

K.RI.1	1.RI.1	2.RI.1	3.RI.1	4.RI.1	5.RI.1
With prompting and support, ask and answer questions about key details in a text.	Ask and answer questions about key details in a text.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

6.RI.1	7.RI.1	8.RI.1	9-10.RI.1	11-12.RI.1
Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	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.

11.12.RI.1 Lesson

Building Evidence-based Arguments

Part 1 of 5 - Introduces students to the concept of evidence-based argumentation in the context of societal issues. Students read and write about a variety of informational texts to build an understanding of a particular issue.

Lesson	Modified lesson
1. Teacher presents overview of the unit (building evidence-based arguments) within the context of societal issues—in this case crime and punishment and incarceration.	1. Same overview a. Teacher presents leveled vocabulary to entire class: Swindle—cheat Incriminate—blame Acquit—set free Corruption—dishonesty Counterfeit—fake Culprit—criminal

	<p>Felony—crime Incarcerate—jail Jurisdiction—control</p> <p>b. As a class, match the vocabulary</p>
<p>2. Read and analyze a background text to develop an initial understanding of the issue; students read a second background text to expand and deepen understanding of an issue.</p>	<p>2. Strategic groups are formed in which students read background text. Student roles are: reader, note taker, timekeeper, reporter.</p> <p>a. In groups discuss:</p> <ol style="list-style-type: none"> 1 . How does the incarceration rate in the US compare to that of other countries with high incarceration rates? 2. What differences do you see between the changes in violent crime, property crime, and total incarceration? <p>b. Class discussion—each group reporter shares one main point from the discussion</p>
<p>3. Students develop evidence-based claim and use them to deepen their analysis.</p>	<p>3. Teacher models writing evidence-based claims to the classroom.</p>
<p>4. Students work independently</p>	<p>4. Student(s) work independently on:</p> <p>a. Read a handout that contains both statements and questions, for example: The US Government projects the need for beds in prisons based on third grade reading scores.; Are African-American men over-represented in the prison population?</p> <p>b. Pick out two of the statements and determine if those statements are true by researching them on the computer. If the statements are not true, make changes to the statements to make them true.</p>

	<p>c. After identifying the evidence-based arguments, student will find visuals that help illustrate the information that he/she learned.</p> <p>d. Student will give a brief (2 minute) speech to the class about the statements they researched using the visuals as a guide.</p>
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Synopsis:

- 1) Teacher introduces the concept evidence-based argumentation in the context of societal issues (in this case crime, punishment, and incarceration).
- 2) Students read and analyze 12th grade background text to develop an initial understanding of the issue.
- 3) Students read and analyze a second background text to expand and deepen understanding of the issue.
- 4) Students develop text-dependent questions and use them to deepen their analysis.
- 5) Students develop and write an evidence-based claim about the nature of the issue.

Building Evidence Based Arguments (12th grade content from above for student functioning academically at the 3rd grade level)

Objectives:

- 1) Student will identify and distinguish a statement from question.
- 2) Student will use visuals to describe the

Alignment to CCSS: 3.RI.1; 3.RI.2, 3.SL.2; SL.3.4

Activity:

- 2) Teacher presents an overview of the unit and the societal issue of the incarceration system.
- 3) Teacher presents leveled vocabulary:
 - a. Swindle—cheat
 - b. Incriminate—blame
 - c. Acquit—set free
 - d. Corruption—dishonesty
 - e. Counterfeit—fake
 - f. Culprit—criminal
 - g. Felony—crime
 - h. Incarcerate—jail
 - i. Jurisdiction—control
- 4) As a class, students match the vocabulary.
- 5) Strategic groups are formed and students read background text: student roles—reader, note taker, time keeper, & _____
- 6) In groups discuss:
 - a. How does the incarceration rate in the US compare to that of other countries with high incarceration rates?
 - b. What differences do you see between the changes in violent crime, property crime, and total incarceration?
- 7) Teacher models the development and writing of an explanatory claim and an argumentative claim.
- 8) Student(s) work independently on:
 - a. Read a handout that contains both statements and questions, for example: **The US Government projects the need for beds in prisons based on third grade reading scores.; Are African-American men over-represented in the prison population?**
 - b. Pick out two of the statements and determine if those statements are true by researching them on the computer. If the statements are not true, make changes to the statements to make them true.
 - c. After identifying the evidence-based arguments, student will find visuals that help illustrate the information that he/she learned.
 - d. Student will give a brief (2 minute) speech to the class about the statements they researched using the visuals as a guide.

Materials:

Background text

Question/statement handout

Computer/printer access

Staffing:

Procedure:

Reinforcement:

Correction procedure:

Level of assistance:

Data collection/skills:

Differentiation:

