



MISSISSIPPI

EXEMPLAR

Units & Lessons

ENGLISH LANGUAGE ARTS

Grade 8

MISSISSIPPI DEPARTMENT OF EDUCATION

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Introduction

Mission Statement

The Mississippi Department of Education (MDE) is dedicated to student success, including the improvement of student achievement in English Language Arts (ELA) and mathematics in order to produce citizens who are capable of making complex decisions, solving complex problems, and communicating fluently in a global society. The Mississippi College- and Career-Readiness Standards (MS CCRS) provide a consistent, clear understanding of what students are expected to know and be able to do by the end of each grade level or course. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that students need for success in college and careers and to compete in the global economy. The goal of the MDE is to provide educators with the training and resources to understand and implement the MS CCRS effectively.

Purpose

In efforts to facilitate implementation and promote understanding of the MS CCRS for ELA and mathematics, the W. K. Kellogg Foundation generously awarded the MDE a grant to secure a cadre of effective educators to develop the MS CCRS Exemplar Units for teachers. Specifically, a group of highly-effective Mississippi educators developed exemplar instructional units and lessons aligned to the MS CCRS for ELA and mathematics. The MS CCRS Exemplar Units address difficult-to-teach standards as determined by teachers and are designed to serve as exemplar models for instructional units, lessons, and resources. The MS CCRS Exemplar Units have been vetted through nationally renowned vendors to ensure exemplar quality.

Design Overview

The MS CCRS Exemplar Units for ELA and mathematics address grade-level specific standards for Pre-Kindergarten-8th grade, as well as for Algebra, English I, and English II. The overall unit plan is described in the first section of the ELA and math units. This section includes the unit title, a suggested time frame, the grade level MS CCRS addressed and assessed, a unit overview with essential questions and a summary of lesson tasks, and the culminating/performance task description and rubric.

Though the math and ELA overall unit plan designs are very similar, some design aspects differ in order to accommodate the respective requirements of each content area. For mathematics, the first section also provides a segment designated for the Standards for Mathematical Practices (SMPs) addressed in the unit. For ELA, the first section also includes a text set with links to texts (if in the public domain) and a fresh/cold-read task.

The second section of each unit includes lesson plans. Within the lesson plans, provided are lesson-specific MS CCRS, suggested time frames, learning targets, guiding questions, required resources and materials, vocabulary terms and instructional strategies, teacher directions, instructional supports for students, enrichment activities, student handouts, assessments (formative, summative, pre-, and self-), and additional resources to aid in the implementation of the lessons.

Implementation

The intention of the MS CCRS Exemplar Units for ELA and mathematics is to provide educators with resources to understand and implement the MS CCRS effectively. The implementation of the MS CCRS Exemplar Units for ELA and mathematics is voluntary. Additionally, the MDE will provide ongoing support for implementation of the MS CCRS Exemplar Units with initial regional trainings followed by site-specific support through our regional service delivery model. For regional and site-specific training, please contact the MDE Office of Professional Development.

Grade Level	Unit Title	Duration
8	Evaluating and Improving Student Motivation Efforts in Your School	6-8 Weeks
Mississippi College- and Career-Readiness Standards for English Language Arts		Unit Overview and Essential Questions
<p style="text-align: center;"><u>Reading Standards</u></p> <p>Focus: RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p> <p>Additional: RL/RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. RL.8.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an accurate summary of the text based upon this analysis. RI.8.2 Determine a central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an accurate summary of the text based upon this analysis. RL.8.3 Analyze how particular lines of dialogue or incidents in a literary text propel the action, reveal aspects of a character, or provoke a decision. RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone,</p>		<p>In this unit, students will explore motivation, specifically the factors that influence middle school students’ motivation. Students will read several texts about motivation and analyze how authors make connections among or distinctions between people, ideas, and events to develop a central idea and achieve a purpose. To gauge students understanding of the skills and knowledge presented in this unit, students will choose one of three performance tasks to complete. All three task choices involve the students applying information gained from the texts and further research to evaluate and improve student motivation in a real context.</p> <p><u>Essential Questions</u></p> <p>How well does your school attend to student motivation?</p> <p>What motivates students?</p>

including analogies or allusions to other texts.

Writing Standards

Focus:

W.8.1 Write arguments to support claims with clear reasons and relevant evidence.

W.8.1a Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

W.8.1b Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

W.8.1c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

W.8.1d Establish and maintain a formal style.

W.8.1e Provide a concluding statement or section that follows from and supports the argument presented.

W.8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

Additional:

W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

W.8.3 b Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

W.8.1c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons,

and evidence.

W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

W.8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

W.8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Speaking and Listening Standards

Focus:

SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

Additional:

SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.8.1a Come to discussions prepared, having read or

researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

SL.8.1b Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

SL.8.1c Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

SL.8.1d Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

SL.8.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

Language Standards

Focus:

L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.

Additional: (Depending on students' needs for L.1-3)

L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.

L.8.1a Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.

L.8.1b Form and use verbs in the active and passive voice.

L.8.1c Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.

L.8.1 d Recognize and correct inappropriate shifts in verb voice and mood.

L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.8.2a Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

L.8.2b Use an ellipsis to indicate an omission.

L.8.2 c Spell correctly.

L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.8.3a Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

L.8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Text Set

Anchor Texts

- [“Creating the Conditions for Student Motivation”](#) by Larry Ferlazzo from Edutopia
- [“Strategies for Helping Students Motivate Themselves”](#) by Larry Ferlazzo from Edutopia

Complementary Texts

Literary Texts

- [Excerpts from *Speak*](#) by Laurie Halse Anderson

Informational Texts

- [“Athletes Face Boredom, Overtraining That Threaten to Derail Sports Careers”](#) by Washington Post, adapted by Newsela staff
- [“Students’ Work Ethic Affected by Peer Groups, Desire to be Popular”](#) by Shankar Vedantam
- [“At the Head of Her Class and Homeless”](#) by NPR staff
- [“Herd Behavior”](#) by (1310L)
- [“Conformity”](#) by CommonLit staff (1190L)
- [“Group Behavior”](#) (1020L) by Michael Stahl
- [“Fear is Simple and Profound”](#) by Julia Butterfly Hill (1110L)
- [“What Fear Can Teach Us”](#) by Karen Thompson Walker
- [“What Motivates Us”](#) from Harvard Business Review

Nonprint Texts (e.g., Media, Video, Film, Music, Art, Graphics)

- [Bob Nease: How to Trick Yourself into Good Behavior](#) from TED Talks (no available interactive script)
- [Dan Pink: The Puzzle of Motivation](#) from TED Talks and [interactive script](#)
- [Alex Laskey: How Behavioral Science Can Lower Your Energy Bill](#) from TED Talks and [interactive script](#)
- [“Asch Experiment”](#)
- [Start with the End in Mind: Isaiah Hankel](#) at TEDxLafayetteCollege (no available interactive script)
- [Malcolm London: "High School Training Ground"](#) Ted Talks

Fresh/Cold-Read Task

Text(s): [“Asch Experiment”](#) by Saul McLeod

Note 1: A free registration to CommonLit is required to access this text. Consider printing off the article and numbering the paragraphs. Use the questions provided in the PDF.

Note 2: Consider having students complete this task after Lesson 5 and before Lesson 6.

Additional Item: Have students draw a visual representation to depict how the author connects the ideas in this text.

Standards Assessed: See the standards listed beside each question in the PDF.

Evidence of Mastery: See the Teacher Guide option CommonLit provides.

Summary of Lessons

Lesson 1: Unit Orientation

The teacher will introduce students to the unit, the focus standards and learning targets, the performance task, and rubric.

Lesson 2: Understanding Student Motivation

Students will analyze the connections among and distinctions between individuals, ideas, and events in the anchor texts. The teacher will provide a model lesson and opportunities for differentiated and scaffolded student practice activities.

Lesson 3: Written Analysis

Students will write their analysis from the previous lesson in essay form. The teacher will model and offer opportunities for differentiated student practice activities.

Lesson 4: Additional Practice

Students will analyze how authors make connections and distinctions among individuals, ideas, and events in self-selected texts. Students will also learn about student motivation. The teacher will provide options and support based on student needs.

Lesson 5: Dialogue, Incidents, and Student Motivation

Students will apply what they have learned from the informational texts about motivation to a fictional character in excerpts from *Speak*. Students will use the dialogue and incidents to determine the main character's motivation level and what factors contributed to it. Students will rewrite an excerpt using narrative, dialogue, and incidents to reveal factors that contribute to a character's level of motivation.

Lesson 6: Scaffolding the Research

The teacher will provide models on various ways to collect data, create/locate research instruments, retrieve data and information, and make connections between information while keeping track of source material. Students will begin to formulate connections between their data while keeping track of source material.

Lesson 7: Creating the Audiovisual Presentation

Students will develop their audiovisual presentation. Student will apply what they have learned from the lesson to their drafts with self, peer, and teacher feedback to support the process.

Lesson 8: Publishing and Reflecting on the Research

Students will publish their final drafts in the most appropriate manner. Students will write a letter to themselves in the future, identifying ways in which they will use the skills and information they have learned in this unit outside of the classroom.

Performance Task

Task: How Well Is Your School Designed to Motivate Students?

Role: You will work with a group of 3-4 classmates to evaluate the level of student motivation, the contributing factors to that level at your school, and suggestions for improving or maintaining that level.

Audience: Your classmates, the teacher, the administrator, parents, and/or other school officials (e.g., the school board)

Format: A recorded or live audiovisual presentation that includes the following:

- An introduction to the task and your argument
- Background information about student motivation from the provided texts
- Results from a study that examines the impact of an independent variable on the dependent variable of student motivation to complete a specific behavior.

Example 1: How does a jean day reward impact students' motivation to attend school?

Why does a jean day reward impact students' motivation to attend school in that way?

Example 2: How does after-school detention impact students' motivation to follow rules?

Why does after-school detention impact students' motivation to follow rules in that way?

Example 3: How does a unit about football impact students' motivation to complete writing assignments?

Why does a unit about football impact students' motivation to complete the unit successfully?

Example 4: How do individually-chosen units impact students' motivation to read texts?

Why do individually-chosen units impact students' motivation to read texts in that manner?

- A discussion that categorizes the results and explains how the results agree or disagree with the background information
- A conclusion that answers the following questions:
 - What are your suggestions based on the results of the study? What does the school official(s) need to continue, add, remove, or change to improve student motivation?
 - How is your suggestion supported or not supported by the information you read about student motivation?
 - What concerns may parents, students, principals, and teachers have with your improvement suggestions?

Topic: How motivated are students at your school? What are the factors that contribute their levels of motivation?

Standard(s) Assessed: W.8.2, W.8.6, SL.8.4, SL.8.5

Standards Addressed: RI.8.3, W.8.10

Rubric for Performance Task

	At Standard	Approaching Standard	Below Standard
Key Ideas and Details 60%	Uses relevant, well-chosen descriptions, facts, details, and examples from valid research to support claims and findings -Uses technique(s) to effectively make connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories) throughout your presentation. -Provides evidence from multiple and varied sources	Uses some descriptions, facts, details, and examples to support claims and findings from valid research, but there may not be enough or some may be irrelevant - Uses a technique(s) to make some connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories), but there may not be enough or some may be irrelevant -Provides evidence from only two sources which may or may not be varied.	Uses too few, inappropriate, and/or irrelevant facts, details, and examples to support claims and findings. OR research may not be valid -Makes too few, inappropriate, and/or irrelevant connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories), -Provides evidence from only one source
Organization 40%	-Moves from one idea to the next in a logical order, emphasizing main points in a focused, coherent manner -Effectively includes all the parts (e.g., introduction, background, etc.) required in the task. -Organizes time well; no part of the presentation is too short or too long	-Moves from one idea to the next, but some ideas may be misplaced or in an ineffective order -Includes all the parts (e.g., introduction, background, etc.) required in the task, but they are not effective OR Includes most of the parts required in the task -Spends too much or too little of the presentation on a topic or idea	-Presents ideas in an order that does not make sense -Includes some of the parts (e.g., introduction, background, etc.) required in the task, OR Includes all the parts but most are not effective or mostly incomplete -Spends too much or too little of the presentation on multiple topics or ideas
Eyes and Body 20%	-Keeps eye contact with audience most of the time; only glances at notes or slides -Uses natural gestures and movements -Looks poised and confident -Wears clothing appropriate for the occasion (optional)	-Keeps eye contact with audience some of the time; may glance at notes or slides several times -Uses unnatural gestures and movements some of the time -Looks poised and confident only some of the time -Wears clothing partially appropriate for the occasion (optional)	-Keeps eye contact with audience little to none of the time; may glance at notes or slides most of the time -Uses unnatural gestures and movements most of the time -Looks poised and confident only little to none of the time -Wears clothing inappropriate for the occasion (optional)
Voice 20%	-Speaks clearly; not too quickly or slowly -Speaks loudly enough for everyone to hear; changes tone to maintain interest -Rarely uses filler words -Speaks appropriately for	-Speaks somewhat clearly; not too quickly or slowly most of the time -Speaks loudly enough for everyone to hear some of the time; sometimes changes tone to maintain interest	-Speaks unclearly; too quick or slow most of the time -Rarely speaks loudly enough for everyone to hear; may rarely or never changes tone to maintain interest -Often uses filler words

	the context, task, and audience, demonstrating command of formal English when appropriate	-Sometimes uses filler words -Speaks somewhat appropriately for the context, task, and audience, demonstrating some command of formal English when appropriate	-Speaks inappropriately for the context, task, audience, demonstrating little to no command of formal English when appropriate
Presentation Aids 40%	-Uses well-produced audio/visual aids or media to clarify information, emphasize important points, strengthen arguments, and add interest	-Uses audio/visual aids or media, but they somewhat clarify information, emphasize important points, strengthen arguments, and add interest	-Uses audio/visual aids or media, but they rarely clarify information, emphasize important points, strengthen arguments, and add interest
Response to Audience Questions 20%	-Answers audience questions clearly and completely -Seeks clarification, admits “I don’t know,” or explains how the answer might be found when unable to answer a question	-Answers audience questions somewhat clearly and completely -Sometimes seeks clarification, admits “I don’t know,” or explains how the answer might be found when unable to answer a question	-Answers audience questions unclearly and/or incompletely -Rarely or never seeks clarification, admits “I don’t know,” or explains how the answer might be found when unable to answer a question
Individual Contributions and Growth 100%	-Participates for about the same length of time as other team members -Able to answer questions about the topic and task as a whole, not just their part of it -Shows clear evidence throughout the process of a meaningful contribution and growth through the self-reflections	-Participates in shorter length of time as other team members -Sometimes able to answer questions about the topic and task as a whole, not just their part of it -Shows somewhat clear evidence throughout the process of a meaningful contribution and growth through the self-reflections	-Participates little to none -Rarely able to answer questions about the topic and task as a whole, not just their part of it -Shows little to no evidence throughout the process of a meaningful contribution and growth through the self-reflections

Lesson 1: Unit Orientation

Focus Standard(s): SL.8.1a-c

Additional Standard(s): W.8.5, W.8.7

Estimated Time: 1-2 days

Resources and Materials:

- Teacher Resource: Read the article at [Culturally Responsive Teaching](#) for justification on completing a problem- and project-based unit.
- Handout 1.1: Unit Introduction Activity
- Handout 1.2: Performance Task Motivation Questionnaire
- Handout 1.3: Learning Targets for the Unit
- Handout 1.4: Performance Task Planning Sheet
- Handout 1.5: Investigation Notes- Model
- Handout 1.6: Investigation Notes- Student Copy
- Student copies of the [Rubric for the Performance Task](#)
- Optional: Student copies of [Performance Task](#)
- Before class, print copies (if necessary) and individually post/place the following items in separate sections/stations around your classroom:
 - A device for students to watch [Oktopodi](#) (Consider replacing this short film with a short film about motivation that your students may connect with more.)
 - Lyrics to “Stand by Me” by Ben E. King (Consider replacing this song with a song about motivation that your students may connect with more.)
 - Lyrics to “We are the Champions” by Queen (Consider replacing this song with a song about motivation that your students may connect with more.)
 - A device for students to watch [“The Lord of the Rings - Samwise the Brave - I Can't do this Sam”](#) (Consider replacing this movie clip with a movie clip about motivation that your students may connect with more.)
 - A device for students to watch [He Touched the Butt! - Finding Nemo HD](#) (Consider replacing this movie clip with a

movie clip about motivation that your students may connect with more.)

