

FIGURE 3.5: Lesson Plan For Prove It

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 text into three parts as shown in the sample text (figure 3.1, page 49). • Write an essential statement (a conclusion) based on the central idea and supporting evidence of each chunk of your text. Use the steps in figure P1.2 (page 23) as a guide when you draw your conclusions and write your essential statements. • Complete the reproducible organizer (figure 3.4, page 52) 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 3.3, page 52), the strategy's reproducible organizer (figure 3.4), and the mini-lesson for how to draw conclusions (figure P1.2, page 23).</p> <p>1c. As appropriate, assemble technology to use in modeling the strategy for students (for example, document camera, PPT slides, SMART Board, overhead transparencies, or posters).</p> <p>1d. Prepare butcher paper or an area on the board along with markers for students to write their conclusions as part of Prove It+.</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>People may be entitled to their opinions, but all opinions are not necessarily equal. Debate team members know the importance and power of identifying and utilizing evidence to support their positions during a debate. The team that is best able to support its argument with credible and substantial evidence is most likely the team that will win. Today, we will work on the skill of reading and identifying relevant evidence from a piece of text.</p>

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<p>4. Teacher models and provides rehearsal opportunities, gradually releasing responsibility to students for doing more of their own thinking and writing.</p>	<p>Teacher models: Chunk 1</p> <p>Ask students to read the first chunk silently. Read the essential statement for chunk 1 to the class. Tell them that, as you read this text chunk aloud, you will model identifying evidence that helps “prove it” (the essential statement). If necessary, model a processing technique as a scaffold for students: _____ (insert the potential evidence) proves _____ (insert the essential statement). Read and stop after each sentence, explaining why it is or is not evidence that proves the essential statement. Write statements that can be used as evidence on the Prove It organizer.</p> <p>Students work with teacher: Chunk 2</p> <p>Read the chunk aloud after students have read it silently. Ask students to read the chunk again in order to locate and underline evidence on their text. Call on students to share the evidence they underlined and ask them to explain and support their answers. Process answers and record correct evidence on the Prove It organizer.</p> <p>Students work with peers: Chunk 3</p> <p>Read the third chunk aloud after students have read the chunk silently. Then, have student work with a partner and discuss, agree on, and underline the sentences that provide evidence that proves the essential statement. Partners should be prepared to explain and support their answers.</p>
<p>5. Teacher formatively assesses student work.</p>	<p>Call on partners to share and explain their underlined Prove It statements. Encourage other students to agree or disagree. Process and record accurate evidence on the organizer. Begin to discuss the idea of whether or not each essential statement has sufficient evidence to prove it. If students are able to identify evidence and articulate whether or not the amount of evidence is sufficient, they are demonstrating a strong understanding of this strategy. Formatively assess as many of the students as possible.</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>
Prove It+	
<p>Teacher models</p> <p>Tell students that up to this point, they have searched for evidence to prove your essential statements. Reveal to students that the essential statements are really conclusions that you have drawn about the text.</p>	

Now it is time for them to learn how to draw their own conclusion—and you will show them how in a mini-lesson. Introduce and explain figure P1.2, how to draw a conclusion. Next, ask students to focus on your completed organizer for chunk 1. Explain to students that they can see an example of the relationship between evidence and a conclusion by looking at the “prove it” statements (evidence) and the essential statement (conclusion). Explain the process that you followed as you created the essential statement for this chunk.

Students work with teacher

Continue to explain the relationship between the evidence and conclusions with the two remaining chunks.

Students work with peers

Tell students to copy and paste the essential statements from the organizer to the Prove It+ planning area. They will use the information from the three essential statements in order to draw a conclusion about the entire text. Ask students to work with a partner to apply the steps from figure P1.2 (page 23) in order to practice drawing a conclusion about the entire text in the second column of the planning area. When both partners feel confident in the quality of their conclusion, ask them to record it in the “What’s your conclusion?” box of the organizer. When nearly all partners are finished with their work, tell them to go to the board (or a piece of butcher paper), write their conclusion, and sign their initials.

Teacher formatively assesses student work

When all conclusions are posted, ask partners to read and discuss the conclusions. Partners vote by putting a hash mark beside what they consider to be the best conclusions. Each partnership may vote three times (and not for their own conclusion). When voting is complete, go to the board and facilitate a discussion of the merits of top three or four “winning” conclusions. With student input, select the best conclusion to record on your organizer. Ask students to write the winning conclusion on their organizers as well. Formatively assess as many students as possible based on their work and discussion.

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 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 so completely that you could be the teacher, rate your level of understanding of the following CCSS literacy skill: _____