up like this.”

Partner Share:

- Based on Nick Vujicic’s speech, I believe his purpose is...
- The speaker uses \_\_\_\_\_ and \_\_\_\_\_ to convey his message that...  
For example, ...
- Nick’s words and actions work together to express... by...

\*From TeacherTube: [http://www.teachertube.com/viewVideo.php?video\\_id=75383](http://www.teachertube.com/viewVideo.php?video_id=75383)

### Motivational Speech Rubric

**Prompt:** Think of a situation that may be negatively affecting other students your age. Write a short, motivational speech that includes strong, positive words to encourage others to overcome adversity.

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Opening</b>	Engaging opening that orients the audience to the topic and theme. Audience knows what will follow.	Clear opening that orients audience to topic and theme, but is not engaging. Audience has a good sense of what will follow.	Opening only orients the audience to the topic or theme, but not both. Audience has some sense of what will follow.	No clear opening. Audience is unsure of what the theme is. No basis for audience to predict or follow.
<b>Logic</b>	Connects all ideas logically and builds a compelling, cumulative statement.	Connects most ideas logically and builds a cumulative statement.	Connects some ideas logically and creates a general sense of cumulative statement.	Does not connect ideas logically and makes few or no logical connection between statements.
<b>Vocabulary</b>	Uses precise, evocative language throughout that is appropriate to the audience.	Uses strong accurate language throughout that is appropriate to theme and audience.	Uses occasional strong, accurate language that is appropriate to the theme of the audience.	Uses vague and weak language and/or uses language that violates school honor code.
<b>Conclusion</b>	Creative restatement of main theme and major supports. Strong call to action or beliefs.	Clear restatement of main theme and major supports. Audience is asked to respond to a call to action or belief.	There is some restatement of the main theme and major support.	No clear conclusion. The speech just seems to stop.

**Group Share Language Frames:**

- Similarly to Nick Vujicic, I used the word/phrase “ \_\_\_\_\_ ” in order to influence others to \_\_\_\_\_.
- I selected the word/phrase “ \_\_\_\_\_ ” because I wanted my audience to \_\_\_\_\_.

<p><b>Unit: The Power of Language Lesson #2 Analytical Paragraph Writing</b></p>	<p><b>Grade Level/Course:</b> ELA 7<sup>th</sup> Benchmark</p>	<p><b>Duration:</b> 2 days <b>Date:</b></p>
<p><b>Big Idea:</b> Language has the power to influence others. <b>Essential Question:</b> How can language be used to create positive change in others?</p>		
<p><b>Common Core and Content Standards</b></p>	<p><b>Content Standards:</b>                  RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.                  RI.7.6 Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.                  W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                  W.7.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.                  SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.                  L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (a,b,c)                  L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (a,b)                  L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. (a)                  L.7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	
<p><b>Materials/ Resources/ Lesson Preparation</b></p>	<ul style="list-style-type: none"> <li>• Sample Thinking Map for Gathering Evidence (<b>Resource 2.1</b>)</li> <li>• Paraphrasing Tips (<b>Resource 2.2</b>)</li> <li>• Analysis of Evidence (<b>Resource 2.3</b>)</li> <li>• Blank Thinking Map for Gathering Evidence (<b>Resource 2.4</b>)</li> <li>• Basic Structure of an Analytical Paragraph (<b>Resource 2.5</b>)</li> <li>• Analytical Writing – Strong Academic Verbs (<b>Resource 2.6</b>)</li> <li>• Analytical Paragraph Scoring Guide (<b>Resource 2.7</b>)</li> <li>• Analytical Writing Language Dyad Share (<b>Resource 2.8</b>)</li> <li>• Peer Review Form (<b>Resource 2.9</b>)</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• Paper and writing instruments (student-provided)</li> <li>• Computer with Internet access and audio capability, projector, and speakers</li> <li>• Document camera or chart paper as needed</li> <li>• Whiteboard and markers as needed</li> <li>• Dictionaries for student reference (if needed)</li> </ul>	

<b>Objectives</b>		<b>Content:</b> Students will analyze multiple texts and multimedia in order to gather supporting evidence for an analytical essay.	<b>Language:</b> <ul style="list-style-type: none"> <li>• Students will compose an analytical paragraph citing evidence as support.</li> <li>• Students will discuss their ideas and read from their Thinking Maps before they begin to write.</li> </ul>
<b>Depth of Knowledge Level</b>		<input checked="" type="checkbox"/> <b>Level 1: Recall</b>	<input checked="" type="checkbox"/> <b>Level 2: Skill/Concept</b>
		<input checked="" type="checkbox"/> <b>Level 3: Strategic Thinking</b>	<input checked="" type="checkbox"/> <b>Level 4: Extended Thinking</b>
<b>College and Career Ready Skills</b>		<input checked="" type="checkbox"/> <b>Demonstrating independence</b>	<input checked="" type="checkbox"/> <b>Building strong content knowledge</b>
		<input checked="" type="checkbox"/> <b>Responding to varying demands of audience, task, purpose, and discipline</b>	<input checked="" type="checkbox"/> <b>Valuing evidence</b>
		<input checked="" type="checkbox"/> <b>Comprehending as well as critiquing</b>	
		<input type="checkbox"/> <b>Using technology and digital media strategically and capably</b>	
		<input checked="" type="checkbox"/> <b>Coming to understand other perspectives and cultures</b>	
<b>Common Core Instructional Shifts</b>		<input checked="" type="checkbox"/> <b>Building knowledge through content-rich nonfiction texts</b>	
		<input checked="" type="checkbox"/> <b>Reading and writing grounded from text</b>	
		<input checked="" type="checkbox"/> <b>Regular practice with complex text and its academic vocabulary</b>	
<b>Academic Vocabulary (Tier II &amp; Tier III)</b>	<b>TEACHER PROVIDES SIMPLE EXPLANATION</b>	<b>KEY WORDS ESSENTIAL TO UNDERSTANDING</b> paraphrase, purpose, message, analyze/analysis/analytical, evidence, signify/significance, effects, interpret/interpretation, impact, claim, structure, proficient, illustrate/illustration, quote, criteria, concept, transition, signal words/phrases, tone, figurative language, analytical paragraph, topic sentence, concluding statement	<b>WORDS WORTH KNOWING</b> thesaurus, affirm, indicate, contend, assert, advise, acknowledge, concede, declare, urge, assume, evident, insist, confirm, emphasize
	<b>STUDENTS FIGURE OUT THE MEANING</b>	verbal and non-verbal communication, eliminate, evaluate, examine, strategy, consequences, justify, valid, observe, report	dissect
<b>Pre-teaching Considerations</b>		Students should already be used to being required to write multi-paragraph essays. However, most students are only used to citing evidence in “research” papers. Teacher should have a short discussion on the importance of citing evidence in any piece of writing.	

Lesson Delivery	
Instructional Methods	<p><b>Check method(s) used in the lesson:</b></p> <p><input checked="" type="checkbox"/> Modeling      <input checked="" type="checkbox"/> Guided Practice      <input checked="" type="checkbox"/> Collaboration      <input checked="" type="checkbox"/> Independent Practice</p> <p><input checked="" type="checkbox"/> Guided Inquiry      <input checked="" type="checkbox"/> Reflection</p>
	<p><b>Prior Knowledge, Context, and Motivation:</b></p> <p><b>Day 1: Introduction to the Typical Analytical Paragraph Structure</b></p> <hr/> <p><i>Below are the steps for a modeled and guided planning of an analytical paragraph. This is meant to be highly scaffolded for students who struggle with this type of writing. Gradually release responsibility to students for the next analytical piece they write, providing fewer scaffolds as needed.</i></p> <p>The purpose of this lesson is for students to go through the steps of using a combined Thinking Map to organize evidence and ideas for the final essay. Teacher will model how to fill out each part of the Thinking Map with examples from a known story (“Rikki Tikki Tavi” is suggested. A sample has been provided as <b>Resource 2.1</b> with a blank template for projecting as needed). This can be done on the document camera or on chart paper.</p> <ol style="list-style-type: none"> <li>1. Begin the lesson by having a discussion about “Rikki Tikki Tavi” (or whichever known story you have chosen) to remind students about the plot. Be sure to highlight the key language features as well:             <ul style="list-style-type: none"> <li>• <u>Typical Language Features</u> <ul style="list-style-type: none"> <li>○ Present tense</li> <li>○ Passive voice (sometimes)</li> <li>○ Precise verbs to express emotions</li> <li>○ Transitions and signal words/phrases</li> <li>○ Domain/topic specific vocabulary</li> <li>○ Academic language (i.e., language frames, precise verbs/nouns/adjectives...)</li> </ul> </li> </ul> </li> <li>2. For each part of the Thinking Map, solicit answers by calling on volunteers or randomly calling on students, and then write the agreed-upon answer in the appropriate section.</li> <li>3. First, go over the teacher/question prompt on the Thinking Map, and write in the answer (based on student responses). Include the name of the text, the author, and the publisher (if known), and model how to write a topic sentence with a strong predicate and central idea/theme.</li> <li>4. Using the story, model how to draw from the text to complete the <i>Evidence</i> box.</li> <li>5. Before completing the <i>Paraphrase Evidence</i> box, refer students to “Paraphrasing Tips” (<b>Resource 2.2</b>) and model how to paraphrase the evidence using the samples provided.</li> <li>6. Before completing the <i>Analyze Evidence</i> box, refer students to “Analysis of Evidence” (<b>Resource 2.3</b>) and model how to analyze the evidence by doing a Think Aloud using the questions provided.</li> <li>7. Call on students to formulate a conclusion based on the analyzed evidence and write it in the <i>Conclusion</i> box.</li> <li>8. After completing the Thinking Map, revisit the answer that students provided to the prompt and revise it as needed based on the analyzed evidence.</li> </ol>

**Day 1-2: Writing an Analytical Paragraph**

**NOTE:** *For the next part, students should refer to their copy of the Vujicic video transcript (Resource 1.8). If time permits, teacher may show the video again.*

1. Students will turn to the Blank Thinking Map (Resource 2.4).  
Students will then work in dyads to answer the following prompt in the “Student Response” section of the Thinking Map:
  - **How do Nick Vujicic’s words and actions (verbal and non-verbal communication) support the idea that language can be used to create positive changes in others?**
2. With a partner, students will come to consensus on ONE response to serve as the topic sentence/claim for an analytical paragraph that they will be writing. Remind students that they will revise their answer to serve as a topic sentence for their paragraph after completing the Thinking Map, so it needs to include the name of the text, author, a strong predicate, and the central idea/theme.
3. In their dyads, have students locate evidence/quotes to support their claim (1-2 examples of textual evidence). Students record the evidence on their own Thinking Map.
4. Next, each dyad paraphrases their selected piece of evidence. Students should refer to “Paraphrasing Tips” (Resource 2.2). Students write down the paraphrased information on their Thinking Map in the *Paraphrase Evidence* box.
5. Dyads now analyze their piece of evidence by asking “SO WHAT?” Students should refer to “Analysis of Evidence” (Resource 2.3). Students write down this information on their Thinking Map in the *Analyze Evidence* box. Examples of language frames are included at the bottom of Resource 2.3 for students to use as needed.
6. Tell students to think about how this piece of evidence connects to the Big Idea. Students write down these notes on their Thinking Map in the *Conclusion* box.
7. Teacher, along with students, goes over the “Basic Structure for an Analytical Paragraph” (Resource 2.5), “Analytical Writing – Strong Academic Verbs” (Resource 2.6), and “Analytical Paragraph Scoring Guide” (Resource 2.7). Since this rubric may be unfamiliar for students, teacher may wish to refer them to SAUSD’s Intermediate Writing Assessment Scoring Guide, provided in Lesson 5 (Resource 5.2), which will be used at the end of the unit to guide students’ essay writing.

**Differentiated Instruction:**

**English Learners and Students Who Need Additional Support:**

\*Pair students with a peer who can model and provide support with articulating their responses throughout the different tasks in the unit.

**Students Who Need Additional Support:**

\*For Rikki Tikki activity, have students listen to the story before the lesson to remind them about the plot before having the class discussion. Give students the question/prompt ahead of time.

\*To support and reinforce the skills of citing evidence and paraphrasing, teacher may use the “I do, we do, you do” model with Resource 2.2.

\*To scaffold the writing process, teacher may choose to teach additional lessons from the SAUSD Writing Notebook. To access lessons, follow this link:

<http://www.sausd.us/Page/14433>.

**Lesson Continuum**

**Body of the Lesson:**  
Activities/  
Questioning/  
Tasks/  
Strategies/  
Technology/  
Engagement



**Teacher Note:** *It is critical that students engage in oral language practice with academic words/phrases BEFORE writing their paragraphs.*

8. Students engage in academic oral language practice using the prompts and responses from the “Analytical Writing Language Dyad Share” (**Resource 2.8**). In A-B partners, student “A” reads the prompt and student “B” responds using one of the provided language frames. Repeat the process and alternate roles. (Teacher models for students before they begin to work in pairs.)
9. Students will write their paragraphs collaboratively or independently as teacher walks around to assist as needed. For students who need additional practice with transitions, teacher may wish to scaffold with lessons from the SAUSD Writing Notebook. To access the lessons on transitions, follow this link:  
<http://www.sausd.us/cms/lib5/CA01000471/Centricity/Domain/106/7th%20transitions.pdf>
10. After students finish writing, have dyads share and provide revision feedback as follows:
  - Dyad share & Peer Revision
    - Teacher reviews the “Peer Review Form” (**Resource 2.9**) with students.
    - Dyads self-assess the quality of their paragraphs using the scoring guide and questions provided.
    - Each dyad member then READS ALOUD his/her paragraph, while the other dyad member listens attentively and notes strengths, missing elements, comments/suggestions.
    - Dyads then exchange papers and score them using the scoring guide and questions. They may also share the feedback orally.
    - Students independently revise their paragraphs based on peer feedback.
11. Students will be reminded that they will be charting evidence for each text the class analyzes using a Thinking Map template. Students will use the evidence gathered on these charts to complete their final analytical writing assignment at the end of the unit.

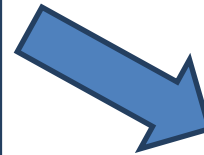
**Accelerated Learners:**

\*For the analytical paragraph, have students analyze the evidence using all of the ways referenced on the “Analytical Paragraph Scoring Guide” (**Resource 2.7**).

<b>Lesson Reflection</b>	
<b>Teacher Reflection Evidenced by Student Learning/ Outcomes</b>	

### Evidence

“So long as the bungalow is empty, we are king and queen of the garden; and remember that as soon as our eggs in the melon bed hatch our children will need room and quiet.” p. 28



**Teacher question:** What was Nagaina’s motivation for wanting to get rid of Rikki Tikki?

**Student Response/Topic Sentence:**  
*In the story “Rikki Tikki Tavi,” by Rudyard Kipling, Nagaina wishes to get rid of Rikki Tikki to protect her family and to continue being the rulers of the garden.*

### Paraphrase Evidence

In this part of the story, Nag and Nagaina are upset that Rikki Tikki has become a “pet” to the people who live in the bungalow. Nagaina wants to get rid of Rikki Tikki and the family. Once they are gone, she and Nag will be “queen and king” of the garden again.

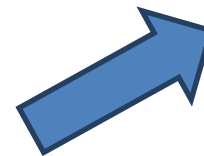


### Conclusion

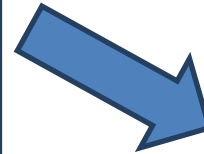
In summary, Nagaina is a selfish creature who cares only about the well being of her family and her personal goals.

### Analyze Evidence

From this, we can infer that Nagaina’s motive for wanting to get rid of Rikki Tikki is to protect her family. It seems to me that Nagaina believes her family has more right to life than Rikki and his adopted family. Additionally, the author may be suggesting the ability of selfish creatures to inflict pain on others.



Evidence



**Teacher question:** What was Nagaina’s motivation for wanting to get rid of Rikki Tikki?

**Student Response/Topic Sentence:**

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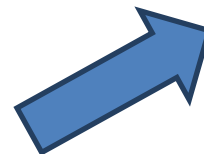
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Paraphrase Evidence



Analyze Evidence



Conclusion

## Paraphrasing Tips

- Eliminate information that is not critical to the main idea in the sentence.
- Rephrase words/phrases to express the author’s central idea in a different way.
- Include signal words/phrases to link key details/ideas together.

