

**MELD Lesson (Responsive Literacy & Language)
(10+ Days)**

Overview: This series of MELD Lessons are intended for 45 minutes – 1 hour, for 10 days. Please adjust the time and/or number of days according to the needs of your students. You may also speed up or slow down per the needs of your students.

Title: Fact Detectives

Lexile 630-1100

California State Standards

- RI 6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI 6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- RI 6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (See grade 6 Language standards 4–6 for additional expectations.) CA
- RI 6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
- RI 6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
- W 6.1 Write arguments to support claims with clear reasons and relevant evidence.
 - a. Introduce claim(s) and organize the reasons and evidence clearly.
 - b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
 - c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
 - d. Establish and maintain a formal style.
 - e. Provide a concluding statement or section that follows from the argument presented.
- W 6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W 6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
- SL 6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
 - a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
 - b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
 - c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
 - d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
- SL 6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
- SL 6.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
- SL 6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)
- L 6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a. Ensure that pronouns are in the proper case (subjective, objective, possessive).
 - b. Use all pronouns, including intensive pronouns (e.g., myself, ourselves) correctly. CA

MELD OBJECTIVE S

Students will be able to closely read and/or have read to them, a complex text and
1. Ask and answer questions to demonstrate understanding of a text using

	<p>text evidence.</p> <ol style="list-style-type: none"> Engage effectively in a range of collaborative discussions (one- on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts to produce complex oral output using the constructive conversation skills. Write an argumentative piece using evidence from both texts/sources. Support their ideas with evidence from different sources. With prompting and support, student will ask and answer questions about key details in a text. 	
Linguistic Feature(s)	Note the focus SEL language linguistic features:	
	SEL Language Rules: Past Tense Marker (non existent)	Standard English Rules: Past tense Marker (ed)
	Example: Walk	Example: walked
	Multiple Negation	
Subject and Verb Agreement		
Depth of Knowledge Level	<p>Students will be able to closely read and/or have read to them, a complex text and</p> <ol style="list-style-type: none"> Ask and answer questions to demonstrate understanding of a text using text evidence. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts to produce complex oral output using the constructive conversation skills. Write an argumentative piece using evidence from both texts/sources. 	
Essential Question(s)	<p>What is the role of the free press in a democratic society? Who “wins” and who “loses” when we cannot tell truth from fiction?</p>	
Access Strategies	<p>Instructional Conversations, Advanced Graphic Organizer, Making Cultural Connections, Cooperative and Communal Learning, Academic Language Development, Close Reading</p>	
Protocols	<p>Silent Appointment, Pick-a-Stick, Give one-Get one, Think-Pair-Share, Pair-Square, Roll ‘em, Shout Out, Think-Pair-Share-Tweet</p>	
Materials	<p>Links and handouts</p>	
Key Vocabulary	<p>Evidence, credible, not credible, bias, objectivity, argument, claim, rhetorical devices, deceptive,</p>	
Culminating Task	<p>Students will engage in a debate arguing for or against the legitimacy of “The Black Lives Matter” movement.</p>	
Resources	<p>You Tube Videos, Read Write Think, Procon.org Article, Tree Octopus, Black Lives Matter Interview Video,</p>	

	Day 1
Common Core Objective(s)	RI 6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary

	<p>of the text distinct from personal opinions or judgments.</p> <p>SL 6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p>
Focus Question	How do you know if the information presented is credible or not credible?
MELD Objective(s): Utilizing MELD methodologies to support mastery of school language and literacy.	<p>Intended Students' Outcomes:</p> <p>1. Ask and answer questions to demonstrate understanding of text credibility using textual evidence.</p>
Access Strategy(ies)/Protocols Incorporated into this lesson	<ul style="list-style-type: none"> ● Vocabulary Development ● Close Read of Visual Text <ul style="list-style-type: none"> ○ What is the purpose of this site? ○ What information is presented that leads you to believe that the information presented is true? ○ What evidence leads you to believe this site might be presenting untrue information? ● Think Pair Share ● Call and Response (Are you ready; Yes, we are ready) ● Whole Group Share-out ● Roll 'Em or Pick a Stick
Materials / Resources	<p>The Pacific Northwest Octopus Video Link http://zapatopi.net/treeoctopus/sightings.html Culminating Task and Rubric Handouts Close Reading questions</p>
Instructional Strategies:	<p>Lesson Sequence:</p> <ol style="list-style-type: none"> 1. Culminating Task: Compare the information presented in the articles regarding the effect or purpose of activist groups in influencing society. You will research and collect evidence for and against the effectiveness of the Black Lives Matter movement. In a team debate format, you will argue for or against the movement. Ask students to turn and talk to their learning partner and share what the culminating task will be. Randomly select three students to share what they discussed. 2. Student use their personal thesaurus to add tier two vocabulary: bias, credible, not credible, objective 3. Teacher models how to use the personal thesaurus, possible student responses: unfair, truthful, shady, fair 4. In pairs, students will explore the website in order to engage in a close reading of this informational text