- This image:



Lesson Target(s):

- Students understand the expectations for the learning targets and the performance task for the unit.
- Students self-reflect to determine their areas of need to study more and create a checklist to depict those areas of need.
- Students decide which performance task to complete and brainstorm ideas.

Guiding Question(s):

- What are my expectations for the unit?
- What areas of need must I focus on during my independent or group study time?
- What complex problem about motivation (at my school, in my local community, or in a larger community) do I want to investigate?

Vocabulary

Academic Vocabulary: Have students identify other the words on Handout 1.3, the performance task, and the rubric that they do not understand. Make a list of those words and complete multiple activities listed in the “Instructional Strategies for Academic Vocabulary” section directly to the right in order to enhance their understanding. These words should be placed on a word wall and interacted with daily to support understanding.

Instructional Strategies for Academic Vocabulary:

- Introduce words with student-friendly definition and pictures
- Model how to use the words in writing/discussion
- Read and discuss the meaning of word in multiple contexts
- Students create pictures/symbols to represent words
- Students write/discuss using the words
- Students act out the words or attach movements to the words
- [Pull Words Off the Page to Promote Learning](#)
- [Place words on a word wall and interact with it daily.](#)
- [Categorize by concepts](#)

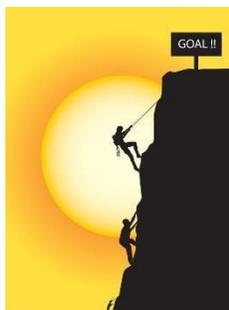
Symbol	Type of Text and Interpretation of Symbol
	Instructional support and/or extension suggestions for students who are EL, have disabilities, or perform/read well below the grade level and/or for students who and/or a more advanced text for students who perform/read well above grade level
✓	Assessment (Pre-assessment, Formative, Self, or Summative)

Instructional Plan

Anticipatory Set/Introduction to the Lesson

Note: Before class, print copies (if necessary) and individually post the following documents or in separate sections/stations in your classroom:

1. [Oktopodi](#)
2. Lyrics to “Stand by Me”, Ben E. King
3. Lyrics to “We are the Champions”, Queen
4. A device for students to watch [“The Lord of the Rings - Samwise the Brave - I Can't do this Sam”](#)
5. [He Touched the Butt! - Finding Nemo HD](#)
6. This image:



Display these questions: What drives these individuals despite all the hardships they face? What keeps them motivated even when times get tough? What motivates them to keep going?

As students arrive, instruct them to stand in front of/near of the displayed articles with a writing instrument and their individual copy of **Handout 1.1: Unit Introduction Activity**.

Note: Monitor the number of students in each group. Direct students to pick a new area once a certain amount (3-5

people, depending on your class size) of people in an area.

Once students have picked an area, explain they will rotate clockwise around the room (unless another direction or order is more suitable for your classroom) when the timer rings. Students are to complete **Handout 1.1: Unit Introduction Activity** as they rotate to each new section posted. Have students rotate clockwise after each ring until they are back at their starting positions. At that point, they should wait for more directions.

After each student has returned their starting positions, ask them to find someone that wasn't in their original group and share their findings. Have them revise or add information as necessary.

Have a whole-class discussion about **Handout 1.1: Unit Introduction Activity**. If students do not eventually do so, be sure to guide the conversation, at some point, to discuss how each one of the stories shows how the following motivates people: love, desire, friendship/relationships, proving a point, being independent, doing the right thing, helping others, contributing to something “bigger” than them, being a part of something important, a goal, etc.

Have students discuss the messages (themes) each one of these stories are sending about motivation. Possible answers may include the following:

1. People are motivated to keep going in tough situations when they feel that they are contributing to something “bigger” than them.
2. People can be motivated when they have a goal in sight.
3. Love motivates people and makes them endure hardships for those that they love.
4. Feeling independent/proving a point motivates people.

Be sure students understand that these are themes.

Optional: Have students draw/sketch an image or write a poem about the specific things that motivate them.

Understanding Lesson Purpose and Student Outcomes

Review the lesson targets and guiding questions with the students briefly.

Activity 1: Introduce the Unit Targets and the Performance Task

T: For this unit, you will work with your peers and attempt to solve a real-world problem that is relevant to your school, community, or a larger community concerning motivation. To help you solve this real-world problem, you will practice and improve upon several valuable skills and develop worthwhile understandings about reading, writing, speaking/listening, and language. We will periodically stop to check our progress through reflective activities. You will work towards meeting these targets throughout the unit by completing several activities (both written and oral).

Display or provide students with a copy of **Handout 1.3: Learning Targets for the Unit**.

Note: You may direct students to start a unit booklet/folder to keep up with documents for this unit.

Have students read through and identify the words on **Handout 1.3** that they do not understand. Make a list of those words and complete multiple activities listed in the “Instructional Strategies for Academic Vocabulary” section to enhance their understanding of the words.

T: Your learning targets will prepare you for completing the performance task, and your performance task will be the final way that you show that you’ve met those targets. Let’s take a look at the performance task.

Display the following key for students to read:

?- Information or terms you do not understand/need more information about

!- Information you understand

☺- What you are excited about

☹- What you are not excited about

Note: Students could do the same activity with different-colored highlighters instead of using the identified symbols.

Display or provide students a copy of the [performance task](#) directions. Provide students with a copy of **Handout 1.5: Investigation Notes- Model**. Read to students or have students read the performance task directions. Have students place a question mark (?) beside information they do not understand/need more information about, an exclamation mark (!) beside information that they understand, a smiley face (☺) beside what they are excited about, and a sad face (☹) beside what they are not excited about.

For students who are EL, have disabilities, or perform/read well below the grade level:

- Break the activity into smaller chunks, having students read and summarize one or two steps at a time.

Extensions and/or a more advanced text for students who perform/read well above grade level:

- Have students suggest any changes they would make to the performance task to make it more meaningful or more engaging for them. Consider the changes and discuss reasons for accepting or not accepting the changes.

Have students share out their marks. Allow students time to ask questions and clarify their understandings. Use **Handout 1.5** in reference to the performance task directions to clarify and verify their understandings and questions. Have discussions about how the **Handout 1.5** is not what the final product will look like, but the contents of this handout will be within an audiovisual presentation. Have students share out ideas of how this could look in different types of audiovisual formats.

Activity 2: Brain Dump

T: Let's lighten your load now. Turn and talk to your partner about what you just learned. Then, complete a Brain Dump activity where you dump all your thoughts on paper, in any way you want (e.g., pictures, words, a combination of pictures and words), about what we just learned.

Activity 3: Understand the Performance Task Rubric

Distribute one copy of the [Rubric for the Performance Task](#) and one copy of **Handout 1.5** to each student. Have students read each component on the rubric one at a time and place a question mark (?) beside information they do not understand/need more information about and an exclamation mark (!) beside information that they understand.

Have students share out their answers. Allow students time to ask questions and clarify their understandings. Be sure students identify the words within the performance task that they do not understand. Make a list of those words and complete multiple activities listed in the "Instructional Strategies for Academic Vocabulary" section to enhance their understanding of the words.

T: Retrieve [your performance task](#) directions, the rubric, and **Handout 1.5**. Reread them, if necessary, and work with a partner or a small group to answer the following guiding questions about the [rubric](#):

1. Analyze the Key Ideas and Details section of the rubric and analyze the task directions. From what types of sources

(documents or people) will you locate information for the “descriptions, facts, details, and examples to support claims and findings”? (In other words, in what sources will you find the information you need to complete your task?)

2. Analyze the Organization section of the rubric and the task itself. How may you best organize the information to make sure it’s logical and meets all the expectations? Brainstorm and list some ideas that you may change later.
3. In the Voice section of the rubric, what does it mean to speak “appropriately for the context, task, and audience...”?
4. In the Multimedia section, discuss how you may need to incorporate “audio/visual aids or media” to support your presentation? Discuss what format (PowerPoint, video, website, interactive Word document, Prezi, etc.) that you may need to employ to present your information.
5. How do you individually want to present your self-reflections to me at each checkpoint? (e.g., written, poetry form, email, recordings guiding me through evidence, video recordings, etc.)

Note: If or when possible, consider adding an activity in which students compare the rubric to a teacher-created or a sample from a previous student, so that students see what the criteria looks like in an actual sample.

For students who are EL, have disabilities, or perform/read well below the grade level:

- For EL students (depending on their level of language proficiency), provide them with a rubric and the performance task in their native language and in the English.
- Refer to the contents in **Handout 1.5** as a model for Questions 1-5.

Extensions and/or a more advanced text for students who perform/read well above grade level:

- Have high-performing students who are interested coordinate and offer tutorial times during enrichment times, during class, or after school through technology or housed at school to provide assistance in their area of expertise. This service can be offered to students who need extra

Activity 4: Determining a Motivation Task to Complete

T: Now that you understand your expectations, you begin thinking about how you want to complete your [task](#) and the small group you want to complete it with.

Have students work in their groups to determine

- Roles (based on strengths) and

- Individual checklists of the criteria each student in the group needs to do and by what date.

Have students share out ideas and record their initial plans **Handout 1.4: Performance Task Planning Sheet**.

- ✓ Monitor to check for misunderstandings and understandings. Correct misunderstandings. Praise students for great ideas.

For students who are EL, have disabilities, or perform/read well below the grade level:

- For students struggling to complete the Question section on **Handout 1.4**, guide them with the following questions:
 - What problem about motivation are you trying to solve? (Direct students to the performance task)
 - How would we state we put that as a question?
- For students struggling to complete the Additional Questions or Resources and Sources sections on **Handout 1.4**, guide them with the same questions asked in Activity 3.

Reflection and Closing

T: I want to gauge your motivation for the completion of this unit. When researchers want to determine motivation, they often use a questionnaire with a Likert scale. (Explain Likert scale.) By collecting this information, I can use the data to better understand your level of motivation and determine possible solutions or interventions for motivating you. Please anonymously complete **Handout 1.2: Performance Task Motivation Questionnaire**. I am asking you to anonymously complete the questionnaire so that I can get accurate responses. Why do you think anonymous questionnaires yield more accurate responses? (Provide time for students to respond.) I am asking you to identify yourself as male or female, but that information won't allow me to determine whose paper it is. Why do you think I want to know this information? (Possible response: to determine if the motivation depends on the person's sex.)

- ✓ Analyze students' responses. Based on the results, determine additional questions to ask students in the next lesson. For example, if a high percentage of students choose 1s for Question 3: "I have the capability to successfully complete the performance task.", you would want to follow-up with questions about what may make a student feel incapable of successfully completing this task.

Homework

Discuss the performance task, the student-generated checklist for his/her specific to-do list, and the initial problem question on with a parent/guardian. Have the parent or guardian email or write a short letter to the teacher stating that he/she

- 1) had the discussion with the student and
- 2) does/does not have questions about the performance task.

The letter should be emailed or returned through the student the next day.

Handout 1.1: Unit Introduction Activity

Station Title	What drives these individuals despite all the hardships they face? What keeps them motivated even when times get tough?

Handout 1.2: Performance Task Motivation Questionnaire

What is your gender? ___Female ___Male ___Prefer not to say

Circle one of the numbers below each statement to reflect the degree to which you agree or disagree with the statement.

1. I will successfully complete the performance task.

1 – I completely disagree. 2 – I disagree. 3 – I agree. 4 – I completely agree.

2. The planned activities will help me successfully complete the performance task.

1 – I completely disagree. 2 – I disagree. 3 – I agree. 4 – I completely agree.

3. I have the capability to successfully complete the performance task.

1 – I completely disagree. 2 – I disagree. 3 – I agree. 4 – I completely agree.

4. I feel in control of how I complete the performance task.

1 – I completely disagree. 2 – I disagree. 3 – I agree. 4 – I completely agree.

5. I feel in control of what I complete in the performance task.

1 – I completely disagree. 2 – I disagree. 3 – I agree. 4 – I completely agree.

6. The performance task is important and worth completing.

1 – I completely disagree. 2 – I disagree. 3 – I agree. 4 – I completely agree.

7. The skills I will learn/improve upon in my performance task are relevant and applicable to another area of my life.

1 – I completely disagree. 2 – I disagree. 3 – I agree. 4 – I completely agree.

8. Circle what all areas: future career, current job, current situation/problem you are experiencing, home, college, social relationships, parental relationship,

_____ (Add an area if the area is not listed.)

9. I am important to my group's successful completion of the performance task.

1 – I completely disagree. 2 – I disagree. 3 – I agree. 4 – I completely agree.

10. My teacher makes me feel that I am an important part to the successful completion of this performance task.

1 – I completely disagree. 2 – I disagree. 3 – I agree. 4 – I completely agree.

11. My peers make me feel that I am an important part to the successful completion of this performance task.

1 – I completely disagree. 2 – I disagree. 3 – I agree. 4 – I completely agree.