### Topic Sentence Tips

Did I include?

- Title of Text
- Author
- Main Idea/Claim
- Strong Academic Verb

### Example from Rikki Tikki Tavi:

Evidence from the text (page 28 of the Holt textbook):

“So long as the bungalow is empty, we are king and queen of the garden; and remember that as soon as our eggs in the melon bed hatch, our children will need room and quiet.”

Paraphrased:

In this part of the story, *Rikki Tikki Tavi* by Rudyard Kipling, the author reveals the cobras’ motives for wanting to get rid of Rikki Tikki and the family in order to keep the garden for themselves and their children.

## Analysis of Evidence

To **analyze** means to take apart something and examine it closely (dissect, or break down the information) in order to understand it better or discover more about it. Analysis of details or evidence in texts requires you to *offer your own interpretations (explanations) or evaluations (value judgments)* related to those details or evidence. When writers effectively analyze information from texts, they often use one or more of the following strategies (see chart below). Use the chart below to guide and develop your analytical thinking when responding to textual details/evidence.

<b>Strategy</b>	<b>Thinking</b>
<i>How do I analyze details/evidence from a text?</i>	<i>What questions can I ask myself to develop my analysis?</i>
1. Explain the significance (importance) of the quote/reference.	<ul style="list-style-type: none"> <li>▪ Why is this significant?</li> <li>▪ What new information is revealed and how?</li> <li>▪ How may this information affect others?</li> </ul>
2. Interpret (explain) the meaning of the quotation/reference.	<ul style="list-style-type: none"> <li>▪ What do these words or phrases mean?</li> <li>▪ What is the author suggesting or implying when he states this?</li> <li>▪ What kind of language is used (i.e., figurative language) and why?</li> </ul>
3. Examine the effects and consequences noted in the quote/reference.	<ul style="list-style-type: none"> <li>▪ What is the impact on other people, places, or things? Explain.</li> <li>▪ Why should we care about these effects or consequences?</li> <li>▪ Does the author provide evidence-based explanations that link the cause(s) to the effect(s)? Are there any missing details?</li> </ul>
4. Evaluate (justify or take a position) on ideas introduced in the quote/reference.	<ul style="list-style-type: none"> <li>▪ Are the claims/opinions stated by the author valid (reasonable) and supported by evidence?</li> <li>▪ What kind of evidence does the writer include? Is the evidence valid and reliable?</li> </ul>

Examples of language frames:

1. The quote "...," is significant because it reveals that...
2. When he/she states "...," the author is suggesting that....
3. The author’s choice of words are important because they affect...by...
4. The author’s claim is/is not valid because...

Evidence

**Teacher question:** How do Nick Vujicic’s words and actions (verbal and non-verbal communication) support the idea that language can be used to create positive changes in others?

**Student Response/Topic Sentence:**

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Paraphrase Evidence

Conclusion

Analyze Evidence

## **Basic Structure of an Analytical Paragraph**

### **Typical Text Structure (TEPAC)**

#### **T**opic Sentence

- Identify the text, author and publisher (if provided) + strong predicate + central idea/theme.

#### **E**vidence

- Include specific details from the text to support the topic sentence.

#### **P**araphrase Evidence

- Use your own thinking and language to express the author's ideas.

#### **A**nalysis of Evidence

- Explain the significance (provide an interpretation) of the evidence.

#### **C**oncluding Statement

- Explain how the evidence connects back to the topic sentence/claim.



## Analytical Writing: Strong Academic Verbs

(Verbs express action, state of being, or a relation between two things.)

<i>Verbs to express what a person says</i>	<i>Verbs to express the significance of the evidence</i>	
believes feels demonstrates explains contends shows (us) suggests states asserts argues claims advises acknowledges recognize agrees concedes emphasizes insists declares observes reminds us reports urges assumes	tells (us) shows (us) demonstrates reveals signifies illustrates suggestions illustrates suggests implies confirms proves points out informs (us) explains affirms makes it evident indicates	THAT

### Examples of Language Frames

- The following examples **make it evident that...**
- \_\_\_\_\_ tends to **believe that...**
- \_\_\_\_\_ **insists that** we need to...
- Through his/her experience, \_\_\_\_\_ **demonstrates that...**
- The quote on \_\_\_\_\_ **reveals that...**
- The quote on page \_\_\_\_\_ **illustrates that...**

## Analytical Paragraph Scoring Guide

### ADVANCED

- Includes all of the Proficient criteria plus:
- 4 or more sentences of analysis (see **Resource 2.3**)
- 4 or more examples of strong academic verbs (see **Resource 2.6**)

### PROFICIENT

#### Content

- States a claim
- Cites textual evidence to support claim
- Paraphrases the evidence (see **Resource 2.2**)
- Analyzes the evidence in support of the claim in one or more of the following ways (see **Resource 2.3**):
  - Explains significance (importance)
  - Interprets (provides meaning of) information
  - Examines causes/effects
  - Evaluates ideas/rhetoric
- Concludes by stating how the evidence supports the claim

#### Language

- Includes 2-3 transitions
- Includes 2-3 strong academic verbs (see **Resource 2.6**)
- Uses complete sentences

### BASIC

- Includes 4 of the “content” Proficient criteria
- Includes 2 of the “language” Proficient criteria

### BELOW BASIC

- Includes fewer than 4 of the “content” Proficient criteria
- Includes fewer than 2 of the “language” Proficient criteria
- Task to be repeated after re-teaching
- Comments:

### Analytical Writing Language Dyad Share

Work with your partner using the following language to practice using academic language before writing your analytical paragraph:

**Partner A:** What evidence do you have to support your topic sentence or claim?

**Partner B:** As an example, in line \_\_\_ of the text, it reads...  
This supports my claim by...

**Partner A:** Okay, give me an example of how you will paraphrase evidence.

**Partner B:** Using my own thinking and language to express the author’s ideas, I will write that...

**Partner A:** Explain the significance of the evidence you will use.

**Partner B:** My interpretation or understanding of the evidence is that...

**Partner A:** How will you connect the evidence back to your topic sentence or claim?

**Partner B:** In my concluding statement, I will connect the evidence back to my topic sentence by...

*(Alternate roles and repeat the process.)*

### PEER REVIEW FORM

Work with a partner to take turns reviewing each other’s paragraphs using the scoring guide and questions below:

**Scoring Guide**

- 1 = insufficient
- 2 = developing
- 3 = sufficient
- 4 = exemplary

1. Is there a clear topic sentence that identifies the text and author and introduces the writer’s claim?	Self	1	2	3	4
	Partner	1	2	3	4
2. Is text-based evidence used to support the claim, and is it paraphrased effectively?	Self	1	2	3	4
	Partner	1	2	3	4
3. Does the writer’s analysis of the evidence support the claim effectively?	Self	1	2	3	4
	Partner	1	2	3	4
4. Does the paragraph include transition words/phrases that sequence the ideas and information?	Self	1	2	3	4
	Partner	1	2	3	4
5. Does the paragraph include strong academic verbs that express the writer’s ideas effectively?	Self	1	2	3	4
	Partner	1	2	3	4
6. Are complete sentences used?	Self	1	2	3	4
	Partner	1	2	3	4
7. Is there a clear concluding statement that explains how the evidence connects back to the topic sentence/claim?	Self	1	2	3	4
	Partner	1	2	3	4

Using the feedback received from your partner, now revise your paragraph to include any elements that may have been missed and any corrections needed to improve your writing.


<p><b>Unit: The Power of Language Lesson #3 The Effect of Language on an Audience</b></p>	<p><b>Grade Level/Course:</b> ELA 7<sup>th</sup> Benchmark</p>	<p><b>Duration:</b> 2-3 days <b>Date:</b></p>
<p><b>Big Idea:</b> Language has the power to influence others. <b>Essential Question:</b> In what ways can language influence others? How can language be used to create negative changes in attitudes and belief systems?</p>		
<p><b>Common Core and Content Standards</b></p>	<p><b>Content Standards:</b>                      RL.7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.                      RL.7.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.                      RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.                      RI.7.6. Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.                      W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                      W.7.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.                      SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.                      L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (a,b,c)                      L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.                      L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (a,b,c)                      L.7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	
<p><b>Materials/ Resources/ Lesson Preparation</b></p>	<ul style="list-style-type: none"> <li>• Negative Campaign Advertisement and Transcript (<b>Resource 3.1</b>)</li> <li>• Academic Conversation Placemat (<b>Resource 3.2</b>)</li> <li>• Say, Mean, Matter Chart for Negative Campaign Advertisement (<b>Resource 3.3</b>)</li> <li>• Blank Thinking Map for Gathering Evidence About the Negative Campaign Advertisement (<b>Resource 3.4</b>)</li> <li>• Document Study Sheet: Pamphlet from the National Association OPPOSED to Woman Suffrage (<b>Resource 3.5</b>)</li> <li>• Annotation Symbols Chart (<b>Resource 3.6</b>)</li> </ul>	



	<p>was a 2012 candidate seeking election to the U.S. House of Representatives representing the 7th Congressional District of New Jersey. He lost in the primary.</p> <ul style="list-style-type: none"> <li>○ The second text is a pamphlet written by the National Association OPPOSED to Woman Suffrage, c. 1910s. You might consider frontloading students on the suffrage movement before viewing the text. Resources include a brief overview provided by the National Women’s History Museum and two videos (Schoolhouse Rock and Discovery Education), which can be accessed through the District ELA Common Core Units web page: <a href="http://www.sausd.us/Page/22743">http://www.sausd.us/Page/22743</a>; then have students closely read the historical background found in the lesson materials (<b>Resource 3.6</b>) prior to reading the pamphlet transcription.</li> <li>● Language supports (sentence frames): Throughout the lesson, there are sentence frames used for writing and/or sharing. It is up to the teacher’s discretion how these language supports will be shared with students.</li> <li>● If students have not yet worked with the five core conversation skills (Collaborative Academic Conversation): elaborate and clarify; paraphrase; support ideas with evidence; build on and/or challenge partner’s ideas; and synthesize, they will need additional time practicing with the Academic Conversation Placemat (<b>Resource 3.2</b>).</li> </ul>
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**Lesson Delivery**

<b>Instructional Methods</b>	<p><b>Check method(s) used in the lesson:</b></p> <p> <input checked="" type="checkbox"/> <b>Modeling Practice</b>                  <input checked="" type="checkbox"/> <b>Guided Practice</b>                  <input checked="" type="checkbox"/> <b>Collaboration</b>                  <input checked="" type="checkbox"/> <b>Independent Practice</b> </p> <p> <input checked="" type="checkbox"/> <b>Guided Inquiry</b>                  <input checked="" type="checkbox"/> <b>Reflection</b> </p>
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	<p><b>Prior Knowledge, Context, and Motivation:</b></p> <p>Day 1:</p> <ol style="list-style-type: none"> <li>1. Project a picture of David Larsen on the board/screen (access image at <a href="http://www.sausd.us/Page/22743">http://www.sausd.us/Page/22743</a> - open page and click on Lesson 3 Image: Close-up of David Larsen).</li> </ol> <div style="text-align: center;">  </div> <ol style="list-style-type: none"> <li>2. Have students think about words that describe the subject’s expression and how the image makes them feel (students may refer to Plutchik’s Wheel of Emotions if needed – <b>Resource 1.4</b>).</li> </ol>
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3. As a class, create a Circle Map as shown below:

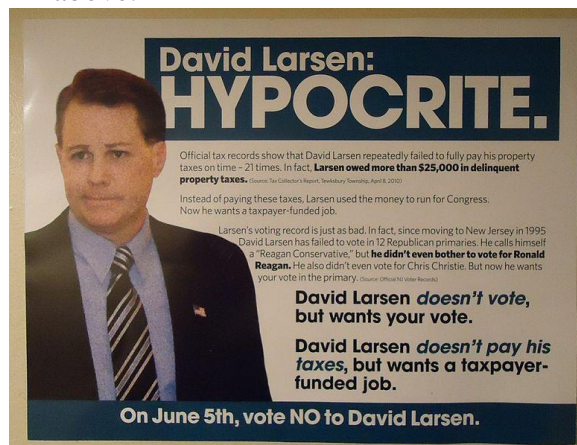


4. Have students provide their description of what they see in the image and ideas about the subject's state of mind.
5. In the frame of reference, students should include the emotions that guided them to their descriptions: How does this image make you feel? Why?

### Negative Campaign Advertisement

#### Preparing the Learner

1. In order to contextualize the photo, the teacher will now project the complete negative campaign advertisement (access image at <http://www.sausd.us/Page/22743> - open page and click on Lesson 3 Image: Negative Campaign Advertisement) and give background information about the campaign, as shown in "Pre-teaching Considerations" above.



#### Differentiated Instruction:

**English Learners and Students Who Need Additional Support:**  
 \*It may be helpful for some students to create a Bubble Map of negative adjectives/terms used in the campaign ad as a first step in analyzing it.

\*For the loaded words and annotation activities, pull a small group and follow the "I do, we do, you do" model.

Lesson Continuum

**Body of the Lesson:**  
 Activities/  
 Questioning  
 Tasks/  
 Strategies/  
 Technology/  
 Engagement



2. Teacher should explain that negative attack advertising has been shown to be highly effective in winning elections. Often there is a photo of a frowning or non-smiling politician, surrounded by nasty adjectives, which rarely deals with serious public issues, but rather focuses on real or perceived character flaws. In this example, advertisers for incumbent New Jersey congressperson Leonard Lance attack a challenger, David Larsen (see description on teacher’s edition of **Resource 3.1**).

**Interacting with the Text**

Task: Text Annotations

*This task provides students with an initial reading focus that helps build their understanding of the text and develops their metacognitive skills.*

**1<sup>st</sup> Read:**

1. Students look at their copy of the negative campaign advertisement with transcript (**Resource 3.1**). For the first read, the teacher will read the text aloud while students follow along.
2. After reading, go back to the Circle Map to chart and have a discussion about how the written language in the advertisement has affected their opinions and interpretations of the photo by itself. In order to enhance the discussion, you may wish to incorporate Collaborative Academic Conversation prompts while students refer to the Academic Conversation Placemat (**Resource 3.2**). For example, you may want to start the discussion by asking students to provide examples of negative language found in the text and then have them elaborate on their responses. Continue having students support, build on, and synthesize ideas until conclusions can be reached.

**2<sup>nd</sup> Read:**

1. Introduce students to “loaded words,” which are words that are repeated, emphasized, or influential (meaning that the words were carefully selected to persuade the audience to think or feel a certain way). For the second read, students will go through the transcript (**Resource 3.1**) and underline all the words that they believe are “loaded.”
2. In pairs, (Partner A and Partner B) students will take turns orally sharing two of the loaded words they chose and explaining why they are loaded. If students need academic language support, teacher could write the following sentence frames on the board (these frames are also printed on the back of **Resource 3.1**):

**Accelerated Learners:**

\*When analyzing the campaign ad and pamphlet, students should also make notes on the ethical issues surrounding this text: Is the author’s message to the public ethical? Why or why not?

- I believe the word \_\_\_\_\_ is loaded because it is (repeated/emphasized) to persuade the reader that...
- I believe the word \_\_\_\_\_ is loaded because it influences the reader to (feel/think that)...

3. Partner A will share one loaded word while Partner B listens; then it will be Partner B’s turn to share. Students repeat with Partner B sharing first.

**Note:** *It is critical that the teacher walks around the room and listens to the students’ comments/thoughts. This task allows teachers to HEAR what the students are thinking while they are reading a complex text, and adjust instruction accordingly.*

**3<sup>rd</sup> Read:**

Task: Say, Mean, Matter Chart

*This task provides students with a close-reading strategy that requires students to delve deeply into the ideas and language presented in a text.*

1. Ask students to turn to the Say, Mean, Matter Chart (**Resource 3.3**).

Questions	Say (What information is presented? Use direct quotes)	Mean (What does the quote mean? What are its implications?)	Matter (So what? What is the significance? What was the author’s purpose in writing this?)
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2. Have students work in dyads to complete the chart.
3. Then have students share their answers in groups of 4. Remind students to use their Academic Conversation Placemat (**Resource 3.2**) to build on their responses.

**Extending the Learning**

1. Students will complete a combined Thinking Map (**Resource 3.4**) like the one they completed for Nick Vujicic’s speech.
2. Students should be able to do this independently now since it was modeled in a previous lesson.
3. Teacher may choose to allow students to work in pairs again to complete this task. Students who need additional support may be pulled into a smaller group to complete the task with the teacher.

