

FIGURE 18.6:

Lesson Plan for Delineate-Evaluate-Explain

Lesson Step	Explanatory Notes for the Teacher
1. Teacher prepares and assembles the necessary materials.	<p>1a. Choose content-related and standards-aligned text for teacher modeling and student reading, then:</p> <ul style="list-style-type: none"> • Chunk the text into three parts as shown in the sample text (figure 18.1, page 240) with each chunk having at least one new reason. • Complete the reproducible organizer (figure 18.4, page 244) as a key for modeling with your text in preparation for teaching the lesson. <p>1b. Prepare photocopies for students of your selected text, the student-friendly definitions (figure 18.3, page 244) and the reproducible organizer (figure 18.4, page 244).</p>
2. Teacher identifies the content standard from state or district standards for students.	Display the content-specific standard you want students to understand and retain as a result of their reading, thinking, and writing. Discuss the standard with students.
3. Teacher shares an advance organizer, reviews the student-friendly definitions, and distributes teacher-prepared materials.	<p>Share the following advance organizer or one of your own choosing:</p> <p>Martin Luther King Jr. has been credited with saying that the purpose of education is to teach people to “think intensively and to think critically.” The strategy that we will learn today requires us to do both because we are going to have to read someone else’s argument, understand it, and explain our evaluation of it.</p>
4. Teacher models and provides rehearsal opportunities, gradually releasing responsibility to students for doing more of their own thinking and writing.	<p>Teacher models: Chunk 1</p> <p>Ask students to silently read the first text chunk and then read it aloud to them. Think aloud as you consider whether the author has stated the argument (the thesis or claim) in this first chunk. Continue the process of reading each chunk until you are able to identify and record the thesis or claim on your organizer.</p> <p>Returning to the first chunk, begin to identify the reasons the author uses to support the argument. Record the first reason on the organizer. List the evidence the author uses to support the reason on the organizer. At the end of the chunk, think aloud as you consider whether the reasoning is valid (defensible) and the evidence is relevant (connected) and sufficient (enough). Show your students how you have come to your conclusions as you record and explain them in column 2 of the organizer. Finally, think aloud to interpret the information from column 1 and column 2 of the organizer and jot down your ideas in column 3.</p>

Lesson Step	Explanatory Notes for the Teacher
<p>4. Teacher models and provides rehearsal opportunities, gradually releasing responsibility to students for doing more of their own thinking and writing.</p> <p><i>(continued)</i></p>	<p>Students work with teacher: Chunk 2</p> <p>Ask students to read the second chunk silently and then read it aloud to them. Ask students to underline the first statement from the text that they believe is a new reason supporting the argument. Call on students to identify what they have underlined and think aloud as you verify and record accurate answers. Next, ask students to underline the evidence the author is using to support the reason. Call on students to share the evidence they have identified and think aloud as you verify and record accurate answers. Ask students to consider whether there are any additional reasons supporting the argument in this chunk. If so, process them. If not, give students some think time to consider and evaluate the reasoning and evidence. Call on students to think aloud with you as you work together to consider whether the reasoning is valid (defensible) and the evidence is relevant (connected) and sufficient (enough). Write accurate ideas on the organizer. Finally, call on students to share with you their interpretation of the information from columns 1 and 2. Record model answers on the organizer.</p> <p>Students work with peers: Chunk 3</p> <p>After students have first independently read the third text chunk and you have read it aloud to them, ask them to identify and underline any new reasons supporting the author's argument. Students will then work with their partner to reach consensus on the first new supporting reason offered and will record their answers on the organizer. Students will work interpedently to agree on and list the evidence used to support the reason. Ask students to consider whether or not there are additional supporting reasons in this chunk. If so, they will process them. If not, they will move on to evaluate the reasoning and the evidence. Students will discuss and record their answers. Finally, students should discuss and agree on an interpretation of columns 1 and 2 and record their ideas in column 3.</p>
<p>5. Teacher formatively assesses student work.</p>	<p>Call on several pairs to display their responses to columns 1, 2, and 3 for chunk 3. Process responses and record accurate and exemplary answers on the organizer. Formatively assess as many students as possible from the work that is displayed and discussed.</p> <p>NOTE: At this point, you have two options: (1) conclude this lesson by going directly to steps 6 and 7, temporarily skipping the +feature (schedule the +feature for a later class period using the same text and organizers students have completed up to this point), or (2) extend this lesson by incorporating the +feature followed by steps 6 and 7.</p>

Delineate-Evaluate-Explain+

Teacher models

Read the +prompt aloud as students follow along (figure 18.4, page 244). Ask students to consider the criteria that might be used to determine whether the answer to the +prompt is acceptable. Students may say, for example, that the conclusion would have to include information from each of the interpretative explanations in column 3. They may say that an acceptable answer would show the relationship among the ideas discussed in column 3 for each chunk. List the most important criteria on the board. Review figure P1.2, page 23, as an additional resource on drawing conclusions.

Students work with teacher

Ask students to consider the information from column 3 that absolutely must be included in a conclusion. After think time, call on students to share ideas as you record accurate information on the board.

Students work with peers

Ask students to work interdependently with a peer to write a response to the Delineate-Evaluate-Explain+ prompt.

Teacher formatively assesses student work

Call on several pairs to display their answers to the +prompt. Ask students to compare and contrast posted answers, and facilitate a discussion about the merits of each. Students can either identify one answer as being exemplary or can write an entirely new exemplary answer as a class.

Lesson Step	Explanatory Notes for the Teacher
6. Teacher returns to the content standard to identify progress in understanding and retaining new content.	In order to identify student progress with the new content, ask students to write an exit ticket in response to this stem: In what ways did the reading, thinking, and writing you did today help you understand the content standard? Explain.
7. Closure	Ask students to reflect on their current level of understanding of the content standard(s) and the literacy skill(s) they worked with today by using "fist to five" hand signals to the following questions as you display them, read them aloud, and ask for student responses: On a scale of fist to five, where making a fist means not at all and holding up all five fingers means you understand it so completely that you could be the teacher, rate your understanding of the following content standard: _____ On a scale of fist to five, where making a fist means not at all and holding up all five fingers means you understand it so completely that you could be the teacher, rate your level of understanding of the following CCSS literacy skill: _____