



## COMMON CORE TOOL KIT #1

# Lesson Plan: Citing Text Evidence

Use with "Two Days With No Phone," pages 4-6, and "Teens and Texting," page 24

### COMMON CORE ANCHOR STANDARDS FOR THIS LESSON:

Reading: 1, 7

**TIME ALLOTMENT:**  
40 minutes

### OBJECTIVE:

Students will cite text evidence in their responses to text-based questions.

### MATERIALS:

- Scholastic Action magazine—September 2, 2013, issue
- Reproducible, page T3 from this Teaching Guide
- Online Tool Kit #1: Go to [www.scholastic.com/actionmag](http://www.scholastic.com/actionmag); click Teaching Resources.



IN ONLINE TOOL KIT, CLICK  
HERE TO PLAY INTERACTIVE  
TEXT-EVIDENCE GAME

## PREPARATION

- For the online Tool Kit, go to [www.scholastic.com/actionmag](http://www.scholastic.com/actionmag); on the home page, click the orange "Teaching Resources" button.
- Photocopy page T3 from this Teaching Guide.

## PROCEDURE

**15 minutes:** Read "Two Days With No Phone" as a class. Check in at the end of each section to facilitate discussions about key ideas and important vocabulary words that have emerged.

**15 minutes:** Reread the article together again, as well as the visual text on page 24. This time, pause to ask text-based questions, such as those listed below. Every time a student offers a response, challenge him or her to pinpoint evidence from the text that supports the answer. This is called "text evidence." You might choose to replicate the chart below on the board and fill it in as students respond to questions.

| Question                                                                                                                                                                                  | Response                                                                                    | Text Evidence                                                                                                                                           |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
| Using information from the article and the chart on page 24, what can you conclude about the number of texts Franchesca sent and received each day before she took the 48-hour challenge? | She sent and received more texts than most other teens.                                     | Franchesca sent and received about 1,000 texts per day. According to the graph, only 18 percent of teens send and receive more than 200 texts each day. |
| What is one effect that "sleep texting" might have on teens' success in school?                                                                                                           | Teens might have trouble concentrating or fail a test because they didn't get enough sleep. | Teens sometimes text during the night, which stops them from getting the 8 to 11 hours of sleep they need.                                              |

## ASSESSMENT

**10 minutes:** Distribute page T3 for students to practice answering text-based questions and citing text evidence.

## ONLINE EXTENSION

Go to [www.scholastic.com/actionmag](http://www.scholastic.com/actionmag) to play an interactive text-evidence game. Students may play individually or as a class, using a computer or whiteboard.

## DIFFERENTIATION/SCAFFOLDING

Encourage students to mark up their magazines. For example, they might circle the paragraph where they found an answer to a question and then underline the specific text evidence within the paragraph that supports their response.

# Citing Evidence Lesson Plans

**P. S. Kessell**



## **Citing Evidence Lesson Plans:**

**Better Lesson Plans, Better Lessons** Ben Curran, 2015-09-25 In today's high stakes world ready made lessons and teacher's guides are no longer enough to guarantee achievement The best way to help students succeed is through deliberate and careful lesson planning focused on the end result of increasing student achievement Whether you are a new teacher or an experienced educator this book will help you get started by providing a practical step by step guide to designing lessons that will lead to student mastery of any objective You'll learn the essential components of lessons that are Common Core aligned and grounded in best practices Topics include Tailoring your lessons to meet your state standards while ensuring high student achievement Writing a strong objective to stay focused on the goal of a lesson Creating an end of lesson assessment to gauge the lesson's success Constructing a lesson plan that combines direct instruction guided practice and independent practice Along the way you'll find plenty of helpful examples from math and English Language Arts You'll also find end of chapter FAQs and activities to try to help you make these concepts a reality for your own classroom Many of the tools from the book are also available as free downloads from our website [www.routledge.com/books/details/9781138838871](http://www.routledge.com/books/details/9781138838871)

**Common Core Literacy Lesson Plans** Lauren Davis, 2014-05-22 Schools nationwide are transitioning to the Common Core our advice to you Don't go it alone Our new book Common Core Literacy Lesson Plans Ready to Use Resources 6-8 shows you that teaching the Common Core State Standards in the middle grades doesn't have to be intimidating This easy to use guide meets the particular needs of middle school teachers It provides model lesson plans for teaching the standards in reading writing speaking listening and language Get engaging lesson plans that are grade appropriate easy to implement and include ready to use reproducible handouts assessments resources and ideas to help you modify the lesson for both struggling and advanced learners Our Common Core Literacy Lesson Plans are equally effective for both English and content area teachers the plans are designed to fit seamlessly into your middle school curriculum You get practical tips for revamping your existing lessons to meet the standards Middle school students learn how to answer text based questions read informational texts conduct research write arguments and improve their speaking and listening skills We take the guesswork out of Common Core lesson plans with this practical easy to use guide All lesson plans are grade appropriate but every lesson plan includes Common Core State Standards covered in the lesson Overview of objectives and focus of the lesson Background knowledge required and time required A detailed step by step agenda for the lesson plus a materials list Differentiation ideas to adapt the lesson for different kinds of learners Assessment ideas including rubrics and scoring guides A place for your notes what worked what can improve Bonus We show you how to extend the lessons into longer units to suit your particular grade's curriculum and even help you create more of your own lessons

