

Explicit Idea and Evidence Placemat

GRADES

9 - 10

DISCIPLINE

 ELA

COURSE

 Grade 9-10 Tier
2 English

PACING

 40min

SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
<p>READING FOR EXPLICIT MEANING: Ability to select appropriate textual evidence to support explicit idea(s) in the text.</p>	<p>EXPLICIT IDEA AND EVIDENCE PLACEMAT</p> <p>A) Given one or more explicit ideas from a text, work with a partner to sort the provided textual evidence into the appropriate "Idea" columns on the "Explicit Idea" Placemat.</p> <p>B) Provide brief explanations for your choices.</p>	<p>Evidence Sorting: Students are proficient if they sort 85% of the evidence correctly</p> <p>Evidence Explanation: Students are proficient if they can provide explanations for their evidence placement that is coherent and logical</p>	<p>A) Task Preparation:</p> <ul style="list-style-type: none"> • Select a text (literary or informational) that has one to four explicit ideas • Enter each idea on the "Explicit Idea Placemat" (see Teacher Resources) • Select several examples of textual evidence that support each idea and several pieces that don't. Cut evidence into strips <p>B) Modeling</p> <ul style="list-style-type: none"> • Explain to students the activity and the purpose • Students work with partners • Distribute placemats and evidence strips (one set per pair) • Using the same text and two pieces of evidence (one obvious choice): <ul style="list-style-type: none"> ◦ Choose the first piece of evidence (obvious) you will be using ◦ Working in partners, have students place the evidence in the appropriate "Idea column" and jot notes for their rationale for placement ◦ Checking for understanding options: <ul style="list-style-type: none"> ■ Walk the classroom, tallying and noting how students are placing the evidence. Share your observations with the class, without calling out a specific pair and/or student. ■ Poll the class, tally their responses, and ask a few students their reasons for their choices. ◦ If most of the class has chosen a different answer than what you expected, explore the logic of their thinking. If their logic is sound, then accept their answer. If their logic is flawed, use Think Aloud or questioning strategy to clarify the process and the content ◦ Before students move to paired practice, make sure that everyone has a common understanding of what a coherent and logical reason looks like for this task <p>C) Student Practice</p> <ul style="list-style-type: none"> • (If students need explicit instruction on reaching consensus, see mini-

			<p>task in "Teacher Resources.")</p> <ul style="list-style-type: none"> ● Instruct students to continue sorting the evidence into the appropriate "Idea" column on the placemat. Make sure to advise students that there are evidence strips that will go into the "Not Applicable" column ● For each piece of evidence (except the "Not Applicable"), students should jot a note(s) to explain their choices ● Once students have had a chance to finish sorting with their partners, have each pair share their responses with another pair, and discuss similarities and differences in their responses and reasoning. If they want to make changes to their sorting or reasoning at this point, they should do so on their placemats. When they have their final versions complete, provide tape for them to affix their strips to the placemat. ● Have each small group share one or two interesting points in their conversations with the class. <p>D) Assessing student work and responses</p> <ul style="list-style-type: none"> ● Make sure both partners have written their names on the placemat, and collect them ● Review the work for correct sorting and reasoning ● Address any misconceptions or flaws in logic (in feedback on the placemats or with the whole group the next day) ● Students are proficient if they sort 85% of the evidence correctly
	<p>Standards:</p> <p>RL.9-10.1 : Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.9-10.1 : Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>Additional Attachments:</p> <ul style="list-style-type: none"> 📄 Evidence from Papa's Waltz for Sample.docx 📄 Idea and Evidence Placemat - Sample.docx 🔗 "My Papa's Waltz" - Theodore Roethke 📄 Idea and Evidence Placemat - Blank Template.docx 		

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