Handout 1.3: Learning Targets for the Unit

Standard	I will understand	I will
<p>How an Author Makes Connections</p> <p>RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p> <p>What does the comparison in Paragraph ___ reveal?</p> <p>How does the author develop the idea that...?</p> <p>What quote from the text supports <a connection made in the text>?</p> <p>How does the author (what technique does the author employ) develop a connection between _____ and _____?</p> <p>What idea is developed when the author connects</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Authors develop connections and distinctions to help deliver a message and achieve a purpose. <input type="checkbox"/> These connections and distinctions can be between or among ideas, people, and events. <input type="checkbox"/> These connections can be inferred or directly stated. <input type="checkbox"/> Authors use techniques (e.g., transitions, analogies, allusions/references, anecdotes [first/personal, second, or third person], scenarios, examples, associations, supporting quotes/evidence/data/statistics, comparisons, and categories) to create the connections. <input type="checkbox"/> Authors use visual aids and text features (e.g., charts, graphs, images, models, etc.) to further enhance the techniques and aid in comprehension. <input type="checkbox"/> Authors often use different types of relationships or interactions (i.e., cause and effect, problem and solution, sequence/procedure, compare and/or contrast, explanation, description, emphasis, enumerative/extended definition, evidence/support, whole-to-part or part-to-whole, cycle, hierarchy, expert on the topic, etc.) to make connections between or among ideas, people, and/or events. Many of these relationships or interactions also are text structures. <input type="checkbox"/> Developing connections between ideas, people, and events can aid in comprehension, shift perspectives, and add interest. <ul style="list-style-type: none"> <input type="checkbox"/> Authors sometimes create weak or fallacious connections between ideas, or sometimes the technique used is weak or fallacious. Therefore, readers must be conscious of the possibility of weak or flawed reasoning. <input type="checkbox"/> Determining the connections between the ideas, people, and/or events will help determine the central idea and the author’s purpose. 	<ul style="list-style-type: none"> <input type="checkbox"/> Ask and answer (in a written or verbal manner) these questions when analyzing a text: <ul style="list-style-type: none"> <input type="checkbox"/> What is the main subject, content, or focus of this text? Identify the person/people, event(s), and/or idea(s). <input type="checkbox"/> What other person/people, event(s), and/or idea(s) are mentioned in the text? <input type="checkbox"/> What connection or distinction is the author trying to make in this text? <input type="checkbox"/> What techniques does the author use to make the connection or distinction between different elements? <input type="checkbox"/> What is the relationship developed in these connections? <input type="checkbox"/> What is the purpose of the connection: to aid comprehension, add interest, and/or shift perspective? <input type="checkbox"/> What is the impact of the connection on the reader? <input type="checkbox"/> What idea is developed from the connection? <input type="checkbox"/> What does this connection reveal about the author? <input type="checkbox"/> Extended analysis questions: <ul style="list-style-type: none"> <input type="checkbox"/> How appropriate is the connection? <input type="checkbox"/> Is it flawed? <input type="checkbox"/> Could a better connection or

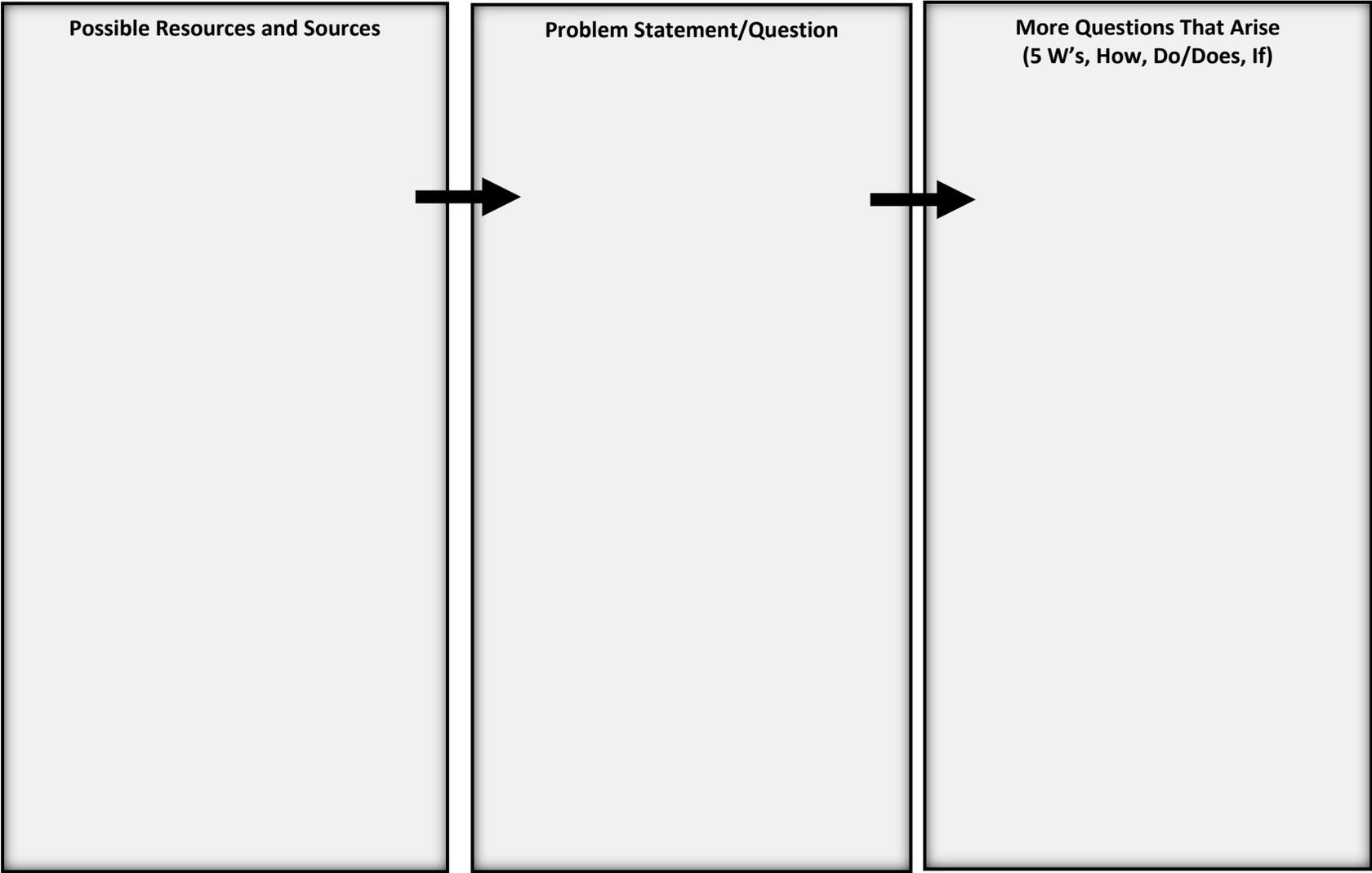
<p>_____ with _____?</p> <p>What is the impact of the analogy on the reader?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> The way in which the author connects ideas, people, and/or events are directly related to the purpose, audience, task, and discipline. For example, if a doctor wants to explain a virus to a person infected, they may use this metaphor: “Viruses are zombies. They are just “undead” cells that can’t live without infecting and indwelling their host. Then that infected cell bites the next cell and it also becomes a zombie. I remind my patients that for the vast majority of zombie movies/viruses, there is no cure for the undead. They just have to be contained and kill themselves off. Eventually they die out without human intervention. Antibiotics ARE NOT the cure! There is no cure for zombies. Just give it time to run its course.” 	<p>distinction be made?</p> <ul style="list-style-type: none"> ○ Could a better technique be used to make the connection or distinction? ○ How well does the visual aid enhance comprehension and add interest? <input type="checkbox"/> If no visual aid, what visual aid can be added to enhance comprehension and add interest?
<p>Informational Writing</p> <p>W.8.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the selection, organization, and analysis of relevant content.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> The background knowledge and potential concerns of the audience should influence the writer’s decisions. <input type="checkbox"/> Organizational structure helps to clarify and connect complex ideas, concepts, and information. <input type="checkbox"/> Ideas are developed through examples, anecdotes/scenarios/accounts, statistics, descriptions, quotes, analogies, allusions, and illustrations (and other text features). <input type="checkbox"/> Ideas, concepts, and supporting information are connected and relevant to the topic. <input type="checkbox"/> False statements and fallacious reasoning (reasoning contrary to fact), whether accidental or purposeful, weaken even the most appealing information. <input type="checkbox"/> Words, phrases, and clauses can strengthen the connection between the major sections of a text, make a text more unified or cohesive, and clarify the relationship between elements of a text. <input type="checkbox"/> The standard format and appropriate style guide (MLA, APA, Turabian, etc.) for citations will differ based on the discipline. <input type="checkbox"/> Each discipline (i.e. mathematics, science, etc.) has specific norms and conventions for writing, including (but not limited to) headings, subheadings, numbered lists, charts/graphs, illustrations, and maps. 	<ul style="list-style-type: none"> <input type="checkbox"/> Write an introductory section that presents the topic and central idea. <input type="checkbox"/> Utilize formatting (e.g., headings), graphics, and multimedia to aid in comprehension. <input type="checkbox"/> Anticipate the audience’s knowledge level to provide adequate background. <input type="checkbox"/> Group and synthesize the main points of the research into categories (versus simply a summary of the articles individually, one by one). <input type="checkbox"/> Utilize the appropriate discipline-specific style and tone. <input type="checkbox"/> Supply sufficient reliable and relevant evidence (e.g., facts, details, examples, and quotations) from multiple sources. <input type="checkbox"/> Supply valid reasoning, void of fallacy, to strengthen the evidence and central idea(s). <input type="checkbox"/> Utilize a valid, reliable, and ethical data-collection method.

	<ul style="list-style-type: none"><input type="checkbox"/> Whether the author uses the appropriate discipline-specific style, tone, and organization can be an indicator of the reliability of the information.<input type="checkbox"/> Appropriately using and giving credit to others' information prevents plagiarism.<input type="checkbox"/> Providing strengths and limitations of the information (if possible) makes the information more reliable.<input type="checkbox"/> A conclusion gives closure to an argument by providing future implications/consequences for actions or non-actions regarding the use of this information and/or expressing a final thought or opinion about the information.<input type="checkbox"/> Effective consumers of information continuously trace and assess the central ideas, reasoning, evidence, and rhetoric in an argument.<input type="checkbox"/> Assessing others' informational texts can help to learn techniques and strategies that will strengthen your own writing.	<ul style="list-style-type: none"><input type="checkbox"/> Present the limitations, if applicable.<input type="checkbox"/> Conclude with a statement or section which includes future implications/consequences for actions or non-actions regarding the use of the research and/or expresses a final thought or opinion.<input type="checkbox"/> Include appropriate and varied transitions to link ideas and sentences within a text.<input type="checkbox"/> Use appropriate and varied transitions to link major sections of a text to promote cohesion.<input type="checkbox"/> Group and synthesize information into sections that flow naturally, build upon one another, and are discipline-specific.
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<p>Research Projects to Solve a Problem</p> <p>W.8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Research is conducted primarily to solve problems or answer a question in order to improve our quality of life. <input type="checkbox"/> Sometimes, one problem reveals another problem or question to answer. <input type="checkbox"/> Researchers may have to reframe/revise their questions/problem statements to ensure they are investigating the actual problem. <input type="checkbox"/> A research topic or question can be altered/revise based on the information available, narrowed if too much information is available, broadened if too little information is available. <input type="checkbox"/> Not all sources are reliable. <input type="checkbox"/> Not all information is valid. <input type="checkbox"/> Both primary and secondary sources can help a researcher solve a problem or answer a question. <input type="checkbox"/> Researchers must make connections between and among various sources of information. <input type="checkbox"/> Successful writers “weave” a variety of research materials (interview responses, information from charts, primary data, etc.) into a text to provide a thorough discussion of the topic. 	<ul style="list-style-type: none"> <input type="checkbox"/> Generate and refine research questions and/or problems. <input type="checkbox"/> Conduct research to answer a question or solve a problem. <input type="checkbox"/> Evaluate the reliability and validity of sources and instruments used to collect information. <input type="checkbox"/> Evaluate sources to avoid collecting false information or bias that makes the information unreliable. <input type="checkbox"/> Make connections between and among various sources of information. <input type="checkbox"/> Interpret recorded data/information to create new understandings and knowledge to support/reinforce the central idea(s) in an ethical manner. <input type="checkbox"/> Incorporate and synthesize a variety of information and data from multiple sources (both primary and secondary sources) into writing.
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<p>Effective Presentations</p> <p>SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Though you may collect a lot of information, effective presenters/researchers determine which important points and evidence to emphasize. <input type="checkbox"/> Effective presenters/researchers present valid reasoning, and well-chosen details. <input type="checkbox"/> Effective presenters/researchers use appropriate eye contact, adequate volume, and clear pronunciation. <input type="checkbox"/> Effective presenters/researchers present information in various forms, such as charts, graphics, audio, and art, other than written text. <input type="checkbox"/> Effective presenters/researchers integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. 	<ul style="list-style-type: none"> <input type="checkbox"/> Create a presentation that emphasizes important points in a focused, clear manner with relevant evidence, sound valid reasoning, and well-chosen details; <input type="checkbox"/> Use appropriate eye contact, adequate volume, and clear pronunciation. <input type="checkbox"/> Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
<p>Language</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Write your understandings based on the mini-lessons in Lessons 3 and 4: 	<ul style="list-style-type: none"> <input type="checkbox"/> Write what mastery should look like based on the mini-lessons in Lessons 3 and 4:

Handout 1.4: Performance Task Planning Sheet



Handout 1.5: Investigation Notes- Model

Questions:

- How do candy rewards impact students' motivation to turn in schoolwork on time?
- Why do candy rewards impact students' motivation to turn in schoolwork in that manner?

Parts of Your Presentation	Notes/Information
Introduction	<p>Analogy between the carrot and stick and candy and teacher. Quotes from expert Claim about the investigation questions and the task explanation. (Use the texts about student motivation that we will study as examples.)</p>
Literature Review (May be combined with introduction.)	<p>Record quotes or paraphrased information learned from texts about motivation. Included teacher-provided data about how many students (not which ones) turned in the last writing assignment late.</p> <p>Here is an example of one way that it can look: Note: This information is fabricated for the sample.</p> <p>According to several English teachers' gradebook records of their last writing assignment, 35% of 8th grade students turned in the last assignment late or not at all. This problem has possible explanations from experts in the field of student motivation. Ryan (2010) argues that students don't comprehend the text they are supposed to write about which causes them to turn their work in late. After repeated attempts to understand the text, students simply give up. Linder and Wilson (2011), authors of "Motivating Students to Write" assert that students willingly acknowledge a need for deeper processing when reading to write about what they have learned, but that their efforts to apply processing strategies "may not yield better comprehension of the text materials" (p. 14). According to this information, students who view tasks as too difficult are not as motivated to turn in their work on time or at all.</p> <p>Conversely, several experts assert that enjoyment, meaningfulness, and usefulness contribute to student's motivation. cultural anthropologist Stacy Jacobs (2005) links low levels of reading comprehension and completion of writing tasks to a student's lack of interest or enjoyment in what they are reading and writing about (p. 111). A National Endowment for the Arts report (2012) reinforces Jacob's hypothesis: students spend significantly more time on assignments they enjoy and find meaningful (p. 8). According to "Make School Meaningful" by John Atoms, students are more likely to enjoy school when they perceive the information to be meaningful/useful to them outside of school.</p> <p>Paulo (2009) offers yet another perspective...</p>

<p>Hypothesis</p>	<p>Candy rewards somewhat impact students' motivation to turn in assignments on time.</p> <ul style="list-style-type: none"> • Candy rewards for turning in work on time impact students if students' friends want the candy too. • Candy rewards for turning in work on time impact students if they perceive the assignment as worthwhile • Candy rewards for turning in work on time impact students if they view the task as easy/not difficult. • Candy rewards for turning in work on time impact students who enjoy candy.
<p>Method</p>	<p>Because each 8th grade student is enrolled in one of the three history classes, the history teachers volunteered to pass out the survey at the beginning of each class for students to take.</p> <p>Participants were 100 randomly-chosen 8th grade students. 48% identified themselves as females, and 52% identified as males.</p> <p>Students were asked to respond to the following statement by placing checkmarks in the blanks that best represents their response to the survey statement.</p> <p>Select one: ___ Male ___ Female ___ Choose not to identify.</p> <p>Place a checkmark beside "yes" or "no" below and place as many checkmarks in the blanks below your "yes" or "no" choice to best represent your response to the following statement: Candy motivates me to turn in my work on time.</p> <p><input type="checkbox"/> Yes, candy motivates me to turn in my schoolwork on time:</p> <ul style="list-style-type: none"> <input type="checkbox"/> because I like candy. <input type="checkbox"/> because candy makes me feel rewarded for my schoolwork. <input type="checkbox"/> if my friends or others also want candy. <input type="checkbox"/> if the work is easy/not too difficult. <input type="checkbox"/> if the schoolwork is enjoyable. <input type="checkbox"/> if the schoolwork is worthwhile/meaningful to me. <input type="checkbox"/> if I like the teacher. <input type="checkbox"/> if I feel like my teacher will be proud of me. <input type="checkbox"/> if I can give/share it to other students who enjoy candy. <input type="checkbox"/> if I enjoy the class or subject. <input type="checkbox"/> if I have enough time to complete the schoolwork. <input type="checkbox"/> if I know that being punished for not turning it in on time is the only other option. <input type="checkbox"/> because of another reason: _____ <p><input type="checkbox"/> No, candy does not motivate me to turn in my schoolwork on time:</p> <ul style="list-style-type: none"> <input type="checkbox"/> because I do not like candy. <input type="checkbox"/> because candy does not make feel rewarded for my schoolwork. <input type="checkbox"/> because my friends did not want candy. <input type="checkbox"/> because schoolwork is not easy/too difficult. <input type="checkbox"/> because schoolwork is not enjoyable. <input type="checkbox"/> because schoolwork is not worthwhile/meaningful. <input type="checkbox"/> because I do not like my teacher(s). <input type="checkbox"/> because I feel like my teacher(s) do not like me. <input type="checkbox"/> because I cannot give/share it to other students who enjoy candy. <input type="checkbox"/> because I do not enjoy any or most classes or subjects.

