

LA-TPN Determining an Author's Claims and their Development in a Text

GRADES

6 - 12

DISCIPLINE

 **ELA**

COURSE

 **All**

PACING

SKILL AND DEFINITION

PRODUCT AND PROMPT







SCORING GUIDE

INSTRUCTIONAL STRATEGIES

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
1 hr	<p>ACTIVE READING > DETERMINING AN AUTHOR'S CLAIMS AND THEIR DEVELOPMENT:</p>	<p>LA-TPN DETERMINING AN AUTHOR'S CLAIMS AND THEIR DEVELOPMENT IN A TEXT</p> <p>We have been talking about colleges and legacies. Today we are going to look at an excerpt of a woman who leaves a different type of legacy for her children. Her name is Henrietta Lacks and the excerpt is "Henrietta's Dance" by Rebecca Skloot.</p> <p>We will discuss the terms "claims," "evidence" and "warrants" and then apply them to the story. By the end of today's class, you will write a paragraph that links the claims to the evidence from the story.</p>	<p>Student class work meets expectations if...</p> <ul style="list-style-type: none"> At least 1 claim in assigned text excerpt is highlighted All claims determined by the group are included on his/her graphic organizer Related evidence for each claim is included on his/her graphic organizer Work is organized and legible <p>Student exit ticket meets expectations if..</p> <ul style="list-style-type: none"> A valid claim and evidence are listed with citation There is an explanation for why the claim is effective Paragraph is organized, legible, and grammatically correct 	<p>Context: This is the beginning of Unit II from the Louisiana Department of Education English High School Guidebook. The link to the guidebook can be found under teacher resources. The text is "Henrietta's Dance" by Rebecca Skloot, <i>Johns Hopkins Magazine</i>, April 2000. It can also be found under teacher resources.</p> <p>Prior to this task, students have completed a first read and answered some comprehension questions. Although the students have done some close reading in the past during which they examined rhetorical devices, rhetorical appeals, and textual evidence, this is their first contact with developing effective arguments with claims, evidence, and warrants. The students are also familiar with using the ACE strategy (Answer, Cite, Explain).</p> <p>Grouping: The students are working in heterogeneous pairs. The high student will work with a middle low, and the middle high student will work with the low.</p> <p>Instruction: The teacher will begin with the prompt (see above).</p> <p>The teacher will review the student handout, "Elements of Strong Persuasive Writing." Teacher will explain the difference between a claim, evidence, and warrants provided in the notes and give students an example from a prior text. Students will copy this example in their notes.</p> <p><i>Depending on prior instruction, the teacher can help students understand the role of arguments, claims, and evidence by drawing parallels to one or more of the following writing strategies:</i></p> <ul style="list-style-type: none"> The steps of the ACE paragraph writing strategy (Answer, Cite, Explain) can be paralleled with Claims, Evidence, and Warrants Claims can be compared to a student's thesis while evidence can be compared to supporting details If your students are familiar with the Jane Schaffer method, Evidence can be compared to Concrete Details and Warrants to Commentary <p><i>In further comparison, the teacher may want to touch upon where claims and warrants may be found in a piece.</i></p> <ul style="list-style-type: none"> Consider the five paragraph essay, where would the thesis be? (Student Answer: At the beginning of the essay in the introduction) Similarly an author will often start with a claim. Where would the supporting details be? (Student Answer: After the thesis) Similarly an author will often add supporting details in after a claim. Commentary? (Student Answer: After the supporting detail) Similarly, an author will often add commentary after the evidence to help the reader understand the relationship to the claim.