[From a to Z on Instructional Strategies](#) P. S. Kessel, 2018-11-20 From A to Z on Instructional Strategies is a book designed to provide teachers with a way to engage their students in their lessons through an effective and memorable method Students are able to become self starters and

eventually self managers by using this method that incorporates the use of alliteration action verbs and activities Students are better able to understand the learning objectives the teacher s expectations the daily activities and the end product requirements as a result of utilizing From A to Z on Instructional Strategies When asked what they did in class students are able to respond intelligently and confidently knowing without a doubt that they learned the As to analyze to answer and to argue In a standards and performance driven society From A to Z on Instructional Strategies is a must have for your library

20 Literacy Strategies to Meet the Common Core Elaine K. McEwan-Adkins, Allyson J. Burnett, 2012-10-16 With the advent of the Common Core State Standards and high expectations with regard to content literacy some secondary teachers are scrambling for what to do and how to do it This book provides an accessible plan for implementing content literacy and offers 20 research based literacy strategies designed to help students meet those standards and become expert readers

*The Big6 Curriculum* Michael B. Eisenberg, Janet Murray, Colet Bartow, 2016-05-26 This practical hands on book explains how to ensure that your students are information and communication technology literate that is competent with a range of tools technologies and techniques for seeking out and applying information The importance of teaching information and communication technology ICT literacy is clear without it students will be ill equipped to find and use information in all its forms as well as produce and present information in all forms Unfortunately most ICT literacy educational programs are irregular incomplete or arbitrary Classroom teachers teacher librarians and technology teachers need a complete ICT program one with clearly defined goals and objectives planned and coordinated instruction regular and objective assessment of learning and formal reporting of results This book explains how to integrate the objectives of ICT literacy into your school s established curricular structure The book explains the rationale for a having a comprehensive ICT program describes how to develop a Big6 by the Month program and defines the challenges in the areas of information seeking strategies location and access use of information synthesis and evaluation It also includes templates for grade level objectives a scenario plan program plan lesson plan and unit plan summary evidence and criteria performance descriptors a presentation readiness checklist and Big6 by the Month checklists for instructional leaders teachers and teacher librarians

**The Common Core Companion: The Standards Decoded, Grades K-2** Sharon Taberski, Jim Burke, 2014-04-28 With the click of a mouse anyone has access to the standards So aligning our instruction should be a snap If only it were that simple Jim Burke anticipated the challenges and developed the Common Core Companion series for K 12 In his next smart move he deferred to the talents of Sharon Taberski to be author of the K 2 volume What makes Sharon Taberski s Common Core Companion that version of the standards you wish you had It s the way Sharon translates each and every standard for reading writing speaking and listening language and foundational skills into the day to day what you do lesson ideas best literacy practices grouping configurations adaptations for ELLs anchor charts and so much more It s all here page by page The standards for literature and informational texts put side by side for easier planning More than a dozen teaching ideas for each standard