	<ul style="list-style-type: none"> <input type="checkbox"/> because I usually need extra time to complete my schoolwork. <input type="checkbox"/> because the thought of being punished for not completing my work is what motivates me. <input type="checkbox"/> because of another reason: _____
Results	<p>51% (50 total) Yes, candy motivates me to turn in my schoolwork on time</p> <ul style="list-style-type: none"> 12 total- because I like candy. 9 total- because candy makes me feel rewarded for my schoolwork. 17 total- if my friends or others also want candy. 22 total- if the work is easy/not too difficult. 19 total- if the schoolwork is enjoyable. 18 total- if the schoolwork is worthwhile/meaningful to me. 0 total- if I like the teacher. 2 total- if I feel like my teacher will be proud of me. 15 total- if I can give/share it to other students who enjoy candy. 2 total- if I enjoy the class or subject. 2 total- if I have enough time to complete the schoolwork. 2 If I know that being punished for not turning it in on time is the only other option. 0 total- because of another reason: _____ <p>49% (49 total) No, candy does not motivate me to turn in my schoolwork on time</p> <ul style="list-style-type: none"> 2 total- because I do not like candy. 14 total- because candy does not make feel rewarded for my schoolwork. 9 total- because my friends did not want candy. 11 total- because schoolwork is not easy/too difficult. 22 total- because schoolwork is not enjoyable. 19 total- because schoolwork is not worthwhile/meaningful. 2 total- because I do not like my teacher(s). 0 total- because I feel like my teacher(s) do not like me. 1 total- because I cannot give/share it to other students who enjoy candy. 1 total- because I do not enjoy any or most classes or subjects. 5 total- because I usually need extra time to complete my schoolwork. 4 total- because the thought of being punished for not completing my work is what motivates me. 2 total- because of another reason: _____ <p>Many students placed checkmarks besides multiple “because” or “if” statements below the “yes” or “no” option they selected.</p> <p>Any survey that had both “yes” and “no” selected would have been removed. No student chose both “yes” and “no.”</p> <p>Forty-eight total males completed the survey. 52 total females completed the survey. Thirty-two males chose “no” and 16 chose “yes.”</p> <p>Thirty-two students of the 49 total students who placed a checkmark beside “no” were males.</p>

<p>Discussion (This may be combined with the results section.)</p>	<p>Of the 100 students surveyed, only 12 percent (12 total) of students indicated that candy motivates them to turn in work on time with no other conditions. Most students selected “no,” indicating that candy did not motivate them for a particular reason, or they selected “yes”, candy motivated if there was another condition.</p> <p>Seventeen percent of the total students indicated that their motivation to turn in work on time for candy depended on “if my friends or others also want candy.” This agrees with <name the person or title of text>, who/which states that... Therefore, this suggests that candy as a motivator is not as effective unless there is a “buy-in” from other students who are friends. Because it is difficult to control conditions such as these, this also suggests that this is not likely to motivate and that our school may want to find a different motivator. Or...</p> <p>Most students who chose “no” selected one of the following choices as their reason:</p> <ul style="list-style-type: none"> • 14 total- because candy does not make feel rewarded for my schoolwork. • 11 total- because schoolwork is not easy/too difficult. • 22 total- because schoolwork is not enjoyable. • 19 total- because schoolwork is not worthwhile/meaningful. <p>All 32 of the males who chose “no” indicated that their reason for choosing no was based on another unlisted reason. 31 of the 32 males who chose “no” also chose one of the following reasons:</p> <ul style="list-style-type: none"> • because schoolwork is not easy/too difficult. • because schoolwork is not enjoyable. • because schoolwork is not worthwhile/meaningful. <p>One male male writing in his own reason: “I would rather do other things.” This data agrees with <name the person or title of text> and <another source>, who/which states that... Therefore, this suggests that candy is not a strong motivator for males, especially if the assignment does not seem easy, enjoyable, or worthwhile to them. This suggests that instead of offering candy as a reward, teachers and administrators should...</p>
<p>Conclusion</p>	<p>Based on this study and the background information from the texts about student motivation, teachers should not rely on candy to motivate students to turn in their work on time. This suggestion is especially important for male students. Instead, teachers should focus on motivating factors that involve making the work or helping students perceive the work as easy, enjoyable, and/or worthwhile/meaningful. This suggestion also is especially important for male students.</p> <p>Additionally, a follow-up study is suggested to determine what types of work seem easy, enjoyable, and/or worthwhile to students would be helpful.</p>

Handout 6.1: Investigation Notes- Student Copy**Question:**

Parts of Your Presentation	Notes/Information
Introduction	
Literature Review (May be combined with introduction.)	

Hypothesis	
Method	

Results	
----------------	--

Discussion	
Conclusion	

Lesson 2: Understanding Motivation

Focus Standard(s): RI.8.3

Additional Standard(s): RI.8.1, RI.8.2, RI.8.4, W.8.2, W.8.7, SL.8.1, L.8.4

Estimated Time: 5 days

Text(s): [“Creating the Conditions for Student Motivation”](#) by Larry Ferlazzo from Edutopia and [“Strategies for Helping Students Motivate Themselves”](#) by Larry Ferlazzo from Edutopia

Resources and Materials:

- Handout 1.1: Unit Introduction Activity
- Handout 1.2: Performance Task Motivation Questionnaire
- Handout 1.3: Learning Targets for the Unit
- Handout 1.4: Performance Task Planning Sheet
- Handout 1.5: Investigation Notes- Model
- Handout 1.6: Investigation Notes- Student Copy
- Student copies of the [Rubric for the Performance Task](#)
- Optional: Student copies of [Performance Task](#)
- Handout 2.1: Analysis Lens 1
- Handout 2.2: Analysis Lens 2
- Handout 2.3: Formative Assessment Data Sheet
- One sticky note placed on each child’s desk before class
- [GIST Template](#) and/or a [Summary Template](#)
- [Speaking and Listening Tracker](#)
- [Discussion Stems](#)
- [Anchor Chart](#)
- [Choosing Details to Support a Provided Central Idea Organizer](#)
- [Frayer Model](#) (optional)

Lesson Target(s):

- Students will show understanding of the following concepts: See the RI.8.3 “I will understand” section of **Handout 1.3**.
- Students will complete the following actions:
 - Use a graphic organizer to trace the way (techniques) the author makes connections among ideas, events, and people within a text.
 - Articulate the central idea(s) of a text based on the connections made
 - Compose an accurate analysis of a text that includes how the central idea emerges, is shaped, and is refined by specific details.

Guiding Question(s):

- How do authors make connections among or distinctions between ideas, events, and individuals within a text?

Vocabulary**Academic Vocabulary:**

- Analyze
- Connection
- Distinction
- Techniques (to connect or separate ideas, people, or events) (e.g., comparison, analogy, category)
- Relationships (between or among ideas, events, or people)

Instructional Strategies for Academic Vocabulary:

- Use an anchor chart to model to help student understand the meaning of words.
- Introduce words with student-friendly definition and pictures
- Model how to use the words in writing/discussion
- Read and discuss the meaning of word in multiple contexts
- Students create pictures/symbols to represent words
- Students write/discuss using the words

In-CONTEXT Vocabulary:

- See Activity 1.
- Note:** Words included as in-context are meant to aid in comprehension of the text through the instruction of context clue strategies. When assessing for student mastery of in-context vocabulary, assess students’ ability to use strategies. See RL.4

Strategies for Teaching How to Determine Meaning from Context Clues:

- Model the CPR context clue strategy.
- Use an [Anchor Chart](#) to model how to use context clues to determine the meaning of words.
- Be sure students understand the following concepts: context must be considered when determining the meaning of a word or phrase; words and phrases can be used in multiple ways including figuratively or connotatively; an author's use of words impacts the meaning and tone of a text; techniques for identifying and

<p>AND L.4 in your grade level standards.</p>	<p>understanding analogies; techniques for identifying and understanding allusions; vocabulary terms: meaning, tone, analogy, allusion</p> <p><input type="checkbox"/> Use these question or statement stems:</p> <ul style="list-style-type: none"> <input type="radio"/> What does the word/phrase____mean in this selection? <input type="radio"/> The word/phrase is an example of _____. <input type="radio"/> Without changing the meaning of the sentence, what word can best be used to replace the underlined part? <input type="radio"/> How does the author’s use of repetition of sounds impact the tone of the text? <input type="radio"/> According to this passage, a(n)____is like a(n)____because both_____. <input type="radio"/> The author uses connotation to_____. <input type="radio"/> What is the meaning of the analogy____? <input type="radio"/> What does____allude to?
<p>Direct Instruction Text Vocabulary:</p> <ul style="list-style-type: none"> • See references within the lesson. <p>Note: Words included for direct instruction are meant to aid in comprehension of the text. Decisions about vocabulary assessments and word walls are to be made based on individual needs of students.</p>	<p>Instructional Strategies for Direct Instruction Text Vocabulary:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Introduce words with student-friendly definition and pictures <input type="checkbox"/> Model how to use the words in writing/discussion <input type="checkbox"/> Read and discuss the meaning of word in multiple contexts <input type="checkbox"/> Students create pictures/symbols to represent words <input type="checkbox"/> Students write/discuss using the words <input type="checkbox"/> Students act out the words or create movements/gestures to represent the meaning of the words
Symbol Type of Text and Interpretation of Symbol	
	<p>Instructional support and/or extension suggestions for students who are EL, have disabilities, or perform/read well below the grade level and/or for students who and/or a more advanced text for students who perform/read well above grade level</p>
<p>✓</p>	<p>Assessment (Pre-assessment, Formative, Self, or Summative)</p>

Instructional Plan

Anticipatory Set/Introduction to the Lesson

Have students answer the following question: Pretend you are a kindergarten teacher. If a kindergarten student didn't want to stop talking, what would you do to get them to stop talking?

T: Write your answer on a sticky note and stick it on the board to have a discussion. You do not have to put your name on the sticky note.

On the board, chart paper, or other surface, write/type a T-chart with the words *inner* and *outer* at the top of the chart on either side of the line. Explain to students the differences between inner and outer motivations. Inner motivations influence the child to stop talking because it is an inner desire, and outer motivations such as rewards or punishments (such as candy, a spanking, timeout, money, behavior score, etc.) influence the child to stop talking. As you read out the sticky notes, ask students to categorize whether their ideas are inner or outer motivations.

Understanding Lesson Purpose and Student Outcomes

T: We must know more about motivation before all of you can effectively complete your performance task, so we will analyze several texts to gain some insight about the topic of motivation. While learning about motivation, we will also learn how authors make connections or distinctions among ideas, events, and people within a text to support and develop specific ideas, including the central idea. We will start with [“Creating the Conditions for Student Motivation”](#) by Larry Ferlazzo from Edutopia.

Provide students with a copy of [“Creating the Conditions for Student Motivation”](#) by Larry Ferlazzo from Edutopia.

Have students view the Connections section of **Handout 1.3: Learning Targets for the Unit**. Explain to them that they should use this sheet to monitor a) their understanding of how authors make connections or distinctions and b) their completion of the lesson targets as they progress throughout the unit. Direct them to check off a target as they accomplish it and to highlight the ones they do not think they mastered.

Activity 1: Reading Instruction

T: Before we read [“Creating the Conditions for Student Motivation”](#) by Larry Ferlazzo from Edutopia, we will learn an [annotating strategy](#) to help us comprehend the text better. I will model for you how to do this, and you will practice with my support. We will use this code:

○ = Words you do not know

? = Questions that come to mind

! = Connections you’ve made to your life, the world, or another text

↔ = ideas that seem connected to one another

Activity 1a: In-CONTEXT Vocabulary Instruction

T: You will determine the meaning of words from the context clues in the passage. Using context clues will aid in your comprehension of this text.

Display these words circled in the text and read a sentence in which they are included: intrinsic and extrinsic.

Complete the activities suggested in [“Strategies for Teaching How to Determine Meaning from Context Clues”](#) section. Model the first word if students struggle with the strategies.

Model for students how to use the strategies provided to complete the following table:

Unfamiliar Word	Context Clue Type and Example	My Definition	Checking the Definition	Revised Definition

Have students read through and circle other words that are unfamiliar. Here are some words they may choose: chronic absenteeism,

internalized, autonomy, competence, relatedness, relevance. Have them complete the chart with the words they circled. **Note:** If students choose any words that do not contain context clues, see the “Instructional Strategies for Direct Instruction Text Vocabulary” section for suggested strategies.

- ✓ Monitor their ability to use the strategies and provide feedback as students are completing their table.

After students have completed the charts, have them divide into six differentiated learning stations:

- Discussion Station: Students audio record themselves discussing possible multiple meanings of the words, synonyms and antonyms of the words, examples of the words, and possible situations or contexts in which they or others may use these words. (Alternative: Students complete the [Frayer Model](#) or an anchor chart to depict their discussion ideas.)
- Art Station: Students create pictures/symbols to represent words. These will be hung on the wall to create the word wall.
- Acting Station: Students act out the words or create movements/gestures to represent the meaning of the words.
- Organizational Station: Students create a visual to depict the relationship between these words. (This may be completed on an electronic device.)
- Teacher Station: Students create an activity with the vocabulary words for the class to use in the next lesson. (This may be completed on an electronic device.)
- Technology Station: Students write sentences using each word and select images from Google Images to represent the meaning of each word.

For students who are EL, have disabilities, or perform/read well below the grade level:

- Provide students with [Discussion Stems](#) to help them have conversations within their groups.

If time permits, have students share out their ideas.

Activity 1b: Continue Annotating

T: You will continue annotating the questions that come to mind when we read; the connections you’ve made to your life, the world, or another text; and the ideas that seem connected to one another. We will use this code:

○ = Words you do not know

? = Questions that come to mind

! = Connections you've made to your life, the world, or another text

↔ = ideas that seem connected to one another

Display the text, model coding and annotating the text, and think aloud for students how to code and annotate the text in the first 2-3 paragraphs. Provide students with a copy of your annotated text or display it as a model for them to reference as they annotate.