**Day 2-3: Pamphlet from the National Association OPPOSED to Woman Suffrage, c. 1910s**

*This task serves to bridge students’ prior knowledge with new information, and also builds students’ background knowledge on the historical context of the text to be explored.*

**Preparing the Learner**

1. Provide students with a brief history of the women’s suffrage movement in order to build context before having them read the pamphlet from the National Association OPPOSED to Woman Suffrage, c. 1910s. This may include reading background information, viewing informational videos, and/or reviewing students’ prior knowledge (links to background information and videos can be accessed through the District ELA Common Core Units web page: <http://www.sausd.us/Page/22743>).
2. Prior to reading the pamphlet transcript, you may also read the historical background piece found on the 3<sup>rd</sup> page of **Resource 3.5** aloud to students while they read along.

**HISTORICAL BACKGROUND**

Despite early differences with respect to strategy, after 1900 most advocates for women’s rights pursued a unified and coordinated effort to gain the vote, suffrage. The majority agreed that a Constitutional amendment was the best approach, and they integrated activities on local, state, and federal levels.

Opposition to the goal of women’s suffrage came from many arenas. Some objected because they believed that women would only duplicate the voting of their husbands, while others believed that women were unable to exert the rational thought that voting required. Many also argued that women were morally superior to the American political system and that voting would violate the special position they held as society’s caregivers. Still others maintained that husbands, fathers, and sons were best able to represent the interests of the women in their lives.

This pamphlet conveys these many varied concerns. It also reflects another aspect of American life in the early twentieth century -- literature aimed at a female audience. The period witnessed a rapid increase women’s magazines, advice columns, and other media. By portraying their arguments as “helpful hints,” this Association emphasized women’s domestic sphere and conveyed the opposition of many to the contemporary reality of increased female participation in affairs outside of the home.

**Interacting with the Text**

*This task provides students with an initial reading focus that helps build their understanding of the text and develop their metacognitive skills.*

**1<sup>st</sup> Read:**

1. Students look at their copy of the pamphlet from the National Association OPPOSED to Woman Suffrage, c. 1910s. (**Resource 3.5**). For the first read, the teacher will read the bottom of page 1 and the first “household hint” on page 2 out loud using the appropriate tone and inflection to demonstrate the author’s tone:
  - a. Votes of Women can accomplish no more than votes of Men. Why waste time, energy and money, without result?

- b. Housewives! You do not need a ballot to clean out your sink spout. A handful of potash and some boiling water is quicker and cheaper. (Note: Although you should not explain the purpose of this “hint” at this time, you can share that potash is a chemical that was used as bleach in the early 20<sup>th</sup> century. Let students know that there will be several references to old-fashioned cleaning products.)
- 2. Students will read through the rest of the pamphlet transcript independently (stopping at Historical Background).

**2<sup>nd</sup> Read:**

- 1. For the second read, have students refer to the Annotation Symbols Chart (**Resource 3.6**), which includes language supports via sentence frames for the sharing segment. Students will annotate the text using the symbols (they should be encouraged to write down any notes related to their annotation marks as well). Go over how to annotate the text using the example at the bottom of the Annotation Symbols Chart (**Resource 3.6**).
- 2. In pairs (student A and student B), students will take turns orally sharing two of their annotations using the sentence frames from the chart as needed.
- 3. Student B will share one annotation while Student A listens; then it will be Student A’s turn to share. Students repeat with Student B sharing first.
- 4. After the dyad share, you may wish to lead a class discussion on the purpose and message of the pamphlet. The discussion questions on the last page of **Resource 3.5** may be used to guide the discussion if desired:

**DISCUSSION QUESTIONS**

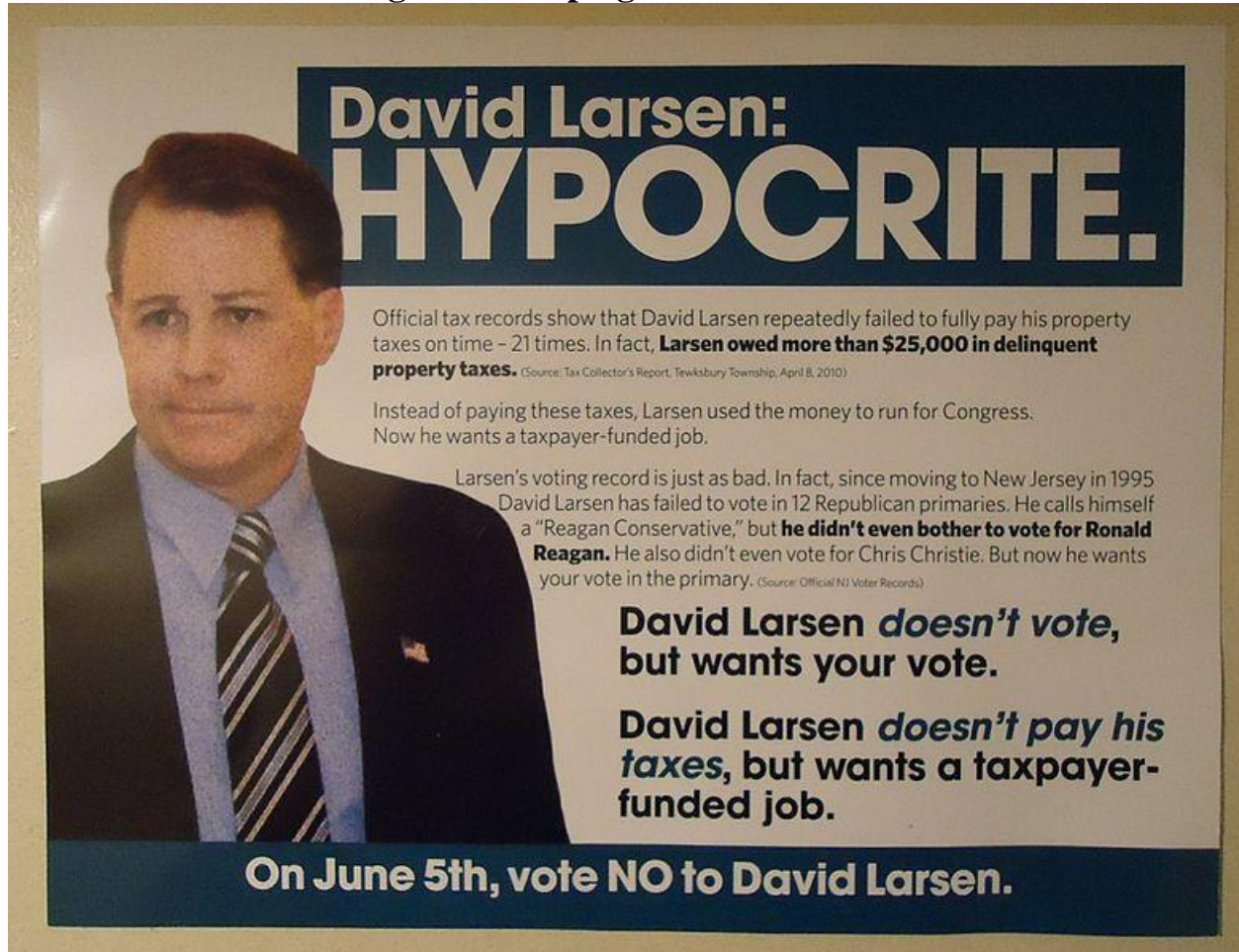
- 1. Identify the major arguments this pamphlet presents against giving women the vote. Are these points ideologically consistent with one another?
- 2. About what do those opposed to giving women the vote seem most afraid?
- 3. Identify the connection made here between the vote and household activities. Why did the Association make these connections?
- 4. Why have some hints been placed in the Housewives! category and others in Spot Removers?
- 5. Do you think this pamphlet helped or hurt the cause of those who opposed women’s suffrage?
- 6. Why do you think pamphlet’s author chose to put a house on its front cover?

	<p>Students may need to use the Academic Conversation Placemat as a scaffold (<b>Resource 3.2</b>).</p> <p><b>3<sup>rd</sup> Read:</b>  <i>This task will allow students to make connections between two different texts with similar purposes.</i></p> <ol style="list-style-type: none"> <li>1. In the form of a Quick-Write using <b>Resource 3.7</b>, have students compare and contrast their findings from the negative campaign advertisement and the pamphlet giving opposition to women’s suffrage. Students should focus on the following questions:             <ol style="list-style-type: none"> <li>a. What is the action that both of these texts aim to influence? (<i>Answer: voting</i>)</li> <li>b. How do the authors of the texts use words to influence their readers’ actions? (<i>Possible answer: The campaign ad uses negative words to make the candidate seem unfit to lead; the pamphlet disguises the author’s point of view that women should not vote as “helpful hints” so that women will accept that their place is in the home.</i>)</li> <li>c. What is the main purpose of both texts? (<i>Possible answer: Both texts are designed to influence their readers to vote a certain way.</i>)</li> </ol> </li> </ol> <p><b>Extending the Learning</b></p> <ol style="list-style-type: none"> <li>1. Students will complete a combined Thinking Map (<b>Resource 3.8</b>) like the one they completed for Nick Vujicic’s speech.</li> <li>2. Students should be able to do this independently now since it was modeled in a previous lesson. Teacher may choose to allow students to work in pairs again to complete this task. Students who need additional support may be pulled into a smaller group to complete the task with the teacher.</li> </ol>	
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<b>Lesson Reflection</b>		
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<p><b>Teacher Reflection Evidenced by Student Learning/ Outcomes</b></p>		
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### Negative Campaign Advertisement



### Campaign Advertisement Transcript

- 1 **David Larsen: HYPOCRITE.** Official tax records show that David Larsen repeatedly failed to fully pay
- 2 his property taxes on time – 21 times. In fact, **Larsen owed more than \$25,000 in delinquent property**
- 3 **taxes.** (Source: Tax Collector’s Report, Tewksbury Township, April 8, 2010)
- 4 Instead of paying these taxes, Larsen used the money to run for Congress. Now he wants a taxpayer-
- 5 funded job.
- 6 Larsen’s voting record is just as bad. In fact, since moving to New Jersey in 1995 David Larsen has failed
- 7 to vote in 12 Republican primaries. He calls himself a “Reagan Conservative,” but **he didn’t even bother**
- 8 **to vote for Ronald Reagan.** He also didn’t even vote for Chris Christie [governor of New Jersey]. But
- 9 now he wants your vote in the primary. (Source: Official NJ Voter Records)
- 10 **David Larsen *doesn’t* vote, but wants your vote.**
- 11 **David Larsen *doesn’t* pay his taxes, but wants a taxpayer-funded job.**
- 12 **On June 5<sup>th</sup>, vote NO to David Larsen.**

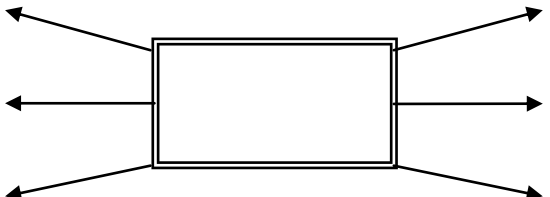
## Negative Campaign Advertisement

*Description: Negative attack advertising has been shown to be highly effective in winning elections. Often there is a photo of a frowning or non-smiling politician, surrounded by nasty adjectives, which rarely deals with serious public issues, but rather focuses on real or perceived character flaws. In this example, advertisers for in-office New Jersey congressperson Leonard Lance attack a challenger, David Larsen. (Retrieved from [http://en.wikipedia.org/wiki/File:Example\\_of\\_negative\\_attack\\_ad\\_mailing.jpg](http://en.wikipedia.org/wiki/File:Example_of_negative_attack_ad_mailing.jpg) 5-21-13.)*

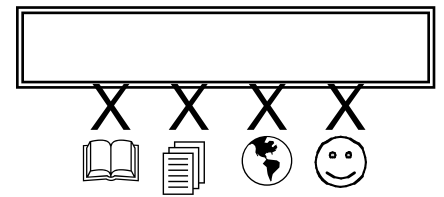
### Partner Share:

- I believe the word \_\_\_\_\_ is loaded because it is (repeated/emphasized) to persuade the reader that...
  
- I believe the word \_\_\_\_\_ is loaded because it influences the reader to (feel/think that)...

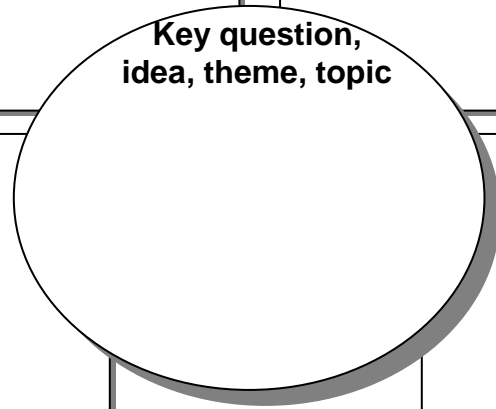
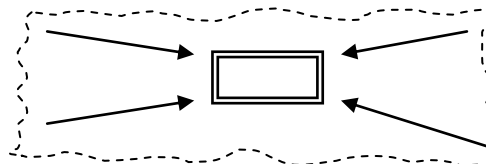
### Academic Conversation Placemat