Recommendations on how to cultivate the habits of mind that are critical to meeting the standards including interpersonal skills collaboration and perseverance A glossary of academic language for each standard Teaching suggestions for how to support ELL students Developmental debriefs to signal how you may need to adapt expectations to meet students where they are at An online bank of graphic organizers student reproducibles sample classroom charts rubrics and photos Reproducible planning templates for each standard to help you map out lessons select books generate key questions and more With more than 30 years of classroom experience in the primary grades and years of consulting in schools nationwide Sharon Taberski has a depth of knowledge about what both students and teachers in this country need in order to cultivate the win win of high expectations and high engagement in K 2 She is a nationally recognized educator author and presenter and a leader in the field of early reading instruction Her professional books and teaching materials have revolutionized the way primary teachers approach reading and remain classics in the field Teaching the Standards Harriet D. Porton, 2013-04-09 With the upcoming implementation of CCSS in E LA and mathematics in 2014 and the expected implementation in science history social studies and technical subjects educators need a grounded specific text on how to scaffold students from where they are to where they need to be according to the Common Core State Standards The CCSS assume that students already have more skills prior knowledge and motivation than may be real Therefore teachers and administrators require some assistance for helping all students reach the rigorous demands of CCSS This text provides specific successful strategies that are targeted for each of the secondary content areas This text is designed to help all educators translate the CCSS so that it can become a guiding force not a stumbling block *Intentional and Targeted Teaching* Douglas Fisher, Nancy Frey, Stefani Arzonetti Hite, 2016-05-04 What is FIT Teaching What is a FIT Teacher The Framework for Intentional and Targeted Teaching or FIT Teaching is a research based field tested and experience honed process that captures the essentials of the best educational environments In contrast to restrictive pedagogical prescriptions or formulas FIT Teaching empowers teachers to adapt the most effective planning instructional and assessment practices to their particular context in order to move their students learning from where it is now to where it should be To be a FIT Teacher is to make a heroic commitment to learning not just to the learning of every student in the classroom but to the professional learning necessary to grow inspire and lead This book introduces the powerful FIT Teaching Tool which harnesses the FIT Teaching approach and presents a detailed continuum of growth and leadership It s a close up look at what intentional and targeting teaching is and what successful teachers do to Plan with purpose Cultivate a learning climate Instruct with intention Assess with a system Impact student learning Designed to foster discussion among educators about what they are doing in the classroom the FIT Teaching Tool can be used by teachers for self assessment by teacher peers for collegial feedback in professional learning communities by instructional coaches to focus on the skills teachers need both onstage and off and by school leaders to highlight their teachers strengths and value Join authors Douglas Fisher Nancy Frey and Stefani Arzonetti Hite for an

examination of what makes great teachers great and see how educators at all grade levels and all levels of experience are taking intentional steps toward enhanced professional practice      **Great Habits, Great Readers** Paul

Bambrick-Santoyo, Aja Settles, Juliana Worrell, 2013-06-10 A book that brings the habits of reading to life Great readers are not made by genetics or destiny but by the habits they build habits that are intentionally built by their teachers The early formal years of education are the key to reversing the reading gap and setting up children for success But K 4 education seems to widen the gap between stronger and weaker readers not close it Today the Common Core further increases the pressure to reach high levels of rigor What can be done This book includes the strategies systems and lessons from the top classrooms that bring the habits of reading to life creating countless quality opportunities for students to take one of the most complex skills we as people can know and to perform it fluently and easily Offers clear teaching strategies for teaching reading to all students no matter what level Includes more than 40 video examples from real classrooms Written by Paul Bambrick Santoyo bestselling author of Driven by Data and Leverage Leadership Great Habits Great Readers puts the focus on learning habits reading habits guided reading and independent reading NOTE Content video and other supplementary materials are not included as part of the e book file but are available for download after purchase      Instructional Strategies for Middle and High School Social Studies Bruce E. Larson, 2025-01-22 Instructional Strategies for Middle and High School Social Studies Methods Assessment and Classroom Management is an exciting methods based text that integrates appropriate management and assessment techniques with seven distinct teaching strategies for pre service social studies teachers This fully updated text includes new topics and assessment examples expanded discussions of the teaching methods and guidance on differentiating lessons for multiple learning levels Part 1 offers the foundations for teaching and learning in a social studies classroom and explores contextual theoretical and policy factors that all teachers need to consider before entering the learning environment Part 2 delivers a range of comprehensive strategies for providing instruction that is appropriate for meeting learning targets helping all students learn and fostering a classroom learning environment Features of the third edition include A list of goals before each chapter presenting an overview of the chapter s content focus and providing an outline for the chapter review New discussions of emerging topics such as generative artificial intelligence AI remote learning social and emotional learning social media culturally responsive teaching and culturally sustaining pedagogies Expanded discussion of diversity equity inclusion and justice anti biased teaching and student identities including LGBTQ racial and ethnic identities A Reality Check feature providing directions for integrating field based experiences into the chapters and contextualizing the ideas in the book for a classroom setting Each chapter in Part 2 Chapters 5 11 has been expanded to include ideas for motivating students to learn and advice around supporting emerging multilingual learners Chapters 5 11 include the feature Making Your Lesson More Meaningful for Multilingual Learners which provides updated ideas based on current research and theories about learning language for engaging multilingual learners specific for each

instructional strategy Expanded discussion of Inquiry Learning and the Inquiry Design Model IDM New examples of assessments and suggestions for differentiating instruction for different learning levels Combining learning theories with practical strategies this fully updated new edition is the go to all inclusive guide to the social studies classroom for pre service and in service teachers Online Support Materials include additional lesson plan and unit plan examples additional information about the Inquiry Design Model state requirements for the social studies and further reading suggestions

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