Divide students into pairs, being sure to pair one student (Student A) with another student (Student B) who has a slightly lower fluency level than Student A. Be sure not to pair students with significant differences in reading levels. Designate Student A as the first reader and Student B as the second reader for each echo read. Have students chunk the rest of the text into smaller segments, echo read each part of the text with the partner, and code and annotate the text after each echo read.

Activity 1c: Gist or Summary

Provide students with the [GIST Template](#) and/or a [Summary Template](#). Have students complete and share their thoughts about the article.

Note: You may have students wait until the next lesson to complete a summary, as there will be an opportunity.

For students who are EL:

- Provide students who are EL with the appropriate translated materials.

Activity 1d: Reflection

Have students pause and help you create an anchor chart that lists the strategies used to comprehend the text.

Option: Have students work in groups to write down one strategy they used that was effective and write it on a sentence strip. Glue the sentence strips to the anchor chart. Ask them if anything is missing and add what they did not determine. Reference this chart at other times throughout the unit.

Activity 2: Modeling How to Analyze Connections and Distinctions (RI.8.3)

Provide students with the blank copy of **Handout 2.1: Analysis Lens 1**.

Note 1: A model copy is provided for you. Unless you think it is necessary, be sure to provide students with the blank copy so that they may complete the sections with you.

Note 2: Consider recording your model ahead of time for absent students or for students who prefer to work independently at their own speed.

T: I'm going to model how to complete this handout shows how to analyze the way authors make connections or distinctions between ideas, people, and events. Analyzing is a way to think about how things were done. This skill is important because you will be the authors of your performance task, and you'll need to know how to make connections between ideas, people, and events.

Direct them to record their ideas as you record.

T: Follow along as I provide an expert read of ["Creating the Conditions for Student Motivation"](#) by Larry Ferlazzo.

Read the title to students.

T: Hmm... The title tells me that the article is about what?

S: Student motivation.

T: Great! Let's place that on our handout. It is important to understand the main topic/subject of a text so we can understand how the other ideas, people, or events relate to the main topic/subject.

Read the title and the quote from former U.S. Secretary of Education Terrel Bell to students.

T: I see the author's name, but this quote is from former U.S. Secretary of Education Terrel Bell. I wonder why the author is mentioning his name and quoting him. I will assume that because he is an expert in his field the author is using his words to emphasize the importance of motivation in education. Let's write down that information.

Direct students and show them where to record that information based on the model handout. Complete the model by guiding students through the handout questions and provided answers. Continue reading until you reach the name of Sir Ken Robinson.



T: Here is another person he mentions. How does this person connect with student motivation? Why is the author mentioning this?

S: (Students share possible ideas while the teacher guides the conversation.)

T: Great discussion! It is important to not only think about how they are connected to the main topic/subject, but to also think about how it connects to other people, events, or ideas in the text. Since we already have talked about another person, let's see how these ideas might fit together. (Have students work with you to add this person to the first column notes and add to the visual to create a bubble graphic.)

Continue reading until you reach the paragraph about intrinsic and extrinsic motivation.

T: Now these words catch my eye because the main topic/subject is student motivation. Here the author talks about intrinsic and extrinsic motivation. Because they have the word motivation in them, I think we should analyze the connection among these terms. Let's read until the end of this section first.

Continue reading until the end of the section. Direct students and show them where to record that information based on the model handout. Complete the model by guiding students through the handout questions and provided answers.

Activity 3: Guided Practice with Partners and Groups

T: Now you will analyze an author makes connections/distinctions between ideas, people, and events in this final section, "Intrinsic Motivation." Here are your focus questions:

- How does the author make connections among the four numbered ideas and the main topic?
- How does the author connect the wood chips to the main topic?

Have students work with one partner to reread the section silently and record their ideas on the handout to support an answer to the focus question so that they may share with the group. Explain to students that you will monitor their speaking and listening skills with the [Speaking and Listening Tracker](#).

Note: A mini-lesson on some of these skills may be necessary.

Divide students into one of the following learning stations, ask them to share their ideas, and complete the learning station activity.

- ✓ Monitor their speaking and listening skills with the [Speaking and Listening Tracker](#). Correct misconceptions and validate

understandings while you monitor. Decide which students may need an intervention before independent work later on.

- Audio Station: Students audio record themselves as in a podcast and explain how the author connected the ideas.
 - Art and Organizational Station: Students create a visual to represent how the author connected the ideas.
 - Physical and Organizational Station: Students create a physical representation (either still or moving) with props to depict how the author connected these ideas.
 - Teacher Station: Students write a think-aloud to show how authors connect ideas.
 - Technology Station: Students create a Prezi, PowerPoint, or other multimedia presentation to show how the author connected these ideas.
- ✓ Use **Handout 2.2: Formative Assessment Data Sheet** to collect data about student understanding. Use this data to make decisions about the type of support to provide to students during their independent practice. Vary and individualize remediation activities based on their performance.

T: Determining the connections between the details will help determine the central idea. It seems like the connections between the details are about ____

Activity 4: Guided Practice

Note: Provide students with the option of working individually, in partnerships, or in a teacher-led small group. Show them how to use their data collected (their performance) from the Activity 2 to determine what their needs would be.

Explain to students that they will continue practicing what they have learned with other part of the anchor text: [“Strategies for Helping Students Motivate Themselves”](#) by Larry Ferlazzo from Edutopia. Provide students with a copy of the text.

Activity 4a: Annotation

Display this code, and tell students they may begin individually. Students can also work in teacher-led groups if necessary.

○ = Words you do not know

? = Questions that come to mind

! = Connections you've made to your life, the world, or another text

↔ = ideas that seem connected to one another

T: I modeled it for you previously, but if you need more support, you may work in a small group with me. First, you will circle the words you do not know and complete the chart. You may find words that you don't know that don't have context clues. List these words on the board, and we will review later. Let's complete that now.

Note: You may also offer a recorded step-by-step video guide to help students.

Optional: Teacher-Led Focused Small Group for Fluency and Vocabulary Interventions

Explain to students that fluency and vocabulary are very important to the comprehension of a text, and to read effectively, they must attend to those needs.

Before the small group lesson, determine the sentence(s) or section(s) that your students may struggle to read fluently. Provide a model read of just that sentence or section and have students echo it back right after you read it. Have students discuss why you are reading it in that way (e.g., the dash means...; the colon means...; my voice should do <this> when I read...). Repeat the echo read one more time.

Display the context clues chart and provide students with a copy or have them copy the top part of the chart. Have students search through the text for words that are unfamiliar to them. If it is a word that has clear context clues, teach students a strategy to determine the meaning of the word from the context clues. See the strategies listed in the "Strategies for Teaching How to Determine Meaning from Context Clues" section above the instructional plan. If it is a word that contains no context clues, use one of the strategies from the "Instructional Strategies for Direct Instruction Text Vocabulary" listed in the vocabulary section above the instructional plan.

Note: In Activity 1, the Teacher Group came up with an activity to review the In-ConText Vocabulary words. This

would be an appropriate time have students complete that activity because many of those words will be found in this section as well.

T: Now that you have finished understanding vocabulary. Continue with the other text coding and annotating. Again, if you need to work in a small group with me, please feel free to do that.

Note: You may also offer a recorded step-by-step video guide to help students.

For students who are EL, have disabilities, or perform/read well below the grade level:

- Provide students with [Discussion Stems](#) to help them have conversations within their groups.

Activity 4b: Gist or Summary

Provide students with the [GIST Template](#) and/or a [Summary Template](#) . Have students complete and share the gist of the article.

Note: You may have students wait until the next lesson to complete a summary.

For students who are EL:

- Provide students who are EL with the appropriate translated materials.

Activity 4c: Practice to Master RI.8.3

Note: All students complete, regardless of whether they are working individually, in a partnership, or in a teacher-led small group.

Have students skim through the text and choose people, places, or ideas mentioned and that seem relevant to the main topic.

Remind students that visually picturing the relationships will help them understand how all of those ideas are connected. Ask students to discuss how they visually organized the information from the first article read in the previous activities.

During their multiple reads, have students individually complete **Handout 2.1** with your support. Individually, have students decide how they want to show their understanding of how the author makes connections and distinctions among and between ideas. They can complete an activity similar to one of the learning station activities in Activity 1c.

- ✓ Monitor students' level of mastery with **Handout 2.3**. Provide feedback and support for students. Determine the type

of support students need to move them to the next level.

Activity 4d: Reflecting on Practice

Have students view the Connections section of **Handout 1.3**. Direct them to check off each target they feel that they have mastered and highlight the ones they do not think they mastered. Explain to students that they need to determine their next steps for improving if necessary. Option: Have students depict their understandings in a visual, poem, song, collection of quotes, etc.

Activity 5: Performance Task

T: How can we apply what we learned about motivation from both texts we read to our performance task?

Direct students to record ideas on their **Handout 2.2: Analysis 2**. Model one or two examples for students.

Direct students back to their **Handout 1.4**. Explain that they may need to research to help them make the best decisions for their performance task. If this is determined, they should start discussing what sources they should use to gather information.

In their research groups, have students start to consider the following: what data and research are needed, how/with what instrument would they collect that data, how long it may take to complete the performance task, and whether their suggestions would improve motivation or cause more motivation problems. For students who struggle, provide them some ideas of a project that is related but not exactly like theirs. For example, if they are completing Task A, you could provide them with an example of another school's rewards and consequences plan and think-aloud how you would use the information learned to evaluate their plan.

Direct students again to place any additional ideas to their **Handout 2.2**, if necessary.

Reflection and Closing

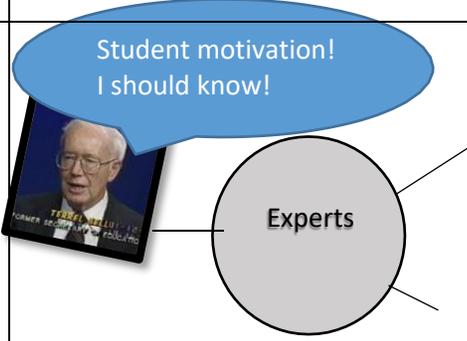
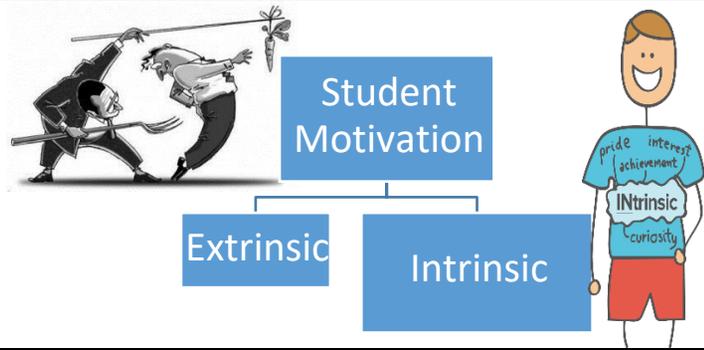
- ✓ Have students reflect on the following:
 - How well they accomplished targets.
 - How well they think they can complete the performance task. (Perhaps, provide another motivation survey.)
 - Which documents they can compile from this lesson for a study guide to help them on the cold-read assessment focused on RI.8.3.

Homework

Students will begin collecting information or developing instruments to collect information about their problem statement.

Handout 2.1: Analysis Lens 1- How the author makes connections among and distinctions between individuals, ideas, or events

Model Copy

List the text title and author. →	“Creating the Conditions for Student Motivation” by Larry Ferlazzo	“Creating the Conditions for Student Motivation” by Larry Ferlazzo
What is the main subject or focus of this text? Identify the person/people, event(s), and/or idea(s).	Student Motivation	Student Motivation
What person/people, event(s), and/or idea(s) has the author connected or distinguished?	Person: Terrel Bell, former U.S. Secretary of Education and student motivation (List other’s names as you encounter them.)	Intrinsic and Extrinsic Motivation and student motivation
What technique(s) does the author use to make the connection or distinction? Be specific about each connection.	Quote- “There are three things to remember about education. The first is motivation. The second one is motivation. The third one is motivation.”	Metaphor: “Edward Deci... recognizes that there are going to be times when carrots or sticks... ” Data/evidence: “A recent study of 200,000 employees found that that those who were more intrinsically motivated were <i>three times</i> more engaged in their work than those who focused more on external rewards” Transition: “emphasizing intrinsic motivation... instead of extrinsic motivation” Definitions: See Paragraph 6 parenthesis.
Draw a sketch to represent the relationship or interaction between/among these connections or distinctions?		

<p>What idea/message is the author trying to convey about the relationship between/among the connected elements? (In other words, how is _____ related to/different from _____?) Is it implied or stated directly?</p>	<p>Implied relationship</p> <p>Expert on the topic for emphasis</p> <p>Even the former secretary of education, an expert in the field of education, emphasizes the importance of student motivation.</p>	<p>Explicit relationship</p> <p>Comparison/Contrast and Categorical</p> <p>There are two types of motivation: extrinsic and intrinsic. Extrinsic motivations, which are based on tangible rewards and punishments, are not as effective as intrinsic motivations, which are based on students' internalized goals. Though extrinsic rewards can be effective in some situations, intrinsic motivation should be emphasized more.</p>
<p>What is the purpose of the connection: to aid comprehension, add interest, and/or shift perspective, etc.? Provide an explanation.</p>	<p>To add interest or shift perspective</p>	<p>To aid in comprehension and to shift perspective</p>
<p>How does this connection impact the author's message/idea about factors that motivate people?</p>	<p>It helps develop the message that educators should be concerned about creating conditions that foster student motivation.</p>	<p>It helps develop the following message/idea: Two types of motivation can be used to motivate students, but intrinsic motivations are more likely to lead to a student performing a desired behavior than extrinsic motivations in most situations/contexts.</p>

Blank Student Copy

List the text title and author. →		
What is the main subject or focus of this text? Identify the person/people, event(s), and/or idea(s).		
What person/people, event(s), and/or idea(s) has the author connected or distinguished?		
What technique(s) does the author use to make the connection or distinction? Be specific about each connection.		
Draw a sketch to represent the relationship or interaction between/among these connections or distinctions?		

<p>What idea/message is the author trying to convey about the relationship between/among the connected elements? (In other words, how is _____ related to/different from _____?) Is it implied or stated directly?</p>		
<p>What is the purpose of the connection: to aid comprehension, add interest, and/or shift perspective, etc.? Provide an explanation.</p>		
<p>How does this connection impact the author's message/idea about factors that motivate people?</p>		
<p>What is the main subject or focus of this text? Identify the person/people, event(s), and/or idea(s).</p>		

Handout 2.2: Analysis Lens 2- Author's information about factors that contribute to a person's motivation to perform a behavior

What factors contribute to a person's motivation to perform a behavior?	Which text(s)/author(s) make this claim? (Provide page, paragraph, time stamp, or section identification.)	Which text(s)/author(s) agree? Explain.	Which text(s)/author(s) provide conflicting information? Explain. Is the disagreement on matters of fact or interpretation?	How can you apply this to your performance task?