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				<p><i>It will be important to list their claims, evidence, and warrants in this order.</i></p> <p>Teacher will ask students to independently complete the word sort at the bottom of the notes page so that students can draw the parallels with prior terminology. <i>Other teachers will need to adjust this word document to only include the terms that their students have already seen.</i></p> <p>After reviewing student answers to the word sort, the teacher will model how to identify the central idea, claim, and evidence for the first section of the text by referencing the notes page and providing a think aloud. The teacher may ask his/herself questions:</p> <ul style="list-style-type: none"> ● Does this idea guide the entire work? Are there any others that are better? Why? ● Is this claim related to the central idea? Does this claim break the central idea down into a smaller part? ● What evidence does the author provide that supports this claim? Remember, it may not always be after the claim. <p>The teacher will ask students to write "Central Idea" in their text next to the sentence that best expresses the central idea and highlight the claim that breaks down the central idea in one color and the supporting evidence in another. The teacher will then model how to write the claim in the graphic organizer and list the related evidence.</p> <p><i>If your texts are not consumable, students may write the central idea at the top of their graphic organizer or in their notebook. Students should make sure to write the page number and paragraph number so that they can find and cite it later if necessary.</i></p> <p>After the model, the teacher will divide the text into smaller sections:</p> <p>Students #1 and #3: Pgs 57-58</p> <p>Students #2 and #4: Pgs 59-61</p> <p>Each student will be in charge of highlighting the claims and evidence for his/her respective section. The teacher will instruct each group to raise their hands after each group member has found the first claim. The teacher will then look over their claims to make sure they are on the right track. Teacher should have pre-identified the claims so that this can be a quick check in order to avoid idle student time.</p> <p>When all students are finished, have each student share his/her claim and evidence with his/her partner. The rest of the group will be highlighting the claims and evidence from the presenting student. The teacher will circulate to check on each group, giving affirmation or clarification to the various claims/evidence.</p>

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				<p>If the teacher would like to use this strategy, select representatives from each group to present their claims and evidence to the class. If the non-presenting groups already have that claim/evidence, they can place a check mark by it. If they do not have that claim/evidence, then they can highlight it themselves.</p> <p>As an exit ticket, the students will write a paragraph in which they describe which claim and evidence was the most effective/persuasive and why. This will allow the teacher to again check to make sure students can correctly identify a claim and supporting evidence and provide data for upcoming lessons on evaluating the strength of claims.</p> <p>Differentiation:</p> <p>This mini-task is appropriate for grades 8-12 since RI.2 for those grades asks students to "determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas". This mini-task focuses specifically on identifying claims ("supporting ideas") related to the text's central idea.</p> <p>6th Grade: RI.6.2 requires students to, "determine a central idea in a text and how it is conveyed through particular details." For this grade, teachers can use the same process only replace the term "claims" with "central idea."</p> <p>7th Grade: RI.7.2 requires students to, "determine two or more central ideas in a text and analyze their development over the course of the text." For this grade, teachers can use the same process only replace the term "claims" with "central idea." Students should read texts that have more than one central idea.</p> <p>Possible supports for striving readers include:</p> <ul style="list-style-type: none"> ● Providing students with the number of claims they need to identify in their section before they begin ● Chunking the text into more palatable excerpts ● Selecting initial texts in which claims and evidence are presented sequentially ● Providing more extensive modelling in whole group or small group settings

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	<p>Standards:</p> <p>RI.6.1 : Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.6.2 : Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>RI.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>RI.7.2 : Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p> <p>RI.8.1 : Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.8.2 : Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p>RI.9-10.1 : Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.9-10.2 : Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>RI.11-12.1 : Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>RI.11-12.2 : Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p>			
	<p>Additional Attachments:</p> <ul style="list-style-type: none">  Claims for Henrietta's Dance.docx  Louisiana Department of Education High School Guidebook  "Henrietta's Dance" by Rebecca Skloot  Claims_Graphic_Organizer_Henrietta_s_Dance_Adapted20150318-3-y9hen0.docx  Elements_of_Strong_Persuasive_Writing_Notes20150318-3-7824ek.docx  Henrietta's Dance Rebecca Smoot Reading Questions.docx 			

by Anna Collura and Jeremy Lampo