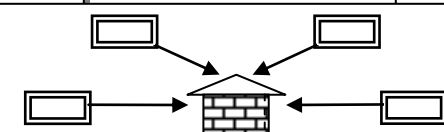
<p><i>Prompt starters:</i></p> <ul style="list-style-type: none"> <li>Can you elaborate on...?</li> <li>What does that mean?</li> <li>What do you mean by....?</li> <li>Can you clarify the part about...?</li> <li>Tell me more about...</li> <li>How is that important? How does it support your point that...</li> <li>I understand the part about..., but I want to know...</li> <li>Can you be more specific?</li> </ul>	<p><i>Response starters:</i></p> <ul style="list-style-type: none"> <li>I think it means...</li> <li>In other words,</li> <li>More specifically, it is ... because...</li> <li>Let's see, an analogy might be...</li> <li>It is important because...</li> </ul>
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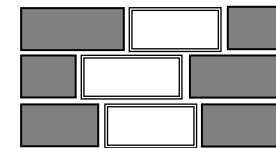
<p><i>Prompt starters:</i></p> <ul style="list-style-type: none"> <li>Can you give an example from the text?</li> <li>Where does it say that?</li> <li>What are examples from other texts?</li> <li>What is a real world example? Are there any cases of that in real life?</li> <li>Can you give an example from your life?</li> </ul>	<p><i>Response starters:</i></p> <ul style="list-style-type: none"> <li>For example,</li> <li>In the text it said that...</li> <li>Remember in the other story we read that...</li> <li>An example from my life is</li> <li>One case that illustrates this is...</li> </ul>
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<p><i>Prompt starters:</i></p> <ul style="list-style-type: none"> <li>Is that clear?</li> <li>Can I hear what you heard?</li> <li>Does that make sense?</li> <li>Do you know what I mean?</li> <li>What do you think?</li> <li>I'm not sure of all that I said.</li> </ul>	<p><i>Response starters:</i></p> <ul style="list-style-type: none"> <li>Let me see if I heard you right...</li> <li>To paraphrase what you just said, you...</li> <li>In other words, you are saying that...</li> <li>What I understood was...</li> <li>It sounds like you think that...</li> </ul>
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<p><i>Prompt starters:</i></p> <ul style="list-style-type: none"> <li>How can we summarize what we discussed?</li> <li>What have we discussed?</li> <li>How can we bring these ideas together?</li> <li>What is the main point we want to communicate after discussing this?</li> <li>What is our conclusion?</li> </ul>	<p><i>Response starters:</i></p> <ul style="list-style-type: none"> <li>We can say that...</li> <li>It boils down to...</li> <li>We can agree that...</li> <li>Even though some might think that..., we conclude that...</li> </ul>
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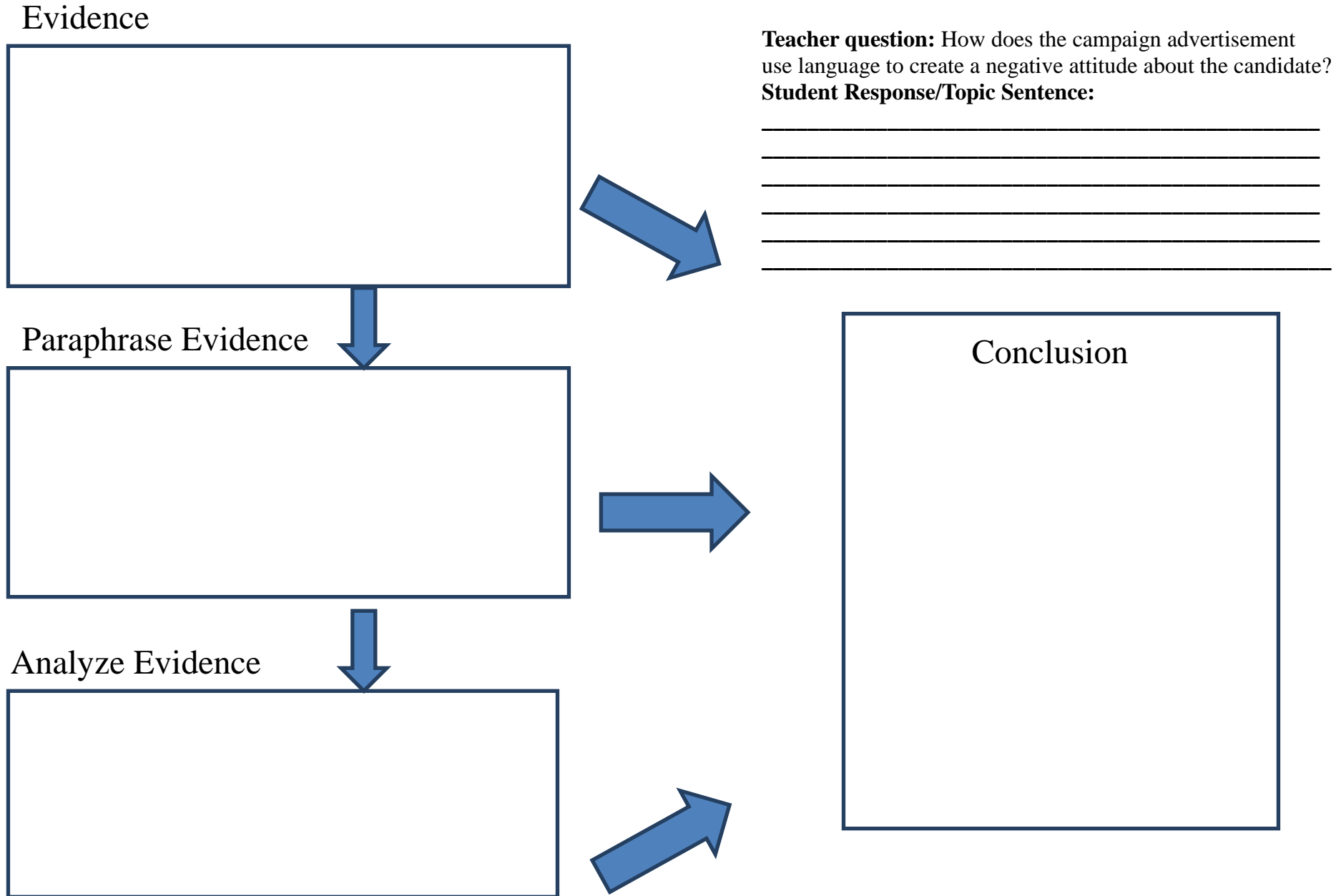


<p><i>Prompt starters:</i></p> <ul style="list-style-type: none"> <li>How can we add to this idea of...</li> <li>What other ideas or examples relate to this idea?</li> <li>What else could support this idea?</li> <li>Do you agree?</li> <li>What contradicts this?</li> <li>What are other points of view?</li> </ul>	<p><i>Response starters:</i></p> <ul style="list-style-type: none"> <li>I would add that...</li> <li>Building on your idea that..., I think...</li> <li>That idea connects to...</li> <li>I see it a different way, On the other hand, ...</li> <li>Let's stay focused on the idea of.... Let's get back to the idea of...</li> <li>That makes me think of...</li> </ul>
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**NEGATIVE CAMPAIGN ADVERTISEMENT**

<b>Questions</b>	<b>Say</b> (What information is presented? Use direct quotes)	<b>Mean</b> (What does the quote mean? What are its implications?)	<b>Matter</b> (So what? What is the significance? What was the author's purpose in writing this?)
1. Of what is David Larsen being accused in lines 1-5?			
2. How does the author characterize Larsen throughout the advertisement?			
3. Which words are in bold print? What effect do they have on you as a reader?			

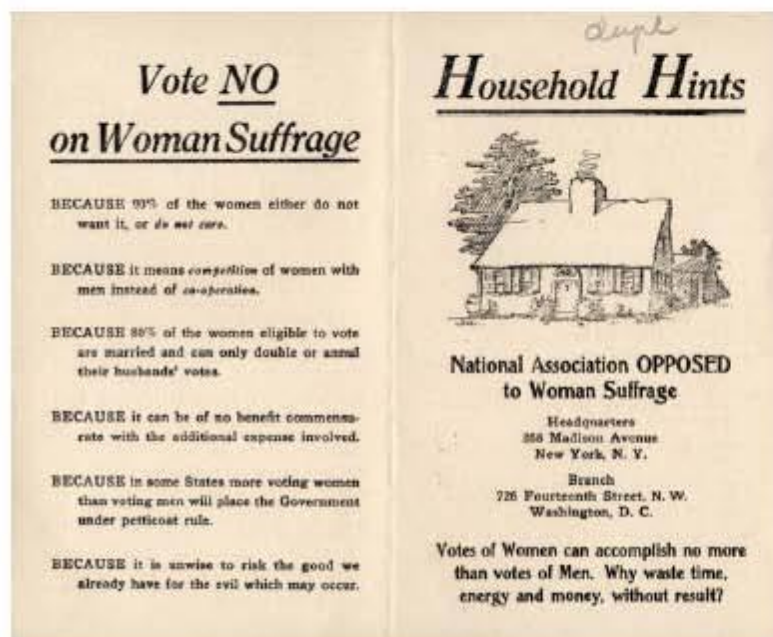




# Document Study Sheet: Pamphlet from the National Association Opposed to Woman Suffrage

## Pamphlet from the National Association OPPOSED to Woman Suffrage, c. 1910s

**TYPE:** Organizational Record      **TOPICS:** Health, Education & Welfare  
**TIME:** 1900-1949                      Law & Politics  
**LEVEL:** Middle School and above      Women's Activism & Rights



### TRANSCRIPTION

Page 1  
**Household Hints**

National Association OPPOSED  
to Woman Suffrage  
Headquarters  
268 Madison Avenue  
New York, N.Y.

Branch  
725 Fourteenth Street, N.W.  
Washington, D.C.

**Votes of Women can accomplish no more than votes of Men. Why waste time, energy and money, without result?**

**energy and money, without result?**

Page 2

### Housewives!

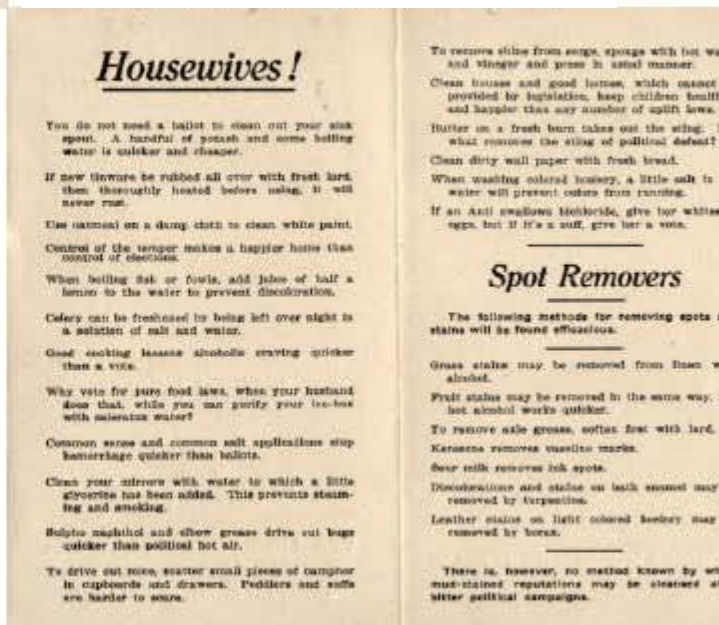
You do not need a ballot to clean out your sink spout. A handful of potash and some boiling water is quicker and cheaper.

If new tinware be rubbed all over with fresh lard, then thoroughly heated before using, it will never rust.

Use oatmeal on a damp cloth to clean white paint.

Control of the temper makes a happier home than control of elections.

When boiling fish or fowls, add juice of half a lemon to the water to prevent discolorations.



Celery can be freshened by being left over night in a solution of salt and water.

Good cooking lessons alcoholic cravings quicker than a vote.

Why vote for pure food laws, when your husband does that, while you can purify your Ice-box with saleratus<sup>1</sup> water?

Common sense and common salt applications stop hemorrhage<sup>2</sup> quicker than ballots.

Clean your mirrors with water to which a little glycerine<sup>3</sup> has been added. This prevents steaming and smoking.

Sulpho naphthol and elbow grease<sup>4</sup> drive out bugs quicker than political hot air.

To drive out mice, scatter small pieces of camphor<sup>5</sup> in cupboards and drawers. Peddlers and suffs<sup>6</sup> are harder to scare.

### Page 3

To remove shine from serge<sup>7</sup>, sponge with hot water and vinegar and press in usual manner.

Clean houses and good homes, which cannot be provided by legislation, keep children healthier and happier than any number of uplift laws.

Butter on a fresh burn takes out the sting. But what removes the sting of political defeat?

Clean dirty wall paper with fresh bread.

When washing colored hosiery<sup>8</sup>, a little salt in the water will prevent colors from running.

If an Anti swallows bichloride<sup>9</sup>, give her whites of eggs, but if it's a suff, give her a vote.

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### **Spot Removers**

The following methods for removing spots and stains will be found efficacious<sup>10</sup>.

Grass stains may be removed from linen<sup>11</sup> with alcohol.

Fruit stains may be removed in the same way, but hot alcohol works quicker.

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<sup>1</sup> Saleratus is a pre-cursor of baking soda.

<sup>2</sup> Hemorrhage is heavy bleeding.

<sup>3</sup> Glycerine is a colorless, odorless, syrupy liquid.

<sup>4</sup> Sulpho naphthol is a medicine that was used in the late 1800s to early 1900s; elbow grease is an idiom for putting in hard labor.

<sup>5</sup> Camphor is a pleasant-smelling medicine used to treat pain and itching.

<sup>6</sup> Peddlars are door-to-door salesmen; "suff" is a nickname for suffragists, or people who were active in working toward getting women the right to vote.

<sup>7</sup> Serge is a type of fabric used to make clothes.

<sup>8</sup> Hosiery refers to stockings or socks of any kind.

<sup>9</sup> "Anti" is a nickname for anti-suffragists, or people who did not want to give women the right to vote; bichloride is a poisonous chemical compound.

<sup>10</sup> Efficacious means effective in achieving the desired results.

<sup>11</sup> Linen is a natural fabric often used for bedding, tablecloths, and shirts. SAUSD Common Core Unit

To remove axle grease, soften first with lard<sup>12</sup>.

Kerosene removes vaseline<sup>13</sup> marks.

Sour milk removes ink spots.

Discolorations and stains on bath enamel may be removed by turpentine<sup>14</sup>.

Leather stains on light colored hosiery may be removed by borax<sup>15</sup>.

There is, however, no method known by which mud-stained reputation may be cleaned after bitter political campaigns.

Page 4

### **Vote NO on Woman Suffrage**

BECAUSE 90% of the women either do not want it, or *do not care*.

BECAUSE it means *competition* of women with men instead of *co-operation*.

BECAUSE 80% of the women eligible to vote are married and can only double or annul<sup>16</sup> their husband's votes.

BECAUSE it can be of no benefit commensurate<sup>17</sup> with the additional expense involved.

BECAUSE in some States more voting women than voting men will place the Government under petticoat rule<sup>18</sup>.

BECAUSE it is unwise to risk the good we already have for the evil which may occur.

### **HISTORICAL BACKGROUND**

Despite early differences with respect to strategy, after 1900 most advocates for women's rights pursued a unified and coordinated effort to gain the vote, suffrage. The majority agreed that a Constitutional amendment was the best approach, and they integrated activities on local, state, and federal levels.

Opposition to the goal of women's suffrage came from many arenas. Some objected because they believed that women would only duplicate the voting of their husbands, while others believed that women were unable to exert the rational thought that voting required. Many also argued that women were morally superior to the American political system and that voting would violate the special position they held as society's caregivers. Still others maintained that husbands, fathers, and sons were best able to represent the interests of the women in their lives.

<sup>12</sup> Axle grease is a machine lubricant; lard is animal fat.

<sup>13</sup> Both kerosene and vaseline are petroleum products; kerosene is widely used as a cleaning solvent and vaseline is a lubricating jelly.

<sup>14</sup> Turpentine is a colorless, flammable liquid used in paints and varnishes.

<sup>15</sup> Borax is a white, powdery cleanser.

<sup>16</sup> Annul means to cancel out.

<sup>17</sup> Commensurate means having the same measure.

<sup>18</sup> Petticoat rule refers to women having power in government. A petticoat is an underskirt that women used to wear.

This pamphlet conveys these many varied concerns. It also reflects another aspect of American life in the early twentieth century -- literature aimed at a female audience. The period witnessed a rapid increase in women's magazines, advice columns, and other media. By portraying their arguments as "helpful hints," this Association emphasized women's domestic sphere and conveyed the opposition of many to the contemporary reality of increased female participation in affairs outside of the home.

For more on the efforts for and against suffrage, go to JWA's *Women of Valor* exhibit at <http://www.jwa.org/exhibits/wov/weil/>.

## DISCUSSION QUESTIONS

1. Identify the major arguments this pamphlet presents against giving women the vote. Are these points ideologically consistent<sup>19</sup> with one another?
2. About what do those opposed to giving women the vote seem most afraid?
3. Identify the connection made here between the vote and household activities. Why did the Association make these connections?
4. Why have some hints been placed in the Housewives! category and others in Spot Removers?
5. Do you think this pamphlet helped or hurt the cause of those who opposed women's suffrage?
6. Why do you think pamphlet's author chose to put a house on its front cover?