Handout 2.3: Formative Assessment Data Sheet

Focus Standard(s): RI.8.3

Additional Details: Write an analysis of the development of the central idea

Evidence of Understanding Scale

- 4-Performing Above Standard: Evaluates how well the author makes connections among ideas; or analyzes one of the more difficult connection, such as how one of the hyperlinked resources connects to student motivation
- 3- Met Standard: Shows understanding (through discussion, visual representations, etc.) that the connection among *autonomy, competence, relatedness, relevance* is that they are subgroups/categories of intrinsic motivation, which is a subgroup of motivation (as depicted in the second modelled example) and that it contributes to the idea mentioned in the second modelled example
- 2- Approaching the Standard: Can somewhat explain the connection among *autonomy, competence, relatedness, relevance* but lacks ability to fully communicate ideas with much support. (Probe to discover what concepts they possess or lack. See Handout 1.3 for guidance on conceptual understanding.)
- 1- No Understanding: Attempts but cannot explain the connection among *autonomy, competence, relatedness, relevance* at all. (Probe to discover what concepts they possess or lack. See Handout 1.3 for guidance on conceptual understanding.)
- 0- Did Not Attempt: Does not attempt/No response (Make a note if they were absent.)

Student Name	Scale	Comment
	4 3 2 1 0	
	4 3 2 1 0	
	4 3 2 1 0	
	4 3 2 1 0	
	4 3 2 1 0	
	4 3 2 1 0	
	4 3 2 1 0	
	4 3 2 1 0	
	4 3 2 1 0	
	4 3 2 1 0	
	4 3 2 1 0	
	4 3 2 1 0	

Lesson 3: Written Analysis

Focus Standard(s): W.8.1, W.8.2

Additional Standard(s): RI.8.3, W.8.10, SL.8.1, L.8.1-3 (Depending on the students' needs.)

Note: Multiple lower or higher grade level L.1-3 standards may be addressed, depending on students' needs.

Estimated Time: 5 days

Text(s): [“Creating the Conditions for Student Motivation”](#) by Larry Ferlazzo from Edutopia and [“Strategies for Helping Students Motivate Themselves”](#) by Larry Ferlazzo from Edutopia

Resources and Materials:

- Teacher Resource: Read the article at [Culturally Responsive Teaching](#) for justification on completing a problem- and project-based unit.
- Handout 1.1: Unit Introduction Activity
- Handout 1.2: Performance Task Motivation Questionnaire
- Handout 1.3: Learning Targets for the Unit
- Handout 1.4: Performance Task Planning Sheet
- Handout 1.5: Investigation Notes- Model
- Handout 3.1: Lesson Understandings/Notes
- Handout 3.2: Rubric for Analysis Essay
- Student copies of the [Rubric for the Performance Task](#)
- Student copies of [Performance Task](#)
- A device for students to watch [Oktopodi](#) (Consider replacing this short film with a short film about motivation that your students may connect with more.)
- Sentence Strips
- A T-chart with the words *Analysis* and *Summary* at the top of the chart on either side of the line
- [Speaking and Listening Tracker](#)

- [Discussion Stems](#)
- [Anchor Chart](#)
- [Choosing Details to Support a Provided Central Idea Organizer](#)
- [Frayer Model](#) (optional)

Lesson Target(s):

- Students will learn how to distinguish between and prepare for summary and analysis of a text.
- Students will show understanding of the following concepts: See the **I will understand** section of **Handout 1.3**.
- Students will complete the following actions:
 - Compose an accurate summary of a text that includes a central idea.
 - Compose an accurate analysis of a text that includes how the author makes connections among or distinctions between ideas, events, and people within a text.

Guiding Question(s):

- How do authors make connections or distinctions among ideas, events, and people within a text?
How do I produce a written analysis of a text?
- How is a summary different than an analysis?

Vocabulary**Academic Vocabulary:**

- Analyze
- Connection
- Distinction
- Techniques (to connect or separate ideas, people, or events) (e.g., comparison, analogy, category)
- Relationships (between or among ideas, events, or people)

Instructional Strategies for Academic Vocabulary:

- Use an anchor chart to model to help student understand the meaning of words.
- Introduce words with student-friendly definition and pictures
- Model how to use the words in writing/discussion
- Read and discuss the meaning of word in multiple contexts
- Students create pictures/symbols to represent words
- Students write/discuss using the words

In-Context Vocabulary:

- See Activity 1.

Note: Words included as in-context are

Strategies for Teaching How to Determine Meaning from Context Clues:

- Model the CPR context clue strategy.
- Use an [Anchor Chart](#) to model how to use context clues to determine the

<p>meant to aid in comprehension of the text through the instruction of context clue strategies. When assessing for student mastery of in-context vocabulary, assess students' ability to use strategies. See RL.4 AND L.4 in your grade level standards.</p>	<p>meaning of words.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Be sure students understand the following concepts: context must be considered when determining the meaning of a word or phrase; words and phrases can be used in multiple ways including figuratively or connotatively; an author's use of words impacts the meaning and tone of a text; techniques for identifying and understanding analogies; techniques for identifying and understanding allusions; vocabulary terms: meaning, tone, analogy, allusion <input type="checkbox"/> Use these question or statement stems: <ul style="list-style-type: none"> ○ What does the word/phrase_____mean in this selection? ○ The word/phrase is an example of . ○ Without changing the meaning of the sentence, what word can best be used to replace the underlined part? ○ How does the author's use of repetition of sounds impact the tone of the text? ○ According to this passage, a(n)_____is like a(n)_____because both_____. ○ The author uses connotation to_____. ○ What is the meaning of the analogy_____? ○ What does_____allude to?
<p>Direct Instruction Text Vocabulary:</p> <ul style="list-style-type: none"> • See Activity 3a. <p>Note: Words included for direct instruction are meant to aid in comprehension of the text. Decisions about vocabulary assessments and word walls are to be made based on individual needs of students.</p>	<p>Instructional Strategies for Direct Instruction Text Vocabulary:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Introduce words with student-friendly definition and pictures <input type="checkbox"/> Model how to use the words in writing/discussion <input type="checkbox"/> Read and discuss the meaning of word in multiple contexts <input type="checkbox"/> Students create pictures/symbols to represent words <input type="checkbox"/> Students write/discuss using the words <input type="checkbox"/> Students act out the words or create movements/gestures to represent the meaning of the words

Symbol	Type of Text and Interpretation of Symbol
	Instructional support and/or extension suggestions for students who are EL, have disabilities, or perform/read well below the grade level and/or for students who and/or a more advanced text for students who perform/read well above grade level
✓	Assessment (Pre-assessment, Formative, Self, or Summative)

Instructional Plan

Anticipatory Set/Introduction to the Lesson

Assign small groups to respond to one of the following directions after viewing these photos:



T: Write one sentence about each of the photos (two total sentences). Place one sentence on one sentence strip and one sentence on another.

Provide students with 3-5 minutes to complete this activity. On the board, chart paper, or other surface, write/type a T-chart with the words *Analysis* and *Summary* at the top of the chart on either side of the line.

T: We will categorize your sentences as either *analysis* or *summary* and place them under the appropriate side on the T-chart.

Explain to students that when they write about texts, such as these photos and written texts, they will sometimes need to summarize and sometimes analyze, which are different tasks. Display this graphic to represent analysis:



T: When you analyze a text, you think about it through the “eyes” or “lens” of different perspectives: a woman, a psychologist, writer/author, a critic, a firefighter, an investigator, a teacher, a student, a lawyer, a parent, a child, a civil rights activist, a women’s rights activist, the author, a historian, an artist, a victim, a predator, the winners, the losers, etc.

Basically, you provide an opinion or observation of the writing based on that perspective. For example, if you are a writer/author, you may observe how a text makes connections and distinctions between certain ideas. Writing is about communicating ideas, so authors observe how other authors communicate those ideas. Sometimes, they even provide an opinion on how well an author communicates ideas. In fact there are people who do this for a living: book reviewers and critics. Lawyers and investigators will also observe the connections and distinctions among ideas, people, and events, but with the purpose of proving a point.

Create an anchor chart to represent what they should know about *summary* versus *analysis*.

Understanding Lesson Purpose and Student Outcomes

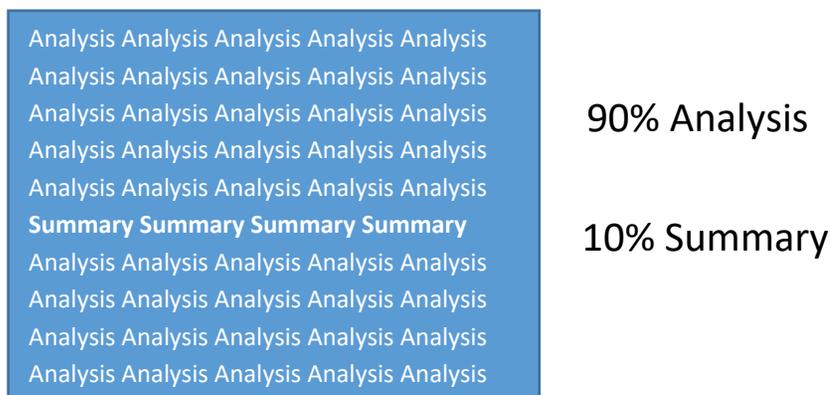
T: Today, we are going to look through the lens of a writer/author to write an analysis of the connections and distinctions among different ideas in our anchor text. We will also write a summary. I will first provide a model for us to study before you

write. Throughout the model study, I want you to monitor what you understand by making a jot list of several items that complete **Handout 3.1: Lesson Understandings/Notes**. Let's go ahead and add anything we have learned so far.

Let's discuss a little more about analysis and summary now.

Continued Introduction to the Lesson

T: It is important to note that an analysis may include some summary, but it is summary of the part(s) of the text related the topic of the analysis, not a complete summary. For example, if you were analyzing the motivation level of the students in one of those pictures, you would summarize some of the details that relate to their motivation level. Here is another image that will help you understand how much summary to include in your analysis:



T: If it is a summary, a summary will tell the most important information presented in the text, with no commentary, judgments, opinions, or additional observations from a different perspective. Basically, to summarize, tell the central idea and the who, what, when, where, how, and why of a text. See the following: [Summary Template](#).

Display the template or another template like it and provide students with a copy. Discuss the template.

Note: In this case, you may want to tell students to focus on just the first word of the questions: *who*, *what*, *when*, *where*, and *why*. Consider adding *how* if it will help students.

T: So now let's take a look at your sentences that you wrote on the sentence strips and decide whether they are summary or analysis.

Take some time to discuss and place the sentences. Have students record any new understandings on **Handout 3.1**.

✓ Check for student understanding. Make adjustments to instruction as needed.

Activity 1: Summary Versus Analysis Model Study

Note: Skip Activity 1 if students have already mastered summary skills in the previous lessons or conduct this with a small group of students who need additional support with summaries.

T: Let's study this example of a summary by coding and annotating what we see.

Complete the summary template for students and show how the information from the summary template was used in the summary. While discussing, provide a code and annotations to show the parts of a summary.

Provide students with a copy of the summary of the first portion ["Creating the Conditions for Student Motivation"](#) by Larry Ferlazzo.

In the first portion of **"Creating the Conditions for Student Motivation"** by Larry Ferlazzo, he asserts/proclaims/emphasizes/claims/defends/establishes/urges that **two types of motivation (intrinsic and extrinsic)** can be used to motivate **secondary students**, but **intrinsic motivations** are more likely to lead to a student performing a desired behavior than extrinsic motivations **when tasks require creative or higher-order thinking**. **Extrinsic motivators** are effective **when students must complete routine or easy-to-complete tasks or tasks that require immediate action with little effort**, not **when tasks require creative or higher-order thinking**.

Who

What

When

Where

How- missing

Why- missing

Circle- central idea

Square- additional details

Bold- Title, section, and author of text

Note: Either color-code or annotate or do a combination of the two.

Discuss how portions of texts or even whole texts may not include all the information necessary, but it is important to understand what information is missing too. This is when students may say to themselves, “I wonder...” or “What about...” Discuss students’ understandings from **Handout 3.1**.

Provide students with a copy of the analysis prompt and model response.

T: I now will model how to write an analysis to this prompt:

You have read the first portion of [“Creating the Conditions for Student Motivation”](#) by Larry Ferlazzo. Write an essay that analyzes how the author makes connections and distinctions between intrinsic and extrinsic motivation. Support your response with evidence from the text.

I will use my notes from **Handout 2.1**.

Use your notes and provide a think aloud while typing the following model:

In the first portion of “Creating the Conditions for Student Motivation” by Larry Ferlazzo, he categorizes intrinsic and extrinsic motivation as two different types of motivations, while placing more of an emphasis on intrinsic motivation to effectively motivate students.

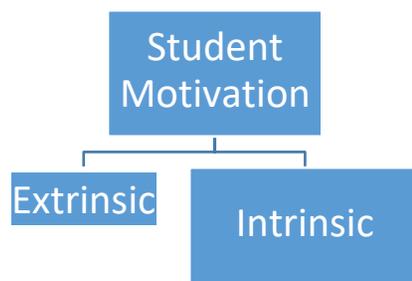
The most identifiable techniques the author uses to differentiate the two types of motivation is providing definitions in parentheses after the words and using the preposition “instead of” in the sentence “is by emphasizing intrinsic motivation (choosing to do an activity in order to gain pleasure from or in order to help achieve an internalized goal) instead of extrinsic motivation (doing a specific behavior in order to gain an outside reward).” By employing both of these techniques, the reader automatically sees the relationship: they are the subcategories of motivation, with an emphasis placed on the use of intrinsic motivation “instead of” extrinsic motivation. To add even more emphasis to the use of intrinsic motivation, he presents data: “A recent study of 200,000 employees found that that those who

were more intrinsically motivated were three times more engaged in their work than those who focused more on external rewards”

To further differentiate the two types of motivation, the author uses a metaphor of carrots and sticks as extrinsic motivators in order to explain the meaning of extrinsic: “Edward Deci... recognizes that there are going to be times when carrots or sticks...” This metaphor creates a visual image of extrinsic motivation, showing that extrinsic motivation is about physical rewards or punishments, which further distinguishes it from intrinsic motivation.

To help the reader understand more fully, it would be helpful for the text to contain visual to represent the relationship between the two words. If the author were to add a hierarchy map like Figure 1 below, with “student motivation” at the topic and “intrinsic motivation” and “extrinsic motivation” as subcategories below “student motivation.”

Figure 1



The larger box of the two subcategories should be intrinsic to further stress the authors’ central idea, which emphasizes intrinsic motivation.

Work with students to study and label the parts of the model. Use **Handout 3.2: Rubric for Analysis Essay** to guide your labeling and evaluation.

Note: Use the following scores (from top category to bottom on the rubric) when discussing the model analysis essay: 4, 4, 5, 4, 5. Do not score the conventions yet.

Activity 1a: Student Practice

T: Now you will summarize and provide an analysis of the second portion [“Creating the Conditions for Student Motivation”](#) by Larry Ferlazzo individually, with a partner, or in a small group. You may use my model and your notes you already collected in the previous lesson to help guide your writing. I will continue to provide support for you. Use the same coding and annotating system we just used in my model summary. Here is your analysis question:

You have read the second portion of [“Creating the Conditions for Student Motivation”](#) by Larry Ferlazzo. Write an essay that analyzes how the author makes a connection between intrinsic motivation and the four elements and a distinction among the four elements. Include an explanation of the relationship among the four elements, intrinsic motivation, and student motivation. Support your response with evidence from the text.