	<p>and answer the text-dependent questions.</p> <ol style="list-style-type: none"> Whole Group Share out (pick 3 students to share) Line Up: students will be asked to line up to determine if they believe or do not believe that the site is credible or true. Teacher folds the line in half and asks students to face each other so that they can hear one another's reasoning.
Language Mini-Lesson: Contrastive Analysis	<ol style="list-style-type: none"> Students are given 2 sentence strips that contain "past tense marker" home language, and students have to use the code switch strategy to rewrite the sentences in standard English. Example: <ul style="list-style-type: none"> The octopus in the web site look real. (home language feature) The octopus from the web site looked real. <p>Standard English</p> <ol style="list-style-type: none"> Students work in pairs Once students have completed the assignment, the Raise a Righteous Hand participation protocol is used to select three students to share with the rest of the class.
Formative Assessment	<p>Once each pair has shared, teacher projects the exit ticket prompt: Is everything that is on the internet credible? How can we check information that we read online? Once all slips have been collected, teacher asks for a righteous hand that would like to share their response to the exit ticket.</p>
Differentiation:	<p>Purposeful grouping, ensure that students are able to work collaboratively with one another when using technology, if 1:2 devices are available.</p>

	Day 2
Common Core Objective(s)	<p>RI 6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>SL 6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p>
Focus Question	How do you determine if information presented is true?
MELD Objective(s): Utilizing MELD methodologies to support mastery of school language and literacy.	<p>Intended Students' Outcomes:</p> <ol style="list-style-type: none"> Ask and answer questions to demonstrate understanding of text credibility using text evidence.
Access Strategy(ies)/Protocols Incorporated into this lesson	<ul style="list-style-type: none"> Advanced Graphic Organizers Personal Thesaurus Call and Response Think-Pair-Share Give One, Get One

Materials / Resources	Computers and internet access Research Skills presentation
Instructional Strategies:	<p>Lesson Sequence:</p> <ol style="list-style-type: none"> 1. Ask students to determine if they believe that the tree octopus exists. Ask students to Think-Pair-Share and discuss how they might determine if the animal exists or not. 2. Reference the Research Skills presentation and ask students to engage in a detective hunt to determine if the tree octopus site is credible. 3. Go over the different domain meanings so that students know who owns and creates the content. Students should maintain these notes in their notebooks. Share how Wikipedia is an open-source site, meaning that anyone, can provide information on a topic, even if, the information might not be true. 4. In pairs, have students find two more sites, that discuss and share information around the tree octopus. Using the conversation norms they will be expected to use vocabulary introduced in Day 1 as they explore various sites. 5. Once students have completed their fact-finding activity, ask them to join another pair and engage in a Give One, Get One to gain statements to determine if the tree octopus site is credible or not credible. After two rounds, use a Call and Response to get them back to their seats. Individually, students will provide two pieces of evidence to support their claim.
Language Mini-Lesson Contrastive Analysis	<ol style="list-style-type: none"> 1. Students work in groups of 4 2. Students are given a two-sentence strip <ol style="list-style-type: none"> a. one sentences contains home language features b. the other sentence is written in standard English 3. Students are asked to circle the sentence that contains home language features 4. Students are asked to underline the standard English sentence 5. Next, students are asked to discuss in their groups when is it appropriate to use each sentence 6. Finally, teacher randomly selects three students to share with the entire class
Formative Assessment:	Collect the stance slips from each student and determine if they were able to apply the research skills in order to determine if the site was credible or not credible.
Differentiation:	Provide sentence frames to students who require them