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<sup>19</sup> Ideologically consistent means that the ideas expressed all match a group's set of beliefs.  
SAUSD Common Core Unit

### ANNOTATION SYMBOLS CHART

Symbol	Comment/Question/Response	Sample Language Support
?	<ul style="list-style-type: none"> <li>Questions I have</li> <li>Wonderings I have</li> <li>Confusing parts for me</li> </ul>	<ul style="list-style-type: none"> <li>The statement, “...” is confusing because...</li> <li>I am unclear about the following sentence(s)...</li> <li>I don’t understand what s/he means when s/he states...</li> </ul>
+	<ul style="list-style-type: none"> <li>Ideas/statements I agree with</li> </ul>	<ul style="list-style-type: none"> <li>I agree with the author’s idea that...because...</li> <li>Similar to the author, I also believe that...because...</li> <li>I agree somewhat with the author when s/he argues that...because...</li> </ul>
-	<ul style="list-style-type: none"> <li>Ideas/statements I disagree with</li> </ul>	<ul style="list-style-type: none"> <li>I disagree with the author’s idea that...because...</li> <li>Unlike the author, I do not believe that...because...</li> <li>The author claims that...However, I disagree because...</li> </ul>
★	<ul style="list-style-type: none"> <li>Author’s main points</li> <li>Key ideas expressed</li> <li>Significant ideas</li> </ul>	<ul style="list-style-type: none"> <li>One significant idea in this text is...</li> <li>The author is trying to convey...</li> <li>One argument the author makes is that...</li> </ul>
!	<ul style="list-style-type: none"> <li>Shocking statements or parts</li> <li>Emotional response</li> <li>Surprising details/claims</li> </ul>	<ul style="list-style-type: none"> <li>I was shocked to read that...(further explanation)</li> <li>How can anyone claim that...</li> <li>The part about...made me feel...</li> </ul>
○	<ul style="list-style-type: none"> <li>Ideas/sections you connect with</li> <li>What this reminds you of</li> </ul>	<ul style="list-style-type: none"> <li>This section reminded me of...</li> <li>I can connect with what the author said because...</li> <li>This experience connects with my own experience in that...</li> </ul>

**Example of possible annotations:**

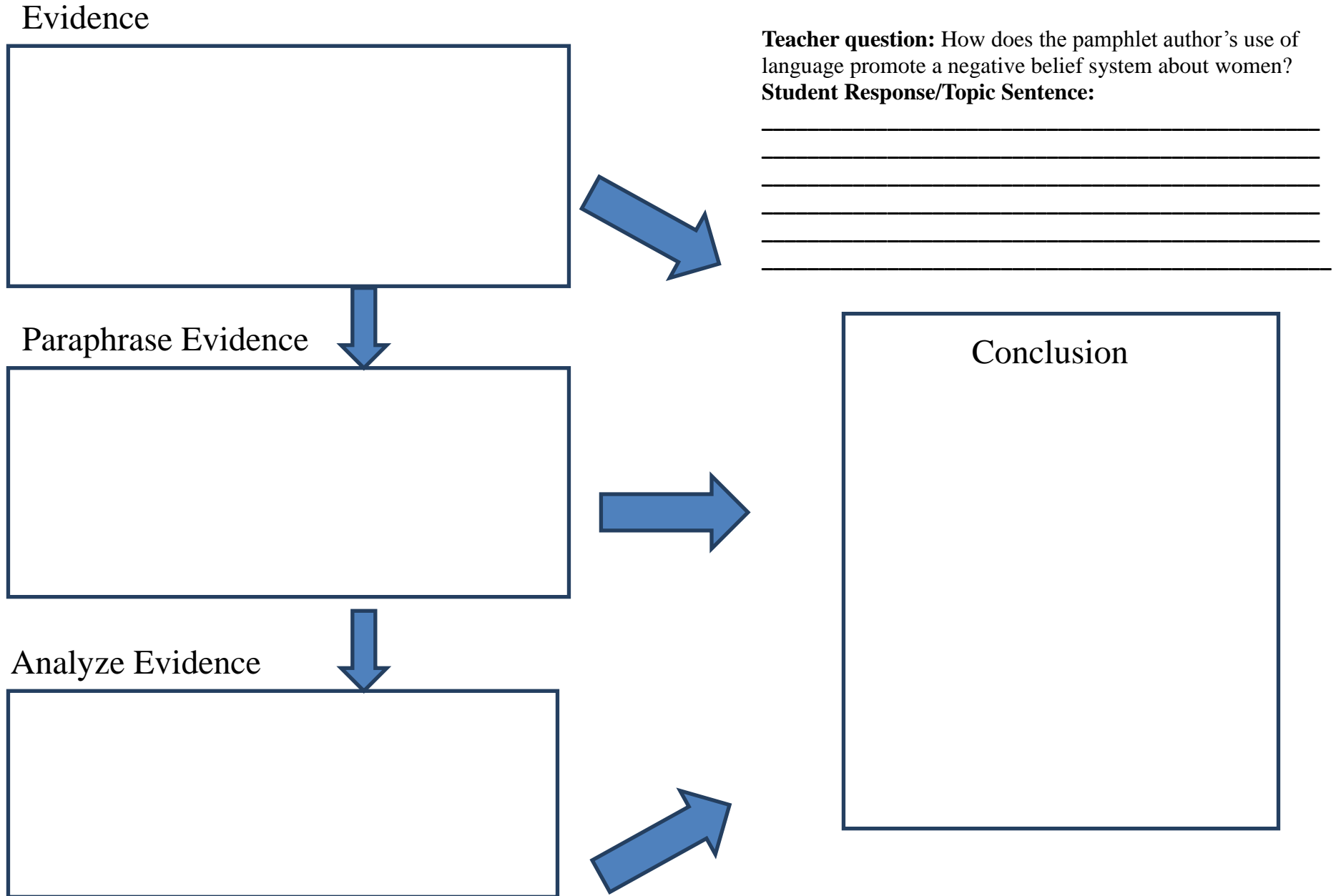
★ *Main point* — *I disagree with this statement because I believe that women’s votes might accomplish more than men’s votes in some cases.*

Votes of Women can accomplish no more than votes of Men. Why waste time, energy and money, without result? ? *Why does the author believe that women’s votes would be a waste of time, energy and money? I don’t understand why he/she thinks this way.*

*These words reminded me of what my uncle used to say about paying taxes.*







<b>Unit: The Power of Language Lesson #4 I'm Nobody</b>	<b>Grade Level/Course:</b> ELA 7 <sup>th</sup> Benchmark	<b>Duration:</b> 2 days <b>Date:</b>
<b>Big Idea:</b> Language has the power to influence others. <b>Essential Question:</b> In what ways can language influence others?		
<b>Common Core and Content Standards</b>	<b>Content Standards:</b> RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. RI.7.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. W.7.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (a,b,c) L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. (a) L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (a,b,c) L.7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	
<b>Materials/ Resources/ Lesson Preparation</b>	<ul style="list-style-type: none"> <li>• Advertisements for Analysis (<b>Resource 4.1</b>)</li> <li>• Three Step Interview Instructions (<b>Resource 4.2</b>)</li> <li>• Scrambled Poem "I'm Nobody" (<b>Resource 4.3</b>)</li> <li>• Emily Dickinson poem "I'm Nobody" (<b>Resource 4.4</b> – In addition to Resource 4.4, the poem can be found in Holt Literature and Language Arts, First Course, p. 383.)</li> <li>• Round Robin Read Aloud (<b>Resource 4.5</b>)</li> <li>• Guiding Questions Handout (<b>Resource 4.6</b>)</li> <li>• DO/SAY Chart (<b>Resource 4.7</b>)</li> <li>• Optional DO/SAY Chart Accelerated Learners (<b>Resource 4.8</b>)</li> <li>• Optional Additional Suggested Task for Depth and Enrichment – "I'm Nobody" Personal Poem (<b>Resource 4.9</b>)</li> <li>• Reflection Quick-Write (<b>Resource 4.10</b>)</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• Paper and writing instruments (student-provided)</li> <li>• Computer with Internet access and audio capability, projector, and speakers</li> <li>• Whiteboard and markers as needed</li> <li>• Dictionaries for student reference (if needed)</li> </ul>	



	<p><i>In the following lesson, students will be reading, viewing, thinking, and writing about the influence verbal and non-verbal language possesses. Students will look at two advertisements and evaluate the influence the spoken and “unspoken” words have on them.</i></p>	
<p><b>Body of the Lesson:</b> Activities/ Questioning Tasks/ Strategies/ Technology/ Engagement</p>	<p><b>Day 1: Quick-Write with Three Step Interview</b></p> <p><i>This task helps to bridge the students’ personal experiences to the concept of how language influences them.</i></p> <p>Teacher will refer back to the Big Idea: <b>Language has the power to influence others.</b> Students will look at three advertisements (<b>Resource 4.1</b>) and analyze each one through the lens of two questions:</p> <ul style="list-style-type: none"> <li>○ What are the implied (unsaid) words in this advertisement?</li> <li>○ Who is the intended audience?</li> </ul> <p><b>Quick-Write:</b></p> <ol style="list-style-type: none"> <li>1. On the back of <b>Resource 4.1</b>, students will compose a Quick-Write in response to the two guiding questions about the advertisements.</li> <li>2. Give students 3-5 minutes to respond to the prompt.</li> </ol> <p><i>Teacher Note: Students should be seated in groups of four and form two dyads (Students A/B and C/D) who will interview each other on their responses to the Quick-Write questions. Explain that the interviews will take place in three steps and go over them with students in advance. The instructions and language supports can be found on <b>Resource 4.2</b> for students’ convenience.</i></p> <p><b>Three Step Interview</b></p> <ul style="list-style-type: none"> <li>○ <b>Step One</b> – Student A asks Student B the Quick-Write questions. Student B responds. Student A must listen carefully because s/he will have to repeat it to the table group. (Student C is also interviewing Student D in the same manner.)</li> <li>○ <b>Step Two</b> – Student B now asks Student A the Quick-Write question. Student A responds. Student B must listen carefully because s/he will have to repeat it to the table group. (Student D is also interviewing Student C in the same manner.)</li> <li>○ <b>Step Three</b> – Each person shares his/her partner’s response to the Quick-Write question with their group members. (All four students – A, B, C, D – are sharing together.)</li> </ul> <p><b>Language supports for Three Step Interview share out:</b></p> <ul style="list-style-type: none"> <li>- My partner stated that the unspoken words in this advertisement are... S/he explained that it tells him/her that....</li> </ul>	<p><b>Differentiated Instruction:</b></p> <p><b>English Learners and Students Who Need Additional Support:</b> *Pair students with a peer who can model and provide support with articulating their responses throughout the different tasks in the unit.</p> <p><b>Accelerated Learners:</b> *Have Three Step Interview groups work together to synthesize each person’s responses to the Quick-Write prompt.</p> <p>*While interacting with the text, “I’m Nobody,” advanced learners can dive more deeply into the language of the poem. Also, any time language supports are given, accelerated learners may be prompted to create their own sentences.</p> <p>*Accelerated learners can use the blank Do/Say Chart (<b>Resource 4.8</b>).</p> <p><b>Additional Suggested Task for Depth and Enrichment:</b> In order to provide</p>

- My partner shared something very interesting; s/he said...
- My partner shared an experience that revealed that \_\_\_\_\_ and \_\_\_\_\_ are some unsaid words from the advertisement, and that the ad tells him/her that...

Teacher preselects students or asks for volunteers to share what THEIR PARTNER said. Teacher charts responses as students share.

### **Preparing the Learner – Scrambled Poem (Partner Activity)**

*This task provides students with a way to capture the general sense of the structure and content of the text. This also helps set a purpose for reading.*

1. Students will analyze the scrambled poem (**Resource 4.3**).
  - a. Students choose two of the lines from the poem to read aloud to their partner.
  - b. After both partners have read their lines aloud, students write a preview statement telling what they predict the text will be about (the topic). Use this frame (as shown on **Resource 4.3**):
    - From my preview of the two lines of this poem, “I’m Nobody!”, I predict that the poem will (explain, describe, compare, contrast, present, offer...etc.) because the text says...
  - c. Teacher calls on students randomly to share their predictions, using the core conversational skills prompts to enrich the discussion. Students may use the Academic Conversation Placemat from Lesson 3 (**Resource 3.2**) as needed.

### **Day 1-2: Interacting with the Text – “I’m Nobody”**

*This task helps students understand information in meaningful contexts. This also requires them to pause and reflect on meaning.*

#### ***1<sup>st</sup> Read:***

1. Students will turn to the poem “I’m Nobody” (**Resource 4.4**) and read it silently on their own. When they’re finished, students will get into their previous groups of four.
2. Teacher refers students to the Round Robin Read Aloud (**Resource 4.5**), and explains that students will each select one of the emotional tones shown on the handout and read the poem aloud expressing their chosen emotion. The purpose of this exercise is to give students a variety of ways to interpret the meaning of the poem. Group members will listen respectfully to each other and think about what the poem means.

students with a creative way to apply what they have learned to their personal lives, consider having them write their own version of “I’m Nobody” (see **Resource 4.9** for instructions and rubric).

3. After the first readings, students write down their initial understanding of the poem’s central idea/theme and the evidence from the text that supports their reasons.
4. Students turn to the Guiding Questions handout (**Resource 4.6**). Teacher reads the questions aloud and clarifies as needed. If students are not familiar with the concept of author’s tone, pre-teaching will be necessary.

**2<sup>nd</sup> Read:**

1. Students will then read the poem a second time and answer the questions independently.
2. Once students have been given time to answer the questions, they will turn to their partner and discuss their responses adding any new insights from their group discussions.
3. Teacher should randomly select students to share out to the class.

**Day 2: Interacting with the Text – Do/Say Chart**

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*This task provides students with a strategy/tool to examine how an author constructs a text by noting what the author is doing (function) and saying (content).*

**3<sup>rd</sup> Read:**

1. Teacher models/guides students in identifying the function (do) and the content (say) of Lines 1, 2 and 3 in the “Do/Say Chart.” (**Resource 4.7** or **Resource 4.8**-accelerated learners).
2. In dyads, students complete Do/Say Chart for Lines 4 and 5.
3. Independently, students complete Do/Say Chart for Lines 6 through 8.
4. In table groups, students re-read notes from the Do/Say Chart and their initial understanding of the central idea/theme (from previous task). Using their Academic Conversations Placemat from Lesson 3 to guide their discussion (**Resource 3.2**), groups then come to consensus on the central idea/theme of the poem (revised/expanded response) and write it down on the bottom of their Do/Say Chart.
5. Students will independently respond to the prompt beneath the theme statement on **Resource 4.7**:
  - How are words used to influence beliefs? How does Dickinson choose to react to others’ words?

**Extending Understanding**

---

1. Have students turn to **Resource 4.10**. Teacher or student volunteers read the following prompt aloud. Students will then respond in one or two paragraphs. If time allows, students can share out their responses with a partner, small group, or class.

- In the poem, Emily Dickinson expresses her feelings related to the impact language has had on her. Reflect on how verbal and nonverbal language has had an influence on you.
- Complete a short Quick-Write in which you describe ways that language has influenced you. Has the use of verbal and nonverbal language you've encountered had negative or positive effects, or both?

**Opportunities to accelerate learning through technology:**

If you have an Edmodo account or would like to set one up for your class, you may choose to have students respond to the prompt online and require them to continue the conversation by responding respectfully to one or two of their classmates' responses.

Accessing Edmodo:

Go to the SAUSD Edmodo district link for information on how to set up your account:

<http://www.sausd.us//site/Default.aspx?PageID=21357>

Instructions for accessing Edmodo support in setting up your class:

- Go to the home page by following this link:  
<https://santaanausd.edmodo.com/>
- Scroll down the left column to Support and click on it.
- Under Edmodo Help Links, click on Help Center.
- Under Top Topics, Top Links, click on Quick Guides to Edmodo.
- Scroll down to the pdf file Middle.School.Quick.Guide.pdf and click on it to open.

**Lesson Reflection**

**Teacher Reflection Evidenced by Student Learning/ Outcomes**

**What are the implied (unsaid) words in this advertisement? Who is the intended audience?**

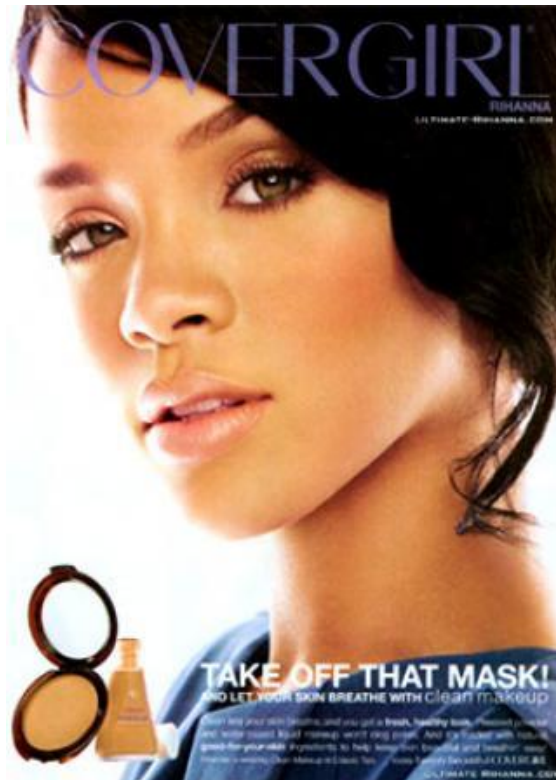


Image sources: 1st picture: *Fitness: Mind, Body & Spirit* June 2010; pg. 16; 2nd picture: <http://www.e357.net/picsvpcw/rihanna-cover-girl/>; 3rd picture: *Vogue Magazine*, April 2008 cover (FOR CLASSROOM USE ONLY)





### **Three Step Interview: Advertisement Quick-Write Responses**

1. **Step One** – Student A asks Student B the Quick-Write questions. Student B responds. Student A must listen carefully because s/he will have to repeat it to the table group. (Student C is also interviewing Student D in the same manner.)
  
2. **Step Two** – Student B now asks Student A the Quick-Write question. Student A responds. Student B must listen carefully because s/he will have to repeat it to the table group. (Student D is also interviewing Student C in the same manner.)
  
3. **Step Three** – Each person shares his/her partner’s response to the Quick-Write question with their group members. (All four students – A, B, C, D – are sharing together.)