Note: Student responses may be short, as there is less evidence than the teacher model.

Monitor student progress with a formative assessment tool, perhaps similar to **Handout 2.3** but using **Handout 3.2** for the Evidence of Understanding. Provide feedback based on the rubric.

For students who are EL, have disabilities, or perform/read well below the grade level:

- Provide small-group instruction for those students who you noticed in the guided practice were still struggling with the skills and concepts. Remodel for students with a few examples from the text. Show them how to chunk the text. Provide students with a list of steps to follow. Provide sentence starters/stems for both conversations and writing.
- For EL students, provide the translated words for those they do not know.
- Provide students with [Discussion Stems](#) to help them have conversations within their groups.

Extensions for students who perform/read well above grade level:

- Have students attend to Level 5 elements on **Handout 3.2**.

Activity 1b: Additional Practice (If Needed)

Note: If students do not need this additional practice, have them work on their project with the understanding that they will complete cold-fresh read task (explained at the beginning of the unit) after this lesson.

T: Now you will summarize and provide an analysis [“Strategies for Helping Students Motivate Themselves”](#) by Larry Ferlazzo from Edutopia individually, with a partner, or in a small group. You may use my model, your notes from the previous lesson, and my feedback from the previous activity to help guide your writing. I will continue to provide support for you. Use the same coding and annotating system we just used in my model summary. Here is your analysis question:

You have read [“Strategies for Helping Students Motivate Themselves”](#) by Larry Ferlazzo. Write an essay that analyzes how the author makes connections between and distinctions among classroom strategies and one of the four elements. Include an explanation of the relationship among the classroom strategies and one of the four elements. Support your response with evidence from the text.

For students who are EL, have disabilities, or perform/read well below the grade level:

- Provide small-group instruction for those students who you noticed in the guided practice were still struggling with the skills and concepts. Remodel for students with a few examples from the text. Show them how to chunk the text. Provide students with a list of steps to follow. Provide sentence starters/stems for both conversations and writing.
- For EL students, provide the translated words for those they do not know.
- Provide students with [Discussion Stems](#) to help them have conversations within their groups.

Extensions for students who perform/read well above grade level:

- Have students attend to Level 5 elements on **Handout 3.2**.

Activity 2: Individualized Conventions of Standard English Revision and Edits Mini-Lesson

Based on [your ongoing viewing of students’ written products](#), determine (or have students determine with [this checklist](#)) specific areas of need for errors in Standard English or general improvements (e.g., adding a colon or ellipsis) to their conventions, provide

feedback on the most pressing area of need, and provide students with the opportunity (perhaps through videos on the internet) to view a tutorial to help them understand the convention concepts and skills they need to improve upon.

Divide the students to complete stations that are accompanied with small group direction cards or a video (or live) tutorial and an activity. Use the following mini-lessons for inspiration about station options:

- [Revise By Varying Sentence Patterns](#) or [Varying Sentence Structure](#)
- [Using Active Voice \(L.8.1b\)](#)
- [Reciprocal Revision Station](#)
- [Quotation Marks Station](#)
- [Spelling](#)

For students who are EL, have disabilities, or perform well below the grade level:

- Provide students with a tutorial that covers standards in a previous grade level, such as [Use Commas to Separate an Introductory Element](#).

Extensions for students who perform above grade level:

- Provide students with a tutorial that covers standards in a higher grade level, such as [Semi-colons](#).

Tell students that they will view a tutorial about a particular skill so that they can demonstrate command of a specific Standard English grammar, capitalization, punctuation, or spelling skill and concept they need to improve upon. Tell students that if the tutorial is not helping, they will need to ask for assistance.

Note: Look for common areas of need among students' writing and group students based on areas of need.

Have students depict what they learned with examples through their choice of delivery: artwork, multimedia, recording, etc. Students should then apply what they have learned to their writing. Have students attach their summary to their revised writing and submit for a grade if desired.

- ✓ Check to see if students have demonstrated command of the specific Standard English grammar, capitalization, punctuation, or spelling skills and concepts they focused on during their revisions. Use the Conventions row of **Handout 3.2**.

Reflection and Closing

- ✓ Have students reflect on the following:
 - How well they accomplished targets.
 - How well they think they can complete the performance task.
 - Which documents they can compile from this lesson for a study guide to help them on the cold-read assessment focused on RI.8.3.

Homework

Students will begin collecting information or developing instruments to collect information about their problem statement.

Handout 3.2: Rubric for Analysis Essay

	5	4	3	2	1	0
	Exceeds Grade Level	At or Above Grade Level	Meets Grade Level	Below Grade Level	Below Grade Level	Incomplete
THESIS	Thesis condenses how the author makes connections and/or distinctions between or among ideas, and it uses language that evaluates how the author makes distinctions between or among ideas	Thesis condenses how the author makes connections and/or distinctions between or among ideas	Contains several sentences, uncondensed, about how the author makes connections and/or distinctions between or among ideas	Thesis is about a connection or distinction, but may not address how the author makes connections and/or distinctions	Contains a thesis but is not about the prompt.	Has no a thesis.
REASONS & EVIDENCE	Provides a range of well-chosen evidence to evaluate the techniques the author uses to make connections and/or distinctions between or among ideas. Evidence is integrated smoothly and effectively .	Provides a range of well-chosen evidence to explain the techniques the author uses to make connections and/or distinctions between or among ideas. Evidence is integrated smoothly and effectively .	Provides well-chosen, though not a range or depth of , evidence to explain the techniques the author uses to make connections and/or distinctions between or among ideas. Evidence may be integrated smoothly and effectively.	Provides insufficient evidence; summarizes too often or unnecessary information. Evidence may be integrated smoothly and effectively.	Contains summary instead of evidence. OR Provides evidence that is unrelated to how the author uses techniques to make connections and/or distinctions between or among ideas.	Has too little or no evidence. OR Shows a significant misreading or misunderstanding of the text.
ANALYSIS	Demonstrates thorough and logical reasoning. Interprets evidence with insight. Analysis communicates an evaluation of the text.	Demonstrates logical and convincing reasoning. Shows a clear understanding of the topic, but may lack the evaluation aspect of a 5.	Displays some logical reasoning though in places analysis may be predictable or not fully developed. Contains a basic understanding of the topic.	Contains insufficient analysis. May rely on summary, lists, or descriptions in place of analysis. May misread or oversimplify the text.	Lacks coherent analysis. Displays simplistic response to the thesis. Suggests a major misunderstanding of text or prompt.	Has no analysis.
ORGANIZATION OF PAPER & PARAGRAPHS	Demonstrates logical sequence of ideas within paragraphs and throughout the paper. Opens and closes with direct and clear focus on topic. Closes with a synthesis of ideas. Uses transitions well.	Demonstrates logical sequence of ideas throughout most of the paragraphs and the paper. Opens with a clear focus on topic; conclusion more than restates and uses transitions.	Demonstrates logical sequence of ideas with some breaks in unity; conclusion may simply restate thesis. Uses some transitions and paper is still focused.	May be lapses in the logical organization. Lacks transitions. Loss of focus.	Sequence of ideas or paragraphing is illogical. Conclusion may be undeveloped.	Has no organization. Has no conclusion.

VOICE AND STYLE	Word choice is formal, discipline-specific, sophisticated, and precisely communicates ideas. Style is appropriate for the purpose; sentence variety and command of language make the essay a pleasure to read.	Word choice is formal, discipline-specific, precise, and effective. Shows some sentence variety; style is appropriate for the purpose and audience.	Voice should be formal and appropriate for academic writing. Shows some sentence variety and sophisticated vocabulary.	Word choice is simple, predictable and may be imprecise. Style may not be appropriate for purpose or audience. Lacks transitions. Little sentence variety.	Language is informal, vague and inaccurate; little sentence variety. Style is not appropriate for purpose or audience.	Language is confusing and inaccurate. No understanding of audience.
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CONVENTIONS	No significant errors. Uses appropriate formatting for citations	Minor errors that do not show systematic misunderstanding of a grammatical concept, but instead reflect inaccurate proofreading.	Occasional errors in grammar, word usage and other conventions, but they do not interfere with coherence or meaning.	Essay is coherent but flawed by frequent errors in conventions. May contain some awkward phrasing or faulty sentence structure.	Frequent errors create confusion and ambiguity. Contains flawed sentence structure and/or phrasing.	Numerous errors in most sentences which obscure meaning.
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Lesson 4: Additional Practice

Focus Standard(s): RI.8.3

Additional Standard(s): RI.8.1, RI.8.2, RI.8.4, W.8.2, W.8.7, SL.8.1, L.8.1-3 (Depending on students' needs.), L.8.4

Estimated Time: 4-5 days

Text(s): See the “Understanding Lesson Purpose and Student Outcomes” section in the body of the Instructional Plan in this lesson.

Resources and Materials:

- Handout 1.2: Performance Task Motivation Questionnaire (optional)
- Handout 1.3: Learning Targets for the Unit
- Handout 1.4: Performance Task Planning Sheet
- Student copies of the [Rubric for the Performance Task](#)
- Student copies of [Performance Task](#) (optional)
- Handout 2.1: Analysis Lens 1
- Handout 2.2: Analysis Lens 2
- Handout 2.3: Formative Assessment Data Sheet
- Handout 3.1: Lesson Understandings/Notes
- Handout 3.2: Rubric for Analysis Essay
- [GIST Template](#) and/or a [Summary Template](#)
- [Speaking and Listening Tracker](#)
- [Discussion Stems](#)
- [Anchor Chart](#)
- [Choosing Details to Support a Provided Central Idea Organizer](#)
- [Frayer Model](#) (optional)

Lesson Target(s):

- Students will learn how to distinguish between and prepare for summary and analysis of a text.

- Students will show understanding of the following concepts: See the RI.8.3 “I will understand” section of **Handout 1.3**.
- Students will complete the following actions:
 - Compose an accurate summary of a text that includes a central idea.
 - Compose an accurate analysis of a text that includes how the author makes connections among or distinctions between ideas, events, and people within a text.

Guiding Question(s):

- How do authors make connections or distinctions among ideas, events, and people within a text?
How do I produce a written analysis of a text?
- How is a summary different than an analysis?

Vocabulary**In-ConTEXT Vocabulary:**

- See Teacher-Led Options section.

Note: Words included as in-context are meant to aid in comprehension of the text through the instruction of context clue strategies. When assessing for student mastery of in-context vocabulary, assess students’ ability to use strategies. See RL.4 AND L.4 in your grade level standards.

Strategies for Teaching How to Determine Meaning from Context Clues:

- Model the CPR context clue strategy.
- Use an [Anchor Chart](#) to model how to use context clues to determine the meaning of words

Direct Instruction Text Vocabulary:

- See Teacher-Led Options section.

Note: Words included for direct instruction are meant to aid in comprehension of the text. Decisions about vocabulary assessments and word walls are to be made based on individual needs of students.

Instructional Strategies for Direct Instruction Text Vocabulary:

- Introduce words with student-friendly definition and pictures
- Model how to use the words in writing/discussion
- Read and discuss the meaning of word in multiple contexts
- Students create pictures/symbols to represent words
- Students write/discuss using the words
- Students act out the words or create movements/gestures to represent the meaning of the words

Symbol	Type of Text and Interpretation of Symbol
	Instructional support and/or extension suggestions for students who are EL, have disabilities, or perform/read well below the grade level and/or for students who and/or a more advanced text for students who perform/read well above grade level
✓	Assessment (Pre-assessment, Formative, Self, or Summative)
Instructional Plan	
<p>Anticipatory Set/Introduction to the Lesson Provide students with a list of the vocabulary words you have placed on the word wall and have them categorize the words by sorting and creating category titles for the words.</p> <p>Understanding Lesson Purpose and Student Outcomes T: We will continue to learn more about motivation so all of you can effectively complete your performance task. We will analyze the several texts to gain more insight into the topic of motivation. While learning about motivation, we will continue to learn how authors make connections/distinctions among ideas, events, and people within a text to develop specific ideas, including the central idea.</p> <p>Provide students with a list of articles they can choose from to study this lesson, and direct students to choose at least two texts from the “Informational Texts” list and at least one video from the “Nonprint Texts” list. Note: Students may work individually or in small groups.</p> <p>Informational Texts</p> <ul style="list-style-type: none"> • “Athletes Face Boredom, Overtraining That Threaten to Derail Sports Careers” by Washington Post, adapted by Newsela staff • “Students’ Work Ethic Affected by Peer Groups, Desire to be Popular” by Shankar Vedantam • “At the Head of Her Class and Homeless” by NPR staff • “Herd Behavior” by (1310L) • “Conformity” by CommonLit staff (1190L) • “Group Behavior” (1020L) by Michael Stahl 	

- [“Fear is Simple and Profound”](#) by Julia Butterfly Hill (1110L)
- [“What Fear Can Teach Us”](#) by Karen Thompson Walker
- [“What Motivates Us”](#) from Harvard Business Review

Nonprint Texts (e.g., Media, Video, Film, Music, Art, Graphics)

- [Bob Nease: How to Trick Yourself into Good Behavior](#) from TED Talks (no available interactive script)
- [Dan Pink: The Puzzle of Motivation](#) from TED Talks and [interactive script](#)
- [Alex Laskey: How Behavioral Science Can Lower Your Energy Bill](#) from TED Talks and [interactive script](#)
- [“Asch Experiment”](#)
- [Start with the End in Mind: Isaiah Hankel](#) at TEDxLafayetteCollege (no available interactive script)

Teacher-Lead Group Options:

If student need dictates, direct students to work with a teacher-led small group in which you complete Lesson 2’s Activity 1, 1a, 1b, 1c, 1d, and/or 2 with one or more of the texts.

Activity 1: Practice to Master RI.8.3

Have students complete **Handout 2.1**.

- ✓ Monitor students’ level of mastery with **Handout 2.3**. Provide feedback and support for students. Determine the type of support students need to move them to the next level.

Activity 2: Share-out of Handout 2.2

T: Complete **Handout 2.2** and prepare to share out with the large group here.

Point to a section of the classroom on which a larger version of **Handout 2.2**.

Note: This can be on the board or large bulletin board paper. Make sure there is enough space for each group to share.

After students finish sharing their information on the paper or board, direct students to record any pertinent information from other groups on their **Handout 2.2**. Option: Have students rate the texts that they used to encourage other students to read them at a later time.

Note: Students may need additional copies of this handout.

Activity 3: Written Analysis

T: Now, you will provide a written analysis of one of the texts you have read/viewed individually, with a partner, or in a small group. You may use my model, your notes from a previous lesson, and my feedback from the previous lesson to help guide your writing. I will continue to provide support for you. Use the same coding and annotating system we used in my model summary. Here is your analysis question:

You have read/viewed several texts about student motivation. Write an essay that analyzes how the author/speaker of one of those texts makes connections between and distinctions among the major ideas, people, and/or events in the text. Support your response with evidence from the text.

For students who are EL, have disabilities, or perform/read well below the grade level:

- Provide small-group instruction for those students who you noticed in the guided practice were still struggling with the skills and concepts. Remodel for students with a few examples from the text. Show them how to chunk the text. Provide students with a list of steps to follow. Provide sentence starters/stems for both conversations and writing.
- For EL students, provide the translated words for those they do not know.
- Provide students with [Discussion Stems](#) to help them have conversations within their groups.