	Day 3
Common Core Objective(s)	RI 6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

	<p>SL 6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p>
Focus Question	How do you determine what is a fact and what is an opinion?
MELD Objective(s): Utilizing MELD methodologies to support mastery of school language and literacy.	<p>Intended Students' Outcomes:</p> <ol style="list-style-type: none"> 1. Ask and answer questions to demonstrate understanding of text credibility using text evidence.
Access Strategy(ies)/Protocols Incorporated into this lesson	<ul style="list-style-type: none"> ● Think Pair Share ● Call and Response (Rhythmic Pattern) ● Musical Shares ● Give One, Get One
Materials / Resources	<ul style="list-style-type: none"> ● Fact and opinion sentence strips ● Definition of fact and opinion ● https://www.youtube.com/watch?v=Flyt5pEcE_g
Instructional Strategies	<p>Lesson Sequence:</p> <ol style="list-style-type: none"> 1. Quick-write: ask students to answer the following: <ol style="list-style-type: none"> a. what is the difference between a fact and an opinion? b. Once students have written their response, provide the following frame for them to share with a partner: An opinion is....but a fact is... 2. Show video 3. Ask students to evaluate the following statements: facts are statements proven to be true, opinions are beliefs and ideas that some believe to be true 4. Distribute the fact and opinion sentence strips along with the graphic organizer. 5. Students will be asked to evaluate the statement on their strip and decide if it is a fact or opinion and add it to their graphic organizer 6. Inform students that when they hear the music they are to stand up to find a partner to share where they placed their statement. Students will meet with three different partners and add their statements to their graphic organizers. 7. Play the music alerting students to return to their seats. Call out the statements and ask students to engage in a SHOUT OUT to classify the statement as a fact or an opinion.
Language Mini-Lesson Contrastive Analysis	<ol style="list-style-type: none"> 1. Teacher explains what "multiple negation" is. 2. Teacher models how write a fact or opinion using multiple negation 3. Teacher asks students to write their own fact or

	<p>opinion using multiple negation</p> <p>4. Teacher models how to use verbal retelling using the code-switch strategy</p> <p>5. Teacher plays music and ask students to stand up and walk around the class, once the music stops, students pair up with the closest student to them</p> <p>6. Students take turns verbally retelling their multiple negation sentences using the code switching strategy.</p> <p>a. Example:</p> <p>i. An opinion doesn't have no true in it.</p> <p>ii. An opinion doesn't have any true in it.</p> <p>iii. You don't have no idea what a fact is.</p> <p>iv. You don't have any idea what a fact is.</p>
Formative Assessment	Ask students to independently write two statements, on fact and one opinion regarding a topic of your choice (family, environment, election, etc.)
Differentiation:	Provide language frames to students who require them

	Day 4
Common Core Objective(s)	<p>RI 6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>SL 6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p>
Focus Question	How do we determine an author's purpose?
MELD Objective(s): Utilizing MELD methodologies to support mastery of school language and literacy.	<p>Intended Students' Outcomes:</p> <p>1. Ask and answer questions to demonstrate understanding of text credibility using text evidence.</p>
Access Strategy(ies)/Protocols Incorporated into this lesson	<ul style="list-style-type: none"> • Think Pair Share • Call and Response (Rhythmic Pattern) • Stand Up Hand Up Pair Up
Materials / Resources	<ul style="list-style-type: none"> • Video link: https://drive.google.com/drive/u/0/folders/0B69RdvmdoKZyOEI2eTVwOGImYWc • Rhetorical Devices Handout
Instructional Strategies:	<p>Lesson Sequence:</p> <p>1. Considering that everyone who presents information is focused on influencing your thoughts, feelings or actions. Evaluate these three advertisements and write down how they attempted to persuade you</p> <p>2. Distribute the Close Reading Handout</p> <p>3. Engage in a close read of the video, play the first time without</p>