**Language supports for Three Step Interview share out:**

- My partner stated that the unspoken words in this advertisement are... S/he explained that it tells him/her that....
- My partner shared something very interesting; s/he said...
- My partner shared an experience that revealed that \_\_\_\_\_ and \_\_\_\_\_ are some unsaid words from the advertisement, and that the ad tells him/her that...

**Directions:** Choose two of the lines below and read them aloud to your partner. Then make a prediction of what you think the poem will be about.

## I’m Nobody! (SCRAMBLE)

Then there’s a pair of us! Don’t tell!

To tell your name the livelong June

Are you Nobody too?

How dreary to be Somebody!

I’m Nobody! Who are you?

they’d banish us, you know!

To an admiring Bog!

How public – like a Frog –

**Prediction sentence frame:**

From my preview of the two lines of this poem, “I’m Nobody!”, I predict that the poem will (explain, describe, compare, contrast, present, offer...etc.)\_\_\_\_\_ because the text says \_\_\_\_\_.

# I'm Nobody!

By Emily Dickinson

1                    I'm Nobody! Who are you?  
2                    Are you Nobody too?  
3                    Then there's a pair of us!  
4                    Don't tell! they'd banish us, you know!

5                    How dreary to be Somebody!  
6                    How public – like a Frog –  
7                    To tell your name the livelong June  
8                    To an admiring Bog!

## “I’m Nobody” Round Robin Read Aloud

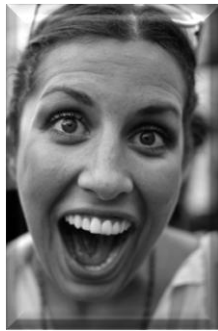
**Instructions:** In a group of four, you will each read the poem, “I’m Nobody,” by Emily Dickinson aloud in an emotional tone that you will choose from the options below. (Each group member must choose a different emotional tone and decide on the reading order.) As you take turns listening to each other read, think about what the poem means. After completing the readings, write a short response to the prompt at the bottom of the page and discuss your answer with your group members.



embarrassed



grumpy



excited



happy

\*Google Image Advance search - usage rights: free to use or share.

What is the poem’s central idea or theme? Why do you think so?



**DO/SAY CHART**

**“I’m Nobody!”**

<b>Section / Line #</b>	<b>DO</b>  What is the author doing?	<b>SAY/MEAN</b>  What is the author/text saying? What does it mean? What is its significance?
Line 1 and 2	<i>Introduces herself and asks the audience a question.</i>	The author is saying that she is nobody, which makes us think she is not important.  She asks her reader who he/she is using the pronoun “you.” She asks if “you” are also “nobody.”
Line 3	<i>States that there are now two of “us” who are “nobody.”</i>	She says “Then there’s a pair of us!” She seems excited because she uses an exclamation mark here. The word “pair” indicates that the two people are now together or friends.
Line 4	<i>Gives a warning to the reader.</i>	
Line 5	<i>States her opinion about being “Somebody.”</i>	
Line 6		
Line 7 and 8		

**Central Idea/Theme**

*Ex: In the poem “I’m Nobody!” Emily Dickinson (conveys, states, urges, explains, claims, discusses)...*

**How are words used to influence beliefs? How does Dickinson choose to react to others’ words?**

## DO/SAY CHART

### “I’m Nobody!”

<b>Section / Line #</b>	<b>DO</b> What is the author doing?	<b>SAY/MEAN</b> What is the author/text saying? What does it mean? What is its significance?
Line 1 and 2		
Line 3		
Line 4		
Line 5		
Line 6		
Line 7 and 8		
<p><b>Central Idea/Theme</b>  <i>Ex: In the poem “I’m Nobody!” Emily Dickinson (conveys, states, urges, explains, claims, discusses)...</i></p> <p><b>How are words used to influence beliefs? How does Dickinson choose to react to others’ words?</b></p>		



**Additional Suggested Task for Depth and Enrichment: “I’m Nobody! Personal Poem”**

*This task provides a creative way to personalize what you have learned.*

1. In the poem “I’m Nobody!” by Emily Dickinson, the poet describes and expresses her feelings related to the impact words have had on her.
2. Reflect on words that have influenced you. Engage in a think – write – pair – share to brainstorm ideas for this topic (What words have influenced you positively or negatively?).
3. Review the poetry writing assignment and the “I’m Nobody! Personal Poem Rubric.” You will write your own version of “I’m Nobody.”
4. Use the following questions to help guide your writing: Write a poem describing how words have influenced YOU. In other words, how have words made you feel? How have words, said and unsaid, affected who you are?
5. You may use the template below as a starting point, but it is not necessary.

**I’m Nobody! Poem Template**

**Stanza 1**

I’m \_\_\_\_\_

Are you \_\_\_\_\_

Then there’s \_\_\_\_\_

Don’t \_\_\_\_\_

**Stanza 2**

How \_\_\_\_\_

How \_\_\_\_\_

To tell \_\_\_\_\_

To an \_\_\_\_\_

## I'm Nobody! Personal Poem Rubric

<b>Performance Indicators</b>	<b>Outstanding</b>	<b>Passing</b>	<b>Needs Revision</b>
<b>Content</b>	<ul style="list-style-type: none"> <li>- Addresses all parts of the task.</li> <li>- Poem details creatively and thoroughly reflect how words have influenced you.</li> <li>- Provides strong evidence/information, via details/symbols to express ideas.</li> </ul>	<ul style="list-style-type: none"> <li>- Addresses all parts of the task.</li> <li>- Poem details are relevant and reflect how words have influenced you.</li> <li>- Provides sufficient evidence/information, via details/symbols to express ideas.</li> </ul>	<ul style="list-style-type: none"> <li>- Does not address part of the task.</li> <li>- Poem includes irrelevant or uninspired details.</li> <li>- Insufficient evidence to express ideas.</li> </ul>
<b>Language</b>	<ul style="list-style-type: none"> <li>- Uses appropriate and varied words, phrases, and clauses to create cohesion.</li> <li>- Uses precise language and topic-specific vocabulary.</li> <li>- Uses correct English spelling and conventions (taking into account artistic forms).</li> </ul>	<ul style="list-style-type: none"> <li>- Uses appropriate words, phrases, and clauses to create cohesion.</li> <li>- Uses precise language and topic-specific vocabulary.</li> <li>- Uses mostly correct English spelling and conventions (taking into account artistic forms).</li> </ul>	<ul style="list-style-type: none"> <li>- Does not use appropriate words, phrases, and clauses.</li> <li>- Uses mostly vague or off-topic language.</li> <li>- Frequent mistakes in English spelling and conventions (not due to artistic forms).</li> </ul>
<b>Format</b>	<ul style="list-style-type: none"> <li>- Neat and organized.</li> <li>- Follows guidelines for this work.</li> </ul>	<ul style="list-style-type: none"> <li>- Neat and organized.</li> <li>- Follows guidelines for this work.</li> </ul>	<ul style="list-style-type: none"> <li>- Messy and unprofessional.</li> <li>- Shows lack of effort.</li> </ul>



<b>Unit: The Power of Language Lesson #5 – Performance Task</b>	<b>Grade Level/Course:</b> ELA 7 <sup>th</sup> Benchmark	<b>Duration:</b> 2-3 days <b>Date:</b>
<p><b>Big Idea:</b> Language has the power to influence others.</p> <p><b>Essential Questions:</b> In what ways can language influence others? How can language be used to create positive change in others? How can language be used to create negative changes in attitudes and belief systems?</p>		
<b>Common Core and Content Standards</b>	<p><b>Content Standards:</b></p> <p>RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>RI.7.6 Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p> <p>W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.7.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <p>L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (a,b,c)</p> <p>L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (a,b)</p> <p>L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. (a)</p>	
<b>Materials/ Resources/ Lesson Preparation</b>	<ul style="list-style-type: none"> <li>• Extended Anticipatory Guide (<b>Resource 1.1</b> – from Lesson 1)</li> <li>• Completed Thinking Maps for each text (students have completed throughout the unit)</li> <li>• Paraphrasing Tips (<b>Resource 2.2</b> – from Lesson 2 )</li> <li>• Analysis of Evidence (<b>Resource 2.3</b> – from Lesson 2)</li> <li>• Basic Structure of an Analytical Paragraph (<b>Resource 2.5</b> – from Lesson 2 )</li> <li>• Analytical Writing – Strong Academic Verbs (<b>Resource 2.6</b> – from Lesson 2)</li> <li>• Analytical Writing Prompt (<b>Resource 5.1</b>)</li> <li>• Writing Assessment Scoring Guide (<b>Resource 5.2</b>)</li> <li>• Optional Flee Map Essay Organizer (<b>Resource 5.3</b>)</li> <li>• Optional Peer Review Form (<b>Resource 5-4</b>)</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• Paper and writing instruments (student-provided)</li> <li>• Computer with Internet access and audio capability, projector, and speakers</li> <li>• Whiteboard and markers as needed</li> </ul>	

<b>Objectives</b>	<b>Content:</b> Students will be able to write an in-class essay analyzing the various texts they read during this unit.	<b>Language:</b> <ul style="list-style-type: none"> <li>Students will reflect on the Big Idea with their peers.</li> <li>Students will plan and compose an analytical essay based on their understanding of the Big Idea using textual evidence.</li> </ul>	
<b>Depth of Knowledge Level</b>	<input checked="" type="checkbox"/> <b>Level 1: Recall</b> <input checked="" type="checkbox"/> <b>Level 2: Skill/Concept</b> <input checked="" type="checkbox"/> <b>Level 3: Strategic Thinking</b> <input checked="" type="checkbox"/> <b>Level 4: Extended Thinking</b>		
<b>College and Career Ready Skills</b>	<input checked="" type="checkbox"/> <b>Demonstrating independence</b> <input type="checkbox"/> <b>Building strong content knowledge</b> <input checked="" type="checkbox"/> <b>Responding to varying demands of audience, task, purpose, and discipline</b> <input checked="" type="checkbox"/> <b>Valuing evidence</b> <input checked="" type="checkbox"/> <b>Comprehending as well as critiquing</b> <input type="checkbox"/> <b>Using technology and digital media strategically and capably</b> <input checked="" type="checkbox"/> <b>Coming to understand other perspectives and cultures</b>		
<b>Common Core Instructional Shifts</b>	<input checked="" type="checkbox"/> <b>Building knowledge through content-rich nonfiction texts</b> <input checked="" type="checkbox"/> <b>Reading and writing grounded from text</b> <input checked="" type="checkbox"/> <b>Regular practice with complex text and its academic vocabulary</b>		
<b>Academic Vocabulary (Tier II &amp; Tier III)</b>	<b>TEACHER PROVIDES SIMPLE EXPLANATION</b>	<b>KEY WORDS ESSENTIAL TO UNDERSTANDING</b>	<b>WORDS WORTH KNOWING</b>
	<b>STUDENTS FIGURE OUT THE MEANING</b>		convey, insightfully, relevant, coherent, consistent, sophisticated, well suited, conventions, command, awkward, evident, hinder, lack, interfere
<b>Pre-teaching Considerations</b>	Students should have all of their note-taking guides, assignments, and handouts ready to use for their analytical essay.		
<b>Lesson Delivery</b>			
<b>Instructional Methods</b>	<b>Check method(s) used in the lesson:</b> <input checked="" type="checkbox"/> <b>Modeling</b> <input checked="" type="checkbox"/> <b>Guided Practice</b> <input checked="" type="checkbox"/> <b>Collaboration</b> <input checked="" type="checkbox"/> <b>Independent Practice</b> <input checked="" type="checkbox"/> <b>Guided Inquiry</b> <input checked="" type="checkbox"/> <b>Reflection</b>		
	<b>Prior Knowledge, Context, and Motivation:</b> <ul style="list-style-type: none"> <li>Remind students that they have compiled all of the information they will need to write their essays. The Thinking Maps they have completed will be their evidence that will support the Big Idea.</li> <li>Students should revisit their Extended Anticipatory Guide (<b>Resource 1.1</b> from Lesson 1) at this point. Students will complete the second column and write out the evidence for their opinions. <b>The insight students gain from completing the Extended Anticipatory Guide can be used in their concluding paragraph.</b></li> </ul>		

**Body of the Lesson:**  
Activities/  
Questioning  
/Tasks/  
Strategies/  
Technology/  
Engagement

### Preparing to Write

1. Students should begin by completing the Extended Anticipatory Guide and reflecting with their partner on what they have learned about the influence language can have on different people, including themselves. Teacher may call on volunteers or choose random students to share their findings.
2. Then, turn to and go over the Analytical Writing Prompt (**Resource 5.1**) with students paying close attention to the section titled “Your essay should.”
3. Turn to the Writing Assessment Scoring Guide (**Resource 5.2**) and review it with students.
4. Students will use their resources from Lesson 2 (Paraphrasing Tips, Analysis of Evidence, Basic Structure of an Analytical Paragraph, Analytical Writing – Strong Academic Verbs) as well as their work from all the previous lessons to guide them in planning and writing their analytical essay.
5. Review the structure of the analytical paragraphs that students wrote in Lesson 2 to help students write body paragraphs for this assignment; you may need to model effective introductory and concluding paragraphs.
6. It may help students to review the A-B-C Timed Writing Strategy. (For information on the A-B-C Strategy, follow this link to the district web page: <http://www.sausd.us/Page/1002> and click on the resources. If the link does not work, log onto the district website; click on the Curriculum tab; open Language Arts, Grades 6-12; click on ELA Lessons; and open the resources as needed.)

### Writing Assessment

1. Students will have the remainder of the period and the following day’s class period to complete their essays.
  - If time permits, teacher may also choose to take this piece of writing through all stages of writing to complete a revised and edited final draft that would include peer editing, teacher conferencing, and rewrites. A peer review form (**Resource 5.4**) has been provided.

### Differentiated Instruction:

#### English Learners and Students Who Need Additional Support:

\*Pull these students into a small group setting and provide guided support for the writing assessment.

#### Students Who Need Additional Support:

\*Use Flow/Tree (Flee) Map Essay Organizer (**Resource 5.3**) as a scaffold.

#### Accelerated Learners:

\*Students can add an additional body paragraph and use examples from the Circle Map, completed in Lesson 1, to demonstrate that “Language has the power to influence others.”

\*Students can include current and past events, people, ideas that have used the power of language to influence society and cultures around the world.

