DEMO: Making evidence-based claims using text

Lesson Definition

Lesson Title:	**DEMO: Making evidence-based claims using text**
Teacher:	**Allison Layland**
Course Title:	**English/Language Arts Grade 9-10**
Unit Title:	**READING: Determining Meaning, Inferences and Conclusions**
Main Standard Code:	**CCR.R.6-12.1**
Main Standard:	**Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**
Grade Level:	**10**
Subject:	**English Language Arts**
Learning Objective:	**Students will be able to make a claim and identify evidence from text.**
Condition:	**Reviewing the text of the Emily Dickenson poem "Because I could not stop for Death,"**
Criteria:	**Students will complete all fields of the Evidence Based Claim tool with 80% accuracy.**

Lesson Detail

Instructional Modes (all that apply)

Whole Class	
Behavior Check	
Review	
Think (Stimulate Interest):	**Students are introduced to the concept of evidence-based claims first using examples of experience-based claims with subjects the students identify (activating current knowledge and experiences), next using a content area they are currently studying (science), and then using part of a text we recently read in a previous lesson.**
Know (Teach):	**Students follow along as they listen to the teacher reading the poem aloud, and discuss the text using a series of text-dependent questions. The teacher models a critical reading and thinking process for forming Evidence Based Claims about texts.Three guiding questions are used during reading, discussion and analysis of a familiar text:** **1. What specific aspect(s) of the author's craft am I attending to? (Through what lens will I focus my reading?)** **2. What choices do I notice the author making,**
Show: (Check For Understanding)	**Students' understanding will be checked during the initial discussion using probing questioning, through their responses during the discussion of the poem using the guiding questions**
Teacher-Directed Group(s):	**Teacher works with a small group of students on key vocabulary to reinforce the understanding and use of the vocabulary during independent practice.**
Student-Directed Group(s):	**Students then in pairs read the first three stanzas of the poem using the text dependent questions to guide them. They use the Making Evidence Based Claim Tool to find evidence to support a claim by a peer.**
Independent Practice:	**Students will independently read stanzas 4-6 and use the Making Evidence Based Claim Tool to look for evidence to support a claim.**
Homework:	

Resource / Material:	**Forming Evidence Based Claim Literacy handout** **Forming Evidence Based Claim Tool** **Evidence Based Claim Criteria Checklist I** **Making Evidence Based Claim Tool** **Copies of Emily Dickinson's "Because I could not stop for Death"Two copies of Robert Frost's 'Home Burial"**
Technology Integration:(What and How)	**Utilize Kahoot to check for understanding of evidence and claims.**
Accommodations:	**There are three English language learners participating in this lesson. To address their needs the lesson includes scaffolding for the vocabulary and the writing, and the opportunity to work with student partners in small groups.**
Modifications	
Accelerated:	**Students read a more complex poem, Robert Frost's 'Home Burial", when all students are working independently.**
Pre-Requisite:	**Students read a familiar narrative rather than a poem and complete the independent work.**
Teacher Reflections:	