	<p>interrupting. Ask students to focus on the different ways advertisers influence consumers</p> <ol style="list-style-type: none"> 4. Play the video a second time and at the end of each rhetorical device, ask students to jot down examples from the video and ones that they have seen themselves that fall in the same category. 5. After the second viewing, ask students to take their Close Reading Handout and share their personal examples with a learning partner using Stand Up Hand Up Pair Up 6. Use a call and response protocol to direct students back to their seats 7. Have students independently complete the formative assessment where they categorize the advertisements.
<p>Language Mini-Lesson Contrastive Analysis</p>	<ol style="list-style-type: none"> 1. After watching the Video, the teacher creates groups of 4 students and ask each group to decide who can be the group's speaker 2. Teacher informs students that once they have completed their thermometer assignment, they have to explain why they have placed the synonyms on the thermometer on the places where they have placed them 3. In advance, teacher draws thermometers on 8.5 X 11 inch paper. Teacher gives each group a thermometer 4. In advance, teacher cuts out the synonyms provided on the Thermometer Activity Handout to prepare the envelopes. Teacher gives each group an envelope with five synonyms for each word written at the bottom of the thermometer 5. Students negotiate where to place each synonym on the thermometer according the "shades of meaning" of each synonym 6. Once all students have completed their assignment, the group's speaker explains why they have placed the synonyms in the places where they have placed them
<p>Formative Assessment</p>	<p>Practice labeling pathos, logos, and ethos by placing a P, L, or E in the blank :</p> <p>_____ A child is shown covered in bug bites after using an inferior bug spray.</p> <p>_____ Tiger Woods endorses Nike.</p> <p>_____ Sprite Zero is 100% sugar-free.</p> <p>_____ A 32-oz. bottle of Tide holds enough to wash 32 loads.</p> <p>_____ A commercial shows an image of a happy couple riding in a Corvette.</p> <p>_____ Cardiologists recommend Ecotrin more than any other brand of aspirin.</p> <p>_____ Advil Liqui-Gels provide up to 8 hours of continuous pain relief.</p> <p>_____ Miley Cyrus appears in Oreo advertisements.</p> <p>_____ People who need more energy drink Red Bull Energy Drink.</p> <p>_____ A magazine ad shows people smiling while smoking cigarettes</p>
<p>Differentiation:</p>	

	Day 5
Common Core Objective(s)	<p>RI 6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>SL 6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p>
Focus Question	How can we determine an author's purpose?
MELD Objective(s): Utilizing MELD methodologies to support mastery of school language and literacy.	<p>Intended Students' Outcomes:</p> <ol style="list-style-type: none"> 1. Ask and answer questions to demonstrate understanding of text credibility using text evidence
Access Strategy(ies)/Protocols Incorporated into this lesson	<ul style="list-style-type: none"> • Think Pair Share • Call and Response (Rhythmic Pattern) • Stand Up Hand Up Pair Up
Materials / Resources	Rhetorical devices worksheet, newspaper, magazine
Instructional Strategies:	<p>Lesson Sequence:</p> <ol style="list-style-type: none"> 1. Provide the extended rhetorical devices so that students can engage in a quick write around the varied ways rhetorical devices 2. Bring in newspaper circulars or advertisements from magazines and have students engage in a gallery walk, where they evaluate 7-10 varied advertisements 3. As they walk with their partner they will come to consensus around what rhetorical devices were used and the evidence they have to support the claim 4. Once all students have evaluated the advertisements have them go back to their seats. 5. Project each advertisement on its own and have students give a Shout Out to establish the rhetorical devices found in the advertisement and use Pick a Stick to elicit the reasoning 5. Reference the extended rhetorical devices so that students can work in groups of four to craft advertisements using rhetorical devices to "sell" their school 6. Each group will get 2 minutes to present their best pitch to the class. The audience will identify the rhetorical devices used in the pitch.
Language Mini-Lesson Contrastive Analysis	<ol style="list-style-type: none"> 1. Teacher pairs up students 2. Teacher ask students to read the following paragraph: <ol style="list-style-type: none"> a. I didn't know if they was true or not. Tell the truth I didn't