**Lesson Reflection**

**Teacher  
Reflection  
Evidenced  
by Student  
Learning/  
Outcomes**

Name \_\_\_\_\_

Period \_\_\_\_\_

### Analytical Writing Prompt

Throughout the unit, you’ve analyzed how language can have the power to influence others in various ways. Using evidence from the texts and media you have analyzed, write an essay in which you support the Big Idea: **Language has the power to influence others.**

Your essay should:

- describe the different ways language can influence others;
- provide text-based evidence showing how language can be used to create both positive and negative changes in attitudes and beliefs by using examples from:
  - “Are You Going to Finish Strong?”-Nick Vujicic
  - Negative campaign advertisement
  - Pamphlet from the National Association OPPOSED to Woman Suffrage, c. 1910s
  - “I’m Nobody” poem-Emily Dickinson
  - Various advertisements

Use the following checklist to organize your writing. Make sure your essay includes:

- an **introduction**, which contains your claim/thesis
- at least **2 body paragraphs** that support the Big Idea through the use of text-based evidence that has been effectively paraphrased
- analysis** of the evidence that supports your claim
- transition** or **signal words/phrases** that sequence the ideas and information
- a **conclusion**, which restates your thesis/claim in a new way and provides the reader with your final thoughts on the Big Idea: **Language has the power to influence others.**
- proper grammar, punctuation, and paragraph structure

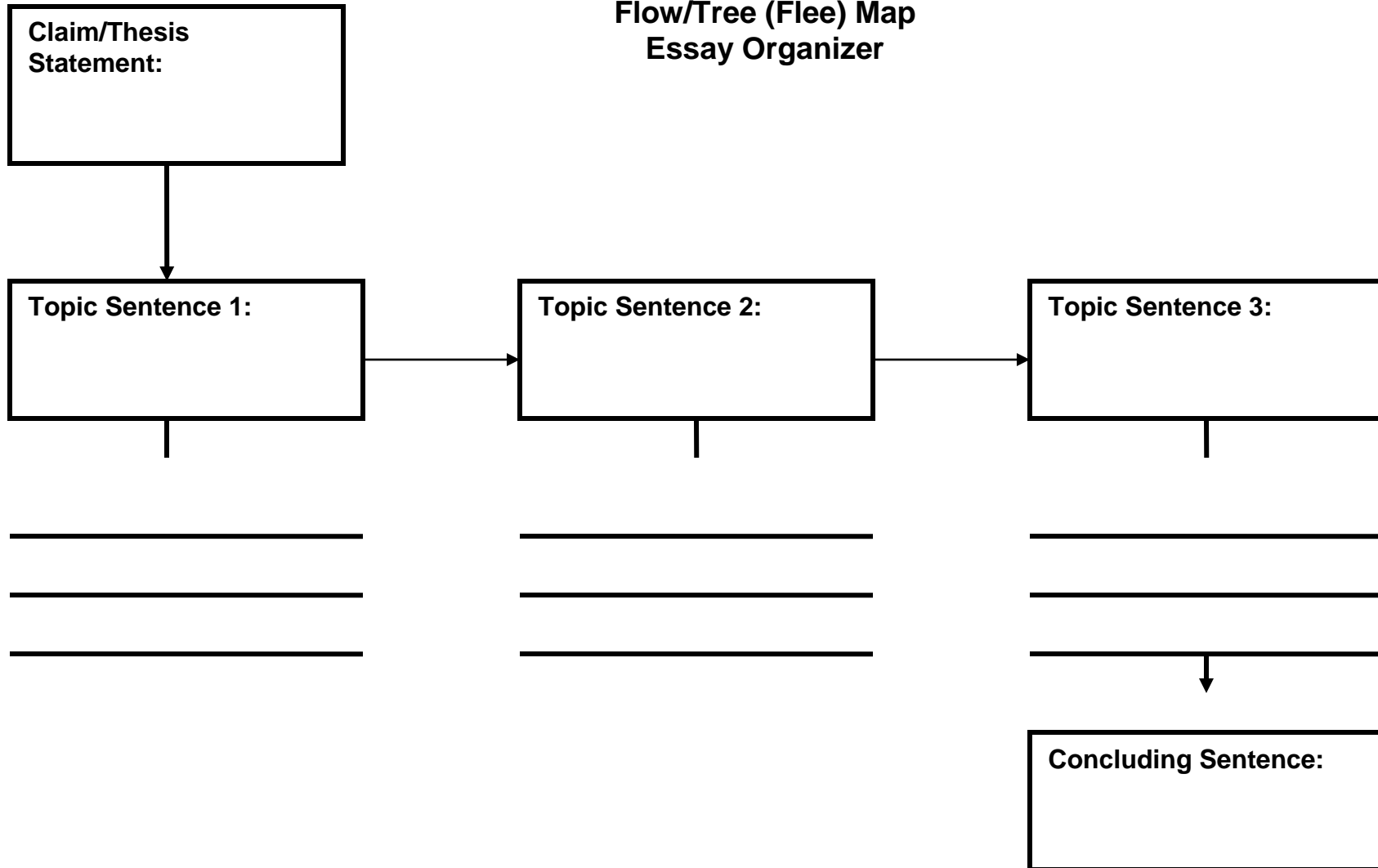


**SANTA ANA UNIFIED SCHOOL DISTRICT INTERMEDIATE WRITING ASSESSMENT SCORING GUIDE**

	<b>6 Advanced</b>	<b>5 High Proficient</b>	<b>4 Proficient</b>	<b>3 Basic</b>	<b>2 Below Basic</b>	<b>1 Far Below Basic</b>
<b>Writing Task</b>	<b>Insightfully addresses all parts</b> of the writing task.	<b>Thoroughly addresses all parts</b> of the writing task.	<b>Addresses all parts</b> of the writing task.	Addresses <b>only parts</b> of the writing task.	Addresses <b>only one part</b> of the writing task.	<b>Does not address</b> the writing task.
<b>Thesis and Support</b>	Contains an <b>effective thesis</b> which is <b>thoroughly supported</b> with <b>specific</b> and <b>relevant examples</b> and textual evidence (if applicable).	Contains an <b>effective thesis</b> which is <b>well supported</b> with details and examples.	Contains a <b>central idea</b> or <b>thesis</b> which is <b>adequately supported</b> with details.	Contains a <b>central idea</b> which is supported with <b>limited details</b> .	<b>May lack a central idea</b> and uses <b>limited details</b> .	<b>Lacks a central idea</b> and <b>does not include supporting details</b> .
<b>Organization</b>	Maintains a <b>logical and seamless</b> organizational structure, includes <b>coherent paragraphs</b> , and <b>effective transitions</b> between ideas.	Maintains a <b>logical</b> organizational structure, includes <b>paragraphs</b> , and <b>transitions</b> between ideas.	Maintains a <b>mostly logical</b> structure, includes <b>paragraphs</b> , and <b>some transitions</b> between ideas.	Offers an <b>inconsistent</b> organizational structure, <b>may not include paragraphs or transitions</b> , or transitions are awkward.	<b>Lacks an apparent organizational structure</b> and transitions, but <b>reader may still follow overall argument</b> .	<b>Lacks an organizational structure</b> which <b>greatly hinders understanding</b> .
<b>Sentence Variety/ Structure</b>	<b>Consistently includes a variety</b> of <b>sophisticated</b> sentence types. <b>Ideas flow effortlessly</b> .	<b>Consistently</b> provides a <b>variety</b> of sentence types.	Provides a <b>variety</b> of sentence types.	Includes <b>little variety</b> of sentence types but some <b>basic understanding</b> of sentence structure is evident.	Demonstrates <b>little understanding</b> of sentence structure but <b>meaning is evident</b> .	Demonstrates <b>no understanding</b> of basic sentence structure which <b>greatly hinders understanding</b> .
<b>Vocabulary</b>	Uses <b>sophisticated, precise, and varied</b> vocabulary <b>well suited</b> to the audience and tone.	Uses <b>precise and varied</b> vocabulary <b>appropriate</b> to the audience and tone.	Uses <b>varied</b> vocabulary and demonstrates an <b>adequate understanding</b> of audience and tone.	Uses <b>basic</b> or <b>awkward</b> vocabulary, but <b>demonstrates some understanding</b> of audience and tone.	Often uses <b>limited</b> or <b>confusing</b> vocabulary and demonstrates <b>little understanding</b> of the audience.	Uses vocabulary which <b>lacks ability to convey meaning</b> .
<b>Conventions</b>	Contains <b>very few</b> or no errors in conventions and demonstrates an <b>excellent command</b> of the language.	Contains <b>few errors</b> in conventions and demonstrates a <b>good command</b> of the language	Contains <b>some errors</b> but these <b>do not interfere</b> with overall understanding.	Contains <b>many errors</b> in conventions but <b>overall meaning is evident</b> .	Contains <b>many errors</b> in language which <b>often interfere</b> with understanding.	Contains <b>many serious errors</b> in conventions which <b>consistently interfere</b> with understanding.



### Flow/Tree (Flee) Map Essay Organizer



### PEER REVIEW FORM

Work with a partner to take turns reviewing each other’s essays using the scoring guide and questions below:

**Scoring Guide**

- 1 = insufficient
- 2 = developing
- 3 = sufficient
- 4 = exemplary

1. Is there a clear introduction that contains the claim/thesis?	Self	1	2	3	4
	Partner	1	2	3	4
2. Is text-based evidence used to support the claim, and is it paraphrased effectively?	Self	1	2	3	4
	Partner	1	2	3	4
3. Are there at least 2 body paragraphs that support the Big Idea through the use of text-based evidence?	Self	1	2	3	4
	Partner	1	2	3	4
4. Does the writer’s analysis of the evidence support the claim effectively?	Self	1	2	3	4
	Partner	1	2	3	4
5. Does the essay include transition or signal words/phrases that sequence the ideas and information?	Self	1	2	3	4
	Partner	1	2	3	4
6. Is there a clear conclusion which restates the thesis/claim in a new way and reflects the author’s final thoughts on the Big Idea?	Self	1	2	3	4
	Partner	1	2	3	4
7. Are grammar, punctuation, and paragraph structure used correctly?	Self	1	2	3	4
	Partner	1	2	3	4

Using the feedback received from your partner, now revise your essay to include any elements that may have been missed and any corrections needed to improve your writing.

# Appendix of Strategies Used in the Unit

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(This appendix is not comprehensive. Strategies may have been adapted for use in this particular unit.)

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# Anticipatory Guide and Extended Anticipatory Guide: Teacher Rationale and Protocol

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**Purpose:** An Anticipatory Guide is intended to activate students' background knowledge that is relevant to the content of a text they are expected to read and comprehend, as well as introduce key concepts and language. As a preparatory task, the anticipatory guide provides a context for the text and makes connections between content and students' own experiences. The Anticipatory Guide also enables teachers to introduce key vocabulary within the context of a theme. Furthermore, it is a vehicle for teaching students the importance of being aware as readers of their own knowledge in relation to the content of a text. The Anticipatory Guide is a useful diagnostic tool for the teacher, as it allows her to learn ahead of time what students believe about a certain theme or topic, and what background information they are bringing to the text which may support or impede their understanding.

**Required for use:** To use the Anticipatory Guide effectively, the teacher writes five statements that require students to reflect on and think about themes and concepts they will encounter in the text. The sentences should capture students' interest and provide a mixture of statements that trigger agreement and disagreement. Teachers need to take care when creating the statements so that they are neither too narrow nor too broad. Statements should be one level above the text. For example, a statement might be, "All small children love dogs," rather than, "Peter loved the dog his grandfather gave him."

**Structure of the activity:** The first time students encounter an Anticipatory Guide, the teacher should model how to read and respond to the statements. When the students engage in the activity, they should be alerted that they have two minutes to read each statement and respond, "agree" or "disagree" by checking the appropriate column. In the column to the right, students will discuss why they agree or disagree, providing personal evidence to support their response. It is important for students to know that there is not a right or wrong answer.

## Process outline:

- 1) Students silently read each statement and individually place a checkmark under the column that best represents their opinions.
- 2) Students think of reasons to justify their responses.
- 3) Students begin to share responses in their small groups. One student begins by reading the statement and then stating agree or disagree, and providing a reason for the opinion.
- 4) The other students in the small group each state whether or not they agree or disagree, providing reasons for opinions.
- 5) Once all students have shared, the next student repeats the process with the second statement.

# Do/Say Chart: Teacher Rationale and Protocol

**Purpose:** A powerful technique for examining how a text is constructed by noting what the writer is DOING (his/her function or strategy) in each paragraph/section and what the writer is SAYING (the content) in each paragraph/section. The DO/SAY technique is a very effective reading and writing tool.

**Procedure:**

1. If needed, teacher numbers the text into meaningful chunks (sections).
2. For each paragraph/section, students (collaboratively or independently) are responsible for writing brief statements about the function (DO) of each paragraph/section and the content (SAY) of each paragraph/section.
3. DO statements include a verb and tell the strategy the author is using. SAY statements tell briefly what the content is in each paragraph/section.

**Examples:**

*From an “accounting” essay*

DO	SAY
Introduces the claim/thesis statement	Accounting is crucial because the financial life of a company depends on it.
Presents the first reason to support his claim/thesis	Managerial accounting is the type of accounting dealing with the day-to-day operation of a business which is essential.
Presents the second reason to support his claim/thesis	Financial accounting is the type of accounting that provides necessary information to people outside the business.
Restates the claim/thesis and expand on it	Every company relies on accounting for success. There are other kinds of accounting as well, suited to special kinds of organization.

*From a literary work*

DO	SAY
Provides the setting of the story and introduces the conflict.	A boy tries to steal a large woman’s purse, but she grabs him before he can run away.
Provides a dialogue between the boy and the lady about the crime he committed.	The woman scolds the boy and drags him up the street. The boy pleads for her to let him go.
Describes what they boy and woman are doing and continues to advance the plot.	The woman drags Roger into her apartment and tells him to wash his face and eat supper with her. Roger is frightened, but he obeys the woman does not escape even when he gets a chance to.
Provides background information on the woman’s life and describes the actions of Roger. Continues to advance the plot.	Woman tells Roger that she also did things in her past that were wrong and that everybody has something in common. She makes him dinner, while Roger cleans himself up. Roger now wants the woman to trust him so he makes sure to move far away from the purse and behaves.
Illustrates how this woman is influencing Roger’s behavior and also provides more details about the woman’s life.	Roger now wants to help the woman and even offers to go to the store for her. Woman tells him about her job and does not say or ask anything to embarrass Roger.
Provides a resolution to the story.	Woman gives Roger \$10 so he can buy the shoes he wanted, tells

	him to behave, and shuts the door. Roger wants to say something to her, but he cannot find the words to do so.
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**Benefits for English Learners:**

- ✓ Helps deconstruct the text genre and demystifying the author’s writing moves.
- ✓ Enables student work with manageable and meaningful chunks of information.
- ✓ Students are able to work collaboratively to co-construct meaning.
- ✓ By noting the function and content of different sections of the text, students gain a clear and deeper understanding of the author’s central idea/theme.
- ✓ Helps to scaffold the writing of summary and analytical texts.

**Helpful Reminders:**

- Deconstruct the genre by making students aware of the typical structural elements before delving into the specific functions of each paragraph/section.
- Do/Say is a scaffold to help students deconstruct texts to gain a deeper level of understanding, NOT simply an exercise of listing do/say statements.
- Depending on the level of your students, you may want to begin by providing the function of each paragraph/section (DO), BUT as students’ learning in this area increases, students will then be identifying these statements on their own (gradual release of responsibility).
- If chunking the text for students is done ahead of time, be sure to chunk the text into meaningful parts (preferably by common functions).
- One paragraph may contain multiple functions; similarly, multiple paragraphs may contain the same function.

*Adapted from Sonja Munevar Gagnon, QTEL training*



# Focused Annotation: Teacher Rationale and Protocol

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**Purpose:** Focused Annotation is a task that helps students interact with the text and record their thinking processes.

## Procedure:

- 1) Teacher distributes the *Sample Annotation Marks* to students.
- 2) Teacher models how to annotate a text using the *Sample Annotation Marks* and the think-aloud process:  
*Note: It may be helpful to chunk the text ahead of time and focus on one chunk at a time.*
- 3) In pairs or individually, teacher instructs students to read and annotate the text by focusing on key language functions (such as: asking questions, agreeing/disagreeing, identifying main ideas, making connection).
- 4) Students share their annotation marks with a peer(s) and add/delete information on their chart or in their notebook based on their peer's feedback.  
*Note: You may want students to use the Collaborative Annotation Chart to record their thoughts and share with peers. The Collaborative Annotation Chart also contains language support for this task.*
- 5) Based on their annotations and discussions, students develop an initial understanding of the central idea/theme.

## Some Benefits for ELs:

- ✓ Helps build students' understanding of the text and their metacognitive skills.
- ✓ Provides students with a focus for reading.
- ✓ Requires students to stop and think about what they are reading, and record these thoughts.
- ✓ Students are able to work collaboratively to co-construct meaning.

## Some Helpful Reminders:

- Be sure to model HOW to annotate a text and orally express your thinking DURING this process.
- Begin by selecting 2-3 annotation marks for students to focus on so the task will be manageable for students.
- When students are sharing their annotation marks, be sure that they are reading aloud their thoughts, not simply exchanging papers.

*Adapted from Sonja Munévar Gagnon*

## Plutchik's Wheel of Emotion: Teacher Rationale and Protocol

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**Purpose:** The task helps student describe with precision their emotional responses to visual, written or hybrid texts. Students move beyond past responses by using *Plutchik's Wheel of Emotion* to identify subtle emotions and a more complex vocabulary for describing their responses. *Plutchik's Wheel of Emotion* supports students' awareness of a range of emotions, development of a language for describing emotion, and increased ease in talking about emotional response. It can be used as part of a series of Interacting with Texts tasks, as it helps students distinguish between tone and mood.

**Required for use:** When first using *Plutchik's Wheel of Emotion* it is important that students be reading a potent visual or written text that triggers emotional responses they have to describe. For example, students respond strongly when reading about the sacrificial killing in Shirley Jackson's short story "The Lottery," as the characters go about their business with no visible affect. In the story, it is their matter-of-factness about a disturbing reality that provokes strong responses in students.