	<p>think much on it either way, but I liked to hear them stories. Grandpa Jeremiah said they wasn't stories anyway, they was songs.</p> <p>3. Teacher asks students to take turns to verbally paraphrase the paragraph</p> <p>4. Finally, using the "Righteous Hand" protocol, teacher asks three students to paraphrase the paragraph to the entire class</p>
Formative Assessment	Evaluate the pitches used and determine the level of proficiency demonstrated by the product.
Differentiation:	

Day 6	
Common Core Objective(s)	<p>RI 6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>SL 6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p>
Focus Question	How do we know when we are reacting based on feelings and by provable facts?
MELD Objective(s): Utilizing MELD methodologies to support mastery of school language and literacy.	<p>Intended Students' Outcomes:</p> <p>1. Ask and answer questions to demonstrate understanding of text credibility using text evidence</p>
Access Strategy(ies)/Protocols Incorporated into this lesson	<p>Moment of Silence</p> <p>Pick a Stick</p> <p>Call and Response</p> <p>Righteous Hand</p>
Materials / Resources	<ul style="list-style-type: none"> ● Connotation v Denotation Graphic organizer ● Card Sort ● Debate Structure ● Debate Rubric <p>https://www.youtube.com/watch?v=tKrbMfnbTa4</p> <p>https://www.youtube.com/watch?v=EWfMV_jbiOU</p> <p>https://www.youtube.com/watch?v=EDTk-Lt6sQ&t=20s</p>
Instructional Strategies:	<p>Lesson Sequence:</p> <p>1. Present students with their note-taking handout</p> <p>2. Ask students to take a Moment of Silence as they consider the four statements at the top of the page.</p> <p>3. Use Pick a Stick to randomly select students to tell you what they notice about the statements.</p> <p>4. Engage in viewing the connotation and denotation video. Have students create their own definition for each of the concepts</p>

	<p>5. Project the two concepts to the class. With the class co-construct the meaning of the two terms i.e. Connotation: a feeling or reaction connected to a word or idea; Denotation: what a word means, its definition.</p> <p>6. Ask students to consider these two concepts as they view the video on how to spot fake news</p> <p>7. After students watch the video, have them engage in a card sort, where they will work in triads to determine if the statements presented demonstrate connotation or denotation.</p> <p>8. Use Call and Response to bring students back. Use a Righteous Hand to have a class dialogue around where statements were placed and why.</p> <p>9. Distribute the debate structure and team debate rubric for students to evaluate</p> <p>10. Give students a moment of silence to consider clarifying questions</p> <p>11. Use Roll Em to select students to share their questions with the class</p> <p>12. Play the debate videos so students have an idea of their culminating task</p>
Language Mini-Lesson Personal Thesaurus	<p>1. Ask students to take out their Personal Thesaurus</p> <p>2. Ask students to work in pairs</p> <p>3. Remind them how to use their Personal Thesaurus</p> <p>4. Ask students to add denotation and connotation to their Personal Thesaurus</p> <p>5. Use the Pick-a-Stick Participation Protocol to randomly select 3 students their share their work</p>
Formative Assessment	Have students write two statements, one with denotation and one with connotation. Collect and evaluate how students applied their learning.
Differentiation:	

Day 7	
Common Core Objective(s)	<p>RI 6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>SL 6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p>
Focus Question	How might one's perspective influence how information is shared?
MELD Objective(s): Utilizing MELD methodologies to support mastery of school	<p>Intended Students' Outcomes:</p> <p>1. Ask and answer questions to demonstrate understanding of text credibility using text evidence</p>

language and literacy.	
Access Strategy(ies)/Protocols Incorporated into this lesson	Round Robin Pick a Stick Call and Response
Materials / Resources	https://www.washingtonpost.com/video/national/how-to-spot-fake-news/2016/11/18/60daed34-adb2-11e6-8f19-21a1c65d2043_video.html
Instructional Strategies:	Lesson Sequence: 1. Review the terminology and concepts that have been explored. (Class chart/PT) 2. Engage students in a second viewing (close read) of the How to Spot Fake News 3. Have students engage in a Round Robin Brainstorming listing reasons why it is important to identify news that is reliable and credible 4. Use Pick a Stick to hear some of the answers 5. Ask students to create a three-panel pamphlet or three Google slides (if technology is available) that informs on the outcome of the 2016 presidential election. An objective description, a biased description and a fake, not provable account of the outcome
Language Mini-Lesson Figurative Language Hyperbole	1. Teacher explicitly teaches students what a “hyperbole” is by writing or projecting on the board two examples of “hyperbole” 2. Teacher ask students to Think-Pair-Share what a hyperbole is 3. Teacher brings all students back, and Teacher uses the Raise a Righteous Hand Participation Protocol to have 3 students share with the rest of the class their understanding of hyperbole 4. Teacher groups students in groups of 4 and asks students to complete the Explain the Hyperbole worksheet 5. Teacher informs students that each member of the group will have to share part of their work 6. Teacher uses the Roll ‘Em Participation Protocol to select 3 students to share their work
Formative Assessment	Students will present their informational texts with the class, highlighting the three varied perspectives on the same event.
Differentiation:	Allow for additional time to explore of debrief the content with students that require the additional processing time

	Days 8 and 9
Common Core	RI 6.2 Determine a central idea of a text and how it is

Objective(s)	conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. SL 6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
Focus Question	How do we determine what is credible?
MELD Objective(s): Utilizing MELD methodologies to support mastery of school language and literacy.	Intended Students' Outcomes: 1. Ask and answer questions to demonstrate understanding of text credibility using text evidence
Access Strategy(ies)/Protocols Incorporated into this lesson	Cooperative Grouping Think Pair Share Pick a Stick Roll 'Em Expert Groups
Materials / Resources	BLM Founder interview (A) BLM Website (B) Anti-BLM article (C) Example of false reports on BLM (D) 2016 Presidential candidates pro-con on BLM (E) Evidence Log Handout
Instructional Strategies:	Lesson Sequence: 1. Review the culminating task and rubric with students 2. Use give a Shout Out to answer any clarifying questions 3. Hand out Evidence Log--ask students to evaluate the handout and to turn to a partner to share what they think they will be doing with the handout 4. Use Pick a Stick to evaluate student response to lesson objective 5. Play class debate video so that students know why they are collecting evidence 6. Assign student groups (trios or quads) to explore the documents 7. Present students with the text set focusing on the pro/con attitudes towards the BLM movement 8. Tell students that each group member will be an expert on their assigned evidence document, and that all of them must read document E 9. As students read the document and process the information, they will complete their evidence log
Language Mini-Lesson Contrastive Analysis	1. Teacher introduces role-playing and situational appropriateness 2. Students work in pairs 3. Students select a piece of evidence from their

	<p>research and they practice code-switching from Standard English to Home Language to share important ideas that they have gathered</p> <p>4. Teacher uses Righteous Hand participation protocol to have two pairs demonstrate their role playing in front of the class</p>
Differentiation:	Strategically and purposefully create the student groups

Days 10-12	
Common Core Objective(s)	<p>RI 6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>SL 6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p>
Focus Question	
MELD Objective(s): Utilizing MELD methodologies to support mastery of school language and literacy.	<p>Intended Students' Outcomes:</p> <p>1. Ask and answer questions to demonstrate understanding of text credibility using text evidence</p>
Access Strategy(ies)/Protocols Incorporated into this lesson	<p>Cooperative Learning Structure</p> <p>Call and Response for transitions</p>
Materials / Resources	<p>Affirmative-Negative Cards</p> <p>Envelopes</p> <p>Rubric</p>
Instructional Strategies:	<p>Lesson Sequence:</p> <p>1. Using two envelopes, place an index card in each one, one card labeled affirmative, the other labeled negative and have the team select their envelopes</p> <p>2. Once teams know which side they will be arguing they will have 2 minutes to get ready to debate</p> <p>3. Each head to head debate will take no more than 10 minutes</p> <p>4. Audience members, must use the rubric to decide which team won and why</p>
Formative Assessment	<p>At the conclusion of the unit, have students reflect on the following: 3 things that they learned, 2 things that they are still wondering about, and 1 activity or process that they really enjoyed as a result of the unit focus</p>
Differentiation:	Strategically and purposefully create the debate team groups