**Structure of the activity:** *Plutchik's Wheel of Emotion* has eight basic emotions at the center of the wheel. Contrasting emotions are opposite in color and placement on the wheel. The outer circles on the wheel represent blends that are more nuanced than basic emotions. The emotions outside of the wheel are combinations arising from adjacent blends. The teacher asks students to jot down emotions felt when reading or viewing a text. Students determine where these emotions would fit on the wheel and whether their intensity reflects students' feelings. If they don't, then the wheel provides them with alternative choices. This activity can be repeated at different points in a text, visual, written, or hybrid. Alternately, students can use the wheel to identify how they felt at different points. The teacher can list emotional responses to different parts of a text and then match those responses to stylistic choices made by the author.

### Process outline:

- 1) Students work in small groups.
- 2) Students write down three emotions in response to a text.
- 3) They then locate the emotions on Plutchik's Wheel.
- 4) The group discusses their responses and uses the wheel to arrive at three emotions they share and the rationale for these emotions.

At a second point in time the activity is repeated and changes in emotional response are identified and mapped back to the text.

## Quick-Write: Teacher Rationale and Procedure

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**Purpose:** The Quick Write invites students to make a connection between background knowledge and themes expressed in a text or unit. It provides students with an opportunity to give a quick gut-level reaction to ideas, situations, or events. Since the goal of the activity is to capture students' first impressions, memories, or feelings, linguistic accuracy and complexity are not stressed.

**Required for use:** An open-ended and engaging prompt that connects to topics, themes or issues about which students have some background knowledge is an important part of what makes this task effective. If the prompt is too general or too removed from students' experiences in or out of school, students may feel unsure about how to approach the topic. A commitment to fluency on the part of the teacher and students is also required. Students need to know that correctness is not the focus of the activity. If need be, encourage students to write in their native language and require them to use English to talk about what they wrote.

**Structure of the activity:** One way this activity may be explained to students is to tell them that the writing goes "from your heart to your hand to the paper." Introduce the prompt and, if need be, provide some context by connecting the topic to students' knowledge and experience and the topic or theme that the prompt explores. Give students no more than five minutes to write. If a student says that he or she cannot think of anything to write about have the student write, "I don't know what to write about" for the allotted time.

**Process outline:**

- 1) Students respond in writing to a prompt without focusing on spelling and grammar correctness.
- 2) Students have no more than 3-5 minutes to write their response.

*Adapted from Understanding Language ell.stanford.edu*

## Round-Robin: Teacher Rationale and Procedure

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**Purpose:** This task structures small group interaction and participation to ensure that all students have a voice and those students who might otherwise monopolize small group work do not limit anyone else’s opportunities to participate. By requiring that every student states his or her response to teacher-initiated questions without interruption, each member of the group connects his/her own ideas to that of their peers and has opportunities to build conceptual and linguistic understanding.

**Required for use:** Students need time to develop a response to a question prior to engaging in the Round Robin task. The question(s) need to be substantive and open-ended so that students are engaged and learning from each other. If the question(s) are closed, responses will be repetitive and learning constrained.

**Structure of the activity:** Round Robin requires members of a group to listen to and learn from peers without interruption. Students may feel that agreeing and adding information when someone is sharing information shows engagement. To promote active listening, without speaking, some teachers use a prop when first introducing this task. The student holding the prop “holds the floor,” and when done speaking, he or she passes the prop to the next person. Eventually students will internalize the structure and will not need a material reminder.

### Process outline:

- 1) Each student shares his/her response to a prompt.
- 2) One person speaks at a time
- 3) Nobody should interrupt
- 4) If a student’s answer is similar to somebody else’s, the student may not pass. Instead the student should indicate agreement (“I have the same opinion as... I also think ...”)
- 5) There are no interruptions or discussions until the four members have finished sharing their responses.

*Adapted from Understanding Language ell.stanford.edu*

## Say-Mean-Matter: Teacher Rationale and Procedure

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**Purpose:** Students who struggle with reading often don't understand the level of mental processing that needs to go on for comprehension to occur. They tend to mechanically read the words rather than interacting with the text. When used consistently in the classroom, this strategy gives students a way of attacking complex text. Students stay engaged and comprehension increases.

**Strategy:** Say-Mean-Matter turns a simple foldable into an effective tool to prompt students to higher-level reading. Using this strategy, students build from summary to inference to conclusion. This strategy is effective with any challenging text including magazine articles, poems, short stories, political cartoons, and more.

**Procedure:** As always, the teacher should model this strategy before assigning it to students. Demonstrate for the whole class using increasingly complex text, both print and non-print. Allow students to practice in small-group settings. Then lead discussions about what happens to their understanding as they practice this strategy. You might even let students make posters of the strategy to post in the classroom as a reminder to apply this strategy when they are reading a piece of text. The process:

- 1) The teacher assigns a short chunk of the text for students to read silently.
- 2) In the say column, the students will summarize the assigned portion of the text. This shows that the student has a literal comprehension of the text.
- 3) In the mean column, students record what they think the passage means. This pushes them to the inferential level of comprehension. They must infer the implications, motivations, and intentions of the text.
- 4) In the matter column, students must answer the question "So what?" Explain to students that the other two columns have provided them with the facts and implications, but thinking about the final column will help them to figure out why it matters. They then will understand the significance of the text and how it impacts the topic, novel, time period, or even mankind itself. Referring to the Essential Questions for the lesson or unit is helpful in this stage of interpretation.
- 5) Repeat for subsequent portions of the text.

*A variation of this strategy is Quote-Note-Response. This is useful when you want students to identify specific textual evidence to analyze rather than summarize larger sections. Teachers should provide a focus for identifying significant text (i.e. "Identify conflicts faced by the narrator.") Once students identify a significant quote, the inferencing process is essentially the same.*

*Resource: Gallagher, Kelly. Deeper Reading: Comprehending Challenging Texts, 4-12. Portland, Maine: Stenhouse Publishers, 2004*

# Thinking Maps: Teacher Rationale and Protocol

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**Purpose:** Thinking Maps are eight specific visual patterns. Visualizing our thinking allows us to have a concrete image of our abstract thoughts. Visual representations enhance the brain's natural ability to detect and construct meaningful patterns. Thinking Maps reduce anxiety by providing familiar visual patterns for thinking and working with complex ideas and situations.

**Required for use:** Thinking Maps professional development is designed to increase teacher and leadership effectiveness. A 3-5 year plan of action should be designed to address the specific yearly goals within a school or district improvement plan.

**Structure of the activity:** Each visual is linked to a specific thought process. By connecting a concrete visual design with a specific abstract thought process, students create mental visual patterns for thinking. Thinking Maps are most effective when used to teach readiness standards or objectives. Disciplinary literacy requires students to think critically, creatively and analytically in all content areas. As students learn different concepts with increasing complexity, they can apply the same patterns for cognition in all areas.

Students use visual patterns to work collaboratively for deeper comprehension at all content areas and grade levels. They are empowered with the tools to analyze complex texts and think mathematically for conceptual understanding and problem solving. In addition, students use Thinking Maps for the production and distribution of a range of writing types and purposes

## **Process outline:**

Each Thinking Map is designed to answer guiding questions that are related to a specific thought process.

- 1) Circle Map – defining in context. Understand and use general (Tier 2) and domain-specific (Tier 3) academic vocabulary.
- 2) Tree Map – classifying and grouping. Identify the main idea(s), key supporting ideas and details in complex texts.
- 3) Bubble Map – describing with adjectives. Use relevant descriptive details and sensory language in reading and writing.
- 4) Double Bubble Map –comparing and contrasting. Compare and contrast important points in two texts or points of view; draw comparative inferences about two populations.
- 5) Flow Map – sequencing and ordering. Understand the steps and patterns in complex processes in order to answer questions and solve problems.
- 6) Multi-Flow Map – analyzing causes and effects. Evaluate the argument and specific claims in a text; determine the impact the author’s purpose and point of view have on a text.
- 7) Brace Map – identifying part/whole relationships. Use common affixes to determine and clarify the meaning of unfamiliar vocabulary terms.
- 8) Bridge Map – seeing analogies. ”Choose two historical leaders and show their relationship to important movements or conflicts. Remember to state your relating factor.”

*Adapted from [thinkingmaps.com/thinking\\_maps\\_common\\_core.php](http://thinkingmaps.com/thinking_maps_common_core.php)*

# Think-Pair-Share: Teacher Rationale and Protocol

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**Purpose:** Providing “think time” increased quality of student response so that students become actively involved in thinking about the concepts presented in the lesson. When students talk over new ideas, they are forced to make sense of those new ideas in terms of their prior knowledge. Their misunderstandings about the topic are often revealed and resolved during the discussion state. Students are more willing to participate since they don’t feel the peer pressure involved in responding in front of the whole class. Think-Pair-Share provides opportunities to bridge concepts as well as schema build for English Learners.

## Structure of the activity:

- ✓ Assign Partners—Be sure to assign discussion partners rather than just saying “Turn to a partner and talk it over.” When you don’t assign partners, students frequently turn to the most popular student and leave the other person out.
- ✓ Change Partners—Switch the discussion partners frequently. With students seated in teams, they can pair with the person beside them for one discussion and the person across from them for the next discussion.
- ✓ Monitor Discussion—Walk around and monitor the discussion stage. You will frequently hear misunderstandings that you can address during the whole-group discussion that follows.
- ✓ Randomly Select students—During the sharing stage at the end, call on students randomly. You can do this by having a jar of popsicle sticks that have student names or numbers on them. Draw out a popsicle stick and ask that person to tell what their PARTNER said. The first time you may find they didn’t listen well to their partner, but if you keep using this strategy, they will learn to listen to their partner.

## Process outline:

### Think:

- 1) The teacher asks one or two questions for students to consider.
- 2) In order to see what they are thinking, and to provide further scaffolding to them if needed, the teacher asks students to jot down key elements of their answer using words or phrases, but not complete sentences.
- 3) Depending on the complexity of the questions, the teacher may assign between three and five minutes for students to jot down their ideas.
- 4) In the meantime, the teacher circulates around the classroom monitoring and checking what students have written. An empty piece of paper may be an indication that the students need support from the teacher.

### Pair:

- 5) Students are asked for form dyads. There are many ways of doing this, depending on time available, the nature of the questions, or even what time of the day it is (classes immediately after lunch may require opportunities for movement).

### Share:

- 6) Dyads orally share their responses with each other.
- 7) All students should be read –if called upon—to present to the class their partner’s responses first, and then their own.

# Three Step Interview: Teacher Rationale and Protocol

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**Purpose:** To engage students in conversation for the purpose of analyzing and synthesizing new information.

**Structure of the activity:** The Three Step Interview is a cooperative structure that helps students personalize their learning and listen to and appreciate the ideas and thinking of others. Active listening and paraphrasing by the interviewer develops understanding and empathy for the thinking of the interviewee.

**Process outline:**

- 1) Students work in pairs. One is the interviewer, the other is the interviewee. The interviewer listens actively to the comments and thoughts of the interviewee, paraphrasing key points and significant details.
- 2) Student pairs reverse roles, repeating the interview process.
- 3) Each pair then joins another pair to form groups of four. Students introduce their pair partner and share what the partner had to say about the topic at hand.

*Adapted from Lipton, L., & Wellman, B. (1998). Patterns and practices in the learning-focused classroom. Guilford, Vermont: Pathways Publishing.*



## Viewing with a Focus: Teacher Rationale and Protocol

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**Purpose:** This task helps students focus on main ideas and key information as they “read” visual text such as a movie or video clip, a picture, an advertisement, etc. In the same way that reading focus questions help students navigate through extraneous or non-salient information in a written text, questions for viewing help students focus on what the teacher thinks is important or noteworthy in a predominately visual text.

**Required for use:** The questions that guide students’ viewing of text need to focus on central ideas in the discipline or subject area. If students are asked low-level questions, they will concentrate on details instead of key ideas or discipline specific ways of analyzing text.

**Structure of the activity:** Students are asked to read or view with a specific purpose in mind. For example, they may be given three questions to consider as they view a text or members of a group may have different questions to focus on. Students may need several different possible models of how they might begin their responses to a focus question. Models should be generative, meaning that students are learning ways of using language that will be useful in other academic settings. If visual texts are lengthy, complex, or viewed in different ways (with sound, without sound), students may need questions for different sections or viewings.

**Process outline:**

- 1) Students use the focus question(s) as a guide for viewing and jotting down notes in response to the question(s).
- 2) Students initially work alone, but may share responses with a partner or small group.

*Adapted from Understanding Language by WestEd’s Teacher Professional Development Program*

# Vocabulary Notebook: Teacher Rationale and Protocol

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**Purpose:** Focuses on developing essential vocabulary and providing vocabulary instruction in context. This notebook also serves as a tool students can use across disciplines and can be adapted for some high-stakes exams (glossary).

## Vocabulary Notebook includes

- ✓ Word and Translation (primary language)
- ✓ Picture or Image
- ✓ Definition
- ✓ Source Sentence
- ✓ Original Sentence

## Process

Include Key Words Essential to Understanding, those words that cannot be deciphered using content clues.

- 1) In table groups, students share any knowledge they already have on these words (definition, where they have seen/hears it, etc.).
- 2) Teacher walks around the room and notes students' knowledge and/or misconceptions.
- 3) Teacher leads a discussion on these words and provides sample explanations.
- 4) Students record the information in their Vocabulary Notebooks (word/translation, visual or image, definition, source sentence, and original sentence).

NOTE: Teachers may also want to create worksheets or transfer images to a PowerPoint if desired.

You may also want to include other essential words (from AWL and content-specific lists). These may be words that students can decipher meaning using context clues.

- 1) Using “Wordsift,” [www.wordsift.com](http://www.wordsift.com), teacher notes key vocabulary from Academic Word List (AWL) and content-specific vocabulary to alert students to notice while reading the text.
- 2) Student record words in *Vocabulary Notebook* and during/after reading include: translation (EL students), picture or image, definition, example source sentence, original sentence.

Students should include personal new words as well to increase their vocabulary. Teacher should provide students with numerous opportunities for them to say and write using these words.

**IMPORTANT NOTE:** The first column of the Vocabulary Notebook (Word/Translation) is a personal glossary for English learners. Students can use this on some high-stakes exams, such as the CAHSEE. Students would simply need to cut along the line of the first column to have their personal glossary.

*Adapted from Sonja Munevar Gagnon, QTEL training*

# Wordle: Teacher Rationale and Protocol

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**Purpose:** This task is used to help students focus on how authors use repetition to emphasize and develop ideas and create cohesion and coherence in texts. By creating a “word cloud,” words that appear more frequently in a text are highlighted, as these words appear larger and thicker in the visual diagram of lexical choices in a text. Students are able to reflect on their impression, interpretation, or understanding of these significant words.

**Required for use:** For this task to be effective, the selected text should use repetition of words to emphasize ideas and create connections across the text. The teacher takes a selected text and places it in to a word cloud program, such as Wordle (<http://www.wordle.net/create>). There are many “word cloud” programs available through the internet; some additional programs include Wordsift (<http://www.wordsift.com>) and Tag Crowd (<http://tagcrowd.com>). When using any word cloud program, teachers need to note if any words have been omitted in the final visual. Some programs allow for certain words to be filtered or omitted by choice, and others will filter certain words (such as pronouns or conjunctions) automatically.

**Structure of the activity:** The Wordle activity has two parts, one occurring in the Preparing the Learner moment and the other in the Interacting with Texts moment. In the first part of the activity, **preparing the learner**, students are invited to examine the Wordle, noting which words jump out at them before reading the text. After choosing one or two words, students reflect in pairs on what images or ideas come to mind when they think of that particular word. Students then share their thoughts with others, noting similarities and differences in their choices and responses. Teachers may choose to provide students with the language they want them to use in their discussion in the form of formulaic chunks. In the second part of the activity, **interacting with text**, the teacher focuses students’ attention on one or two words key to an author’s argument, asking students to examine different ways the author uses the word(s) to develop central ideas.

## Process outline:

- 1) Students work in dyads examining the Wordle.
- 2) Students are provided with focus questions, such as “Which words jump out as you (pick two or three)” and “When you think of those words, what images and ideas come to mind?” to guide their discussion.
- 3) Student A begins by responding to the first prompt, followed by Student B.
- 4) When discussing ideas and images, Student B begins, followed by Student A. Once dyads have shared their ideas, students will share their ideas with the other dyads in their small group. Once all students have shared, the teacher may invite several students to share their group’s ideas with the class, noting similarities and differences.
- 5) In the second part of the task, students examine the author’s use of selected words to develop central idea(s).

*Adapted from Understanding Language [ell.stanford.edu](http://ell.stanford.edu)*