Extensions for students who perform/read well above grade level:

- Have students attend to Level 5 elements on **Handout 3.2**.

Activity 4: Individualized Conventions of Standard English Revision and Edits Mini-Lesson

Based on your [ongoing observation of students' writing](#), determine (or have students use this [checklist](#)) specific areas of need in Standard English or ways to improve their conventions (Ex.: adding a colon), provide feedback on the most pressing area of need, and provide students with the opportunity to view online tutorials on the concepts and skills they need for improvement.

Divide the students to complete stations that are accompanied with small group direction cards or a video (or live) tutorial and an activity. Use the following mini-lessons for inspiration about station/center options:

- [Revise By Varying Sentence Patterns](#) or [Varying Sentence Structure](#)
- [Using Active Voice \(L.8.1b\)](#)
- [Reciprocal Revision Station](#)
- [Quotation Marks Station](#)
- [Spelling](#)

For students who are EL, have disabilities, or perform well below the grade level:

- Provide students with a tutorial that covers standards in a previous grade level, such as [Use Commas to Separate an Introductory Element](#).

Extensions for students who perform above grade level:

- Provide students with a tutorial that covers standards in a higher grade level, such as [Semi-colons](#).

Tell students that they will view a tutorial about a particular skill so that they can demonstrate command of a specific Standard English grammar, capitalization, punctuation, or spelling skill and concept they need to improve upon. Tell students that if the tutorial is not helping, they will need to ask for assistance.

Note: Look for common areas of need among students' writing and group students based on areas of need.

Have students depict what they learned with examples through their choice of delivery: artwork, multimedia, recording, etc. Students should then apply what they have learned to their writing. Have students attach their summary to their revised writing and submit for a grade, if desired.

- ✓ Check to see if students have demonstrated command of the specific Standard English grammar, capitalization, punctuation, or spelling skills and concepts they focused on during their revisions. Use the Conventions row of **Handout 3.2**.

Activity 5: Reflecting on the Performance Task

Direct students back to their **Handout 1.4**. Explain that they may need to have research to help them make the best decisions for their performance task. If this is determined, they should start discussing what type of survey they should use to gather information more information.

In their research groups, have students start to consider the following: what data and research are needed, how/with what instrument would they collect that data, how long it may take to complete the performance task, and whether their suggestions would improve motivation or cause more motivation problems. For students who struggle, provide them some ideas of a project that is related but not exactly like theirs. For example, if they are completing Task A, you could provide them with an example of another school's rewards and consequences plan and think-aloud how you would use the information learned to evaluate their plan.

Direct students again to place any additional ideas to their **Handout 2.2**, if necessary.

Reflection and Closing

- ✓ Have students reflect on the following:
 - How well they accomplished targets.
 - How well they think they can complete the performance task. (Perhaps, provide another motivation survey.)
 - Which documents they can compile from this lesson for a study guide to help them on the cold-read assessment focused on RI.8.3.

Homework

Study for cold/fresh read assessment.

Lesson 5: Dialogue, Incidents, and Student Motivation

Focus Standard(s): RL.8.3

Additional Standard(s): RL.8.1, W.8.2, W.8.3, SL.8.1, L.8.2a-b, L.8.4

Estimated Time: 4-5 days

Text(s): [Excerpt from Speak](#) by Laurie Halse Anderson

Note 1: Consider choosing the following excerpts: “OUR TEACHERS ARE THE BEST . . .”, “SANCTUARY”, “ESPANOL”, “THE OPPOSITE OF INSPIRATION IS... EXPIRATION?”, “STUDENT DIVIDED BY CONFUSION EQUALS ALGEBRA”, “FIRST AMENDMENT”, “WISHBONE”, “PEELED AND CORED”, and “COLORING OUTSIDE THE LINES.”

Note 2: Be sure to choose one or more scenes in which she seems motivated and one or more scenes in which she seems unmotivated.

Resources and Materials:

- Handout 1.2: Performance Task Motivation Questionnaire
- Handout 1.3: Learning Targets for the Unit
- Handout 1.4: Performance Task Planning Sheet
- Handout 2.2: Analysis Lens 2
- [GIST Template](#) and/or a [Summary Template](#)
- [Speaking and Listening Tracker](#)
- [Discussion Stems](#)
- [Anchor Chart](#)
- [Choosing Details to Support a Provided Central Idea Organizer](#)
- [Frayer Model](#) (optional)
- [Anchor Chart](#)

Lesson Target(s):

Students will show understanding of the following concepts:

- Development of the theme can be traced through the characters' a) responses to and b) dialogue (both inner and outer) about the problems they face in the story.

Students will complete the following actions:

- In a written or recorded analysis, refer to dialogue and incidents in a passage to explain a character's level of motivation, a character's decision to perform/not perform a specific behavior, and a theme that is developed about motivation.
- Verbally explain with examples from his/her life or a hypothetical scenario about when, where, and why he/she can analyze actual dialogue and incidents to reveal motivation levels.
- Write a short narrative excerpt that includes dialogue and/or an incident that reveals a character's level of motivation and a theme about motivation.
- Discuss and write an explanation how the concepts and skills concerning dialogue and incident analysis (to reveal motivation levels) adds to their understanding of the performance task

Guiding Question(s):

- How does an author use dialogue and incidents to reveal aspects of a characters, explain a character's decision, and develop a theme?
- How does an author use dialogue and incidents to reveal a character's level of motivation, explain a character's decision to perform/not perform a specific behavior, and develop a theme about motivation?
- How can the learner apply the narrative, dialogue, and incident analysis (to reveal motivation levels) to his/her own life?
- How can the learner apply the narrative, dialogue, and incident analysis (to reveal motivation levels) to his/her performance task?

Vocabulary

<p>Academic Vocabulary:</p> <ul style="list-style-type: none"> • Conflict • Key Details • Narrative • Dialogue • See this section in Lesson 1 and 2 for review of other words. 	<p>Instructional Strategies for Academic Vocabulary:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use an anchor chart to model to help student understand the meaning of words. <input type="checkbox"/> Introduce words with student-friendly definition and pictures <input type="checkbox"/> Model how to use the words in writing/discussion <input type="checkbox"/> Read and discuss the meaning of word in multiple contexts <input type="checkbox"/> Students create pictures/symbols to represent words <input type="checkbox"/> Students write/discuss using the words
<p>In-Context Vocabulary:</p> <ul style="list-style-type: none"> • See Activity 1. <p>Note: Words included as in-context are meant to aid in comprehension of the text through the instruction of context clue strategies. When assessing for student mastery of in-context vocabulary, assess students' ability to use strategies. See RL.4 AND L.4 in your grade level standards.</p>	<p>Strategies for Teaching How to Determine Meaning from Context Clues:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Model the CPR context clue strategy. <input type="checkbox"/> Use an Anchor Chart to model how to use context clues to determine the meaning of words
<p>Direct Instruction Text Vocabulary:</p> <ul style="list-style-type: none"> • See Activity 1. <p>Note: Words included for direct instruction are meant to aid in comprehension of the text. Decisions about vocabulary assessments and word walls are to be made based on individual needs of students.</p>	<p>Instructional Strategies for Direct Instruction Text Vocabulary:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Introduce words with student-friendly definition and pictures <input type="checkbox"/> Model how to use the words in writing/discussion <input type="checkbox"/> Read and discuss the meaning of word in multiple contexts <input type="checkbox"/> Students create pictures/symbols to represent words <input type="checkbox"/> Students write/discuss using the words <input type="checkbox"/> Students act out the words or create movements/gestures to represent the meaning of the words
Symbol	Type of Text and Interpretation of Symbol
	Instructional support and/or extension suggestions for students who are EL, have disabilities, or perform/read well below the grade level and/or for students who and/or a more advanced text for students who perform/read well above grade level
✓	Assessment (Pre-assessment, Formative, Self, or Summative)

Instructional Plan

Anticipatory Set/Introduction to the Lesson

Have students draw a picture of what they think a classroom of unmotivated students looks like. Have them add thought/dialogue bubbles and discuss what's happening in their drawing's classroom.

Note: Consider collecting them without names as possible data to explore in their upcoming research assignment.

Understanding Lesson Purpose and Student Outcomes

Explain to students that they will apply what they have learned about student motivation to examine the main character, Melinda, in the text *Speak*. They'll determine her level of motivation and some of the possible contributing factors to that level. They will use the information from the texts about student motivation to rewrite a scene a scene where Melinda has low motivation and change it to one where she is highly motivated.

Activity 1: Fluency and Vocabulary Practice

Provide students with individual copies of multiple [Excerpts from Speak](#) by Laurie Halse Anderson.

Note: Be sure to choose one or more scenes in which she seems motivated and one or more scenes in which she seems unmotivated.

Explain to students that fluency and vocabulary are very important to the comprehension of a text, and to read effectively, they must attend to those needs.

Note: Before the lesson, determine the sentence(s) or section(s) that your students may struggle to read fluently. Model reading that sentence/section fluently, and have students echo it back right after you read it. Have students discuss why you are reading it in that way (e.g., the dash means the character was interrupted). Repeat the echo read one more time.

Have students search through the text for words that are unfamiliar to them. If it is a word that has clear context clues, teach students a strategy to determine the meaning of the word from the context clues. See the strategies listed in the "Strategies for Teaching How to Determine Meaning from Context Clues" section above the instructional plan. If it is a word that contains no context clues, use one of the strategies from the "Instructional Strategies for Direct Instruction Text Vocabulary" listed in the

vocabulary section above the instructional plan.

Option Note: You may choose to form small groups in which students practice these and additional skills. One group can be a teacher-led group for students based on student needs.

Activity 2: First Read

T: By identifying the incidents of a story, you can often trace how the characters and theme develops over the course of the text. What happened in this story? You will read the story and draw thumb-nail sketches of what is happening in the story. Be sure to include important dialogue wherever necessary.

Have students read silently through one of [Excerpts from Speak](#) by Laurie Halse Anderson, stopping periodically to draw thumb-nail sketches of what is happening in the excerpt. Model an example of the beginning of an excerpt if students are struggling.

Have students share by working together (possibly combine sets of pictures or revise one person's set) to create a storyboard of events of the story and the actions of the characters. Tell students to be sure to include important narrative and dialogue wherever necessary.

Differentiation Option: Allow students to choose how they want to create a storyboard: paper/pencil/colors, digitally with images from online placed in another document, digitally with an app or program, through recorded movements of students pretending to be characters, with still-shot pictures of students pretending to be characters, or a teacher-approved student suggestion.

Activity 3: Second Read

T: Knowing the main characters and their “personalities” is key to identifying the theme. You can determine personalities by analyzing the narrative, the dialogue, their actions, the way they respond to each other and events.

Think-Write-Share: Choose one or more of the excerpts and provide answers to the following questions:

1. Who were some of the main characters? List the names of the main characters and one adjective word or phrase to describe them.
2. What is Melinda's level of motivation in this class?

3. What particular lines (of narrative or dialogue) or incidents reveal her level of motivation?
4. Based on the previously-read texts about student motivation, what could be contributing to her motivation level? Use evidence from the anchor text can further support your analysis.
5. Compare a scene in which she seems motivated to a scene in which she seems unmotivated. Discuss the differences between what could be contributing to her motivation level in both scenes.

Activity 4: Third Read

T: Let's reread a scene for the third time. This time, you will be reading to determine how to rewrite a scene. Use the information from the texts we have read about student motivation to rewrite a scene in which her motivation level is low to include factors that show her as highly motivated.

Provide these guiding questions to help students think like a writer:

- What factor is contributing to her low level of motivation in this scene, and how can I change that factor to one that will contribute to a higher level of motivation?
- How can I use dialogue in the same way the author does to reveal Melinda's level of motivation?
- How can I use narrative in the same way the author does to reveal Melinda's level of motivation?
- How can I use incidents in the same way the author does to reveal Melinda's level of motivation?

Activity 5: Grammar in Context

Have student examine the way in which the Laurie Halse Anderson uses ellipses, dashes, commas, and various sentence structures. Have the students discuss the impact on the reader and have them revise their narrative to include ellipses, dashes, commas, and various sentence structures like Laurie Halse Anderson does.

Activity 5: Application to Performance Task

T: How can we apply what we learned today about student motivation to our performance task?

Direct students to add ideas to their **Handout 2.2**.

Note: Students may need to be provided with an extra copy to continue adding.

Reflection and Closing

Have students reflect on how they accomplished learning targets.

Homework

No Homework

Lesson 6: Scaffolding the Research

Focus Standard(s): W.8.2, W.8.7

Additional Standard(s): RI.8.2, W.8.3c, W.8.5, W.8.8, W.8.10, L.8.1d, L.8.6

Estimated Time: 11-12 days

Text(s): Student-collected primary and secondary sources

Resources and Materials:

- Handout 1.1: Unit Introduction Activity
- Handout 1.2: Performance Task Motivation Questionnaire (optional)
- Handout 1.3: Learning Targets for the Unit
- Handout 1.4: Performance Task Planning Sheet
- Handout 1.5: Investigation Notes- Model
- Handout 1.6: Investigation Notes- Student Copy
- Student copies of the [Rubric for the Performance Task](#)
- Student copies of [Performance Task](#) (optional)
- Handout 2.1: Analysis Lens 1
- Handout 2.2: Analysis Lens 2
- Handout 2.3: Formative Assessment Data Sheet
- [Speaking and Listening Tracker](#)
- [Discussion Stems](#)
- [Read Write Think lesson](#)
- Ted Ed video [“This App Makes It fun to Pick Up Litter”](#)

Lesson Target(s):

Students will show understanding of the following concepts:

- Research is conducted primarily to solve problems or answer a question in order to improve our quality of life.
- Sometimes one problem reveals another problem or question to answer.

- Researchers may have to reframe/revise their questions/problem statements to ensure they are investigating the actual problem.
- A research topic or question can be altered/revise based on the information available, narrowed if too much information is available, broadened if too little information is available.
- Not all sources are reliable.
- Not all information is valid.
- Both primary and secondary sources can help a researcher solve a problem or answer a question.

Students will complete the following actions:

- Generate and refine research questions and/or problems.
- Conduct research to answer a question or solve a problem.
- Evaluate the reliability and validity of sources and instruments to collect information.
- Utilize a valid, reliable, and ethical data-collection method.
- Evaluate sources to avoid collecting sources that contain false information or bias that makes the information unreliable.
- Make connections between and among various ideas and people concerning student motivation.

Guiding Question(s):

- How do I determine solutions to a problem through reliable, valid, and ethical research?
- How can I ethically collect reliable, valid data and information from both primary and secondary sources?
- How do I make connections between and among various sources of information?

Vocabulary

Academic Vocabulary:

- Data Collection
- Methods/Methodology
- Primary Sources
- Research Instrument
- Secondary Sources
- See this section in previous lessons for review of other words.

Instructional Strategies for Academic Vocabulary:

- Introduce words with student-friendly definition and pictures
- Model how to use the words in writing/discussion
- Read and discuss the meaning of word in multiple contexts
- Students create pictures/symbols to represent words
- Students write/discuss using the words
- Students act out the words or attach movements to the words

Clarify and validate their responses, as needed. Review the following terms using the strategies listed in the academic vocabulary section: methods/methodology, data collection, primary sources, secondary sources, research instrument.

Understanding Lesson Purpose and Student Outcomes

See this [ReadWriteThink resource](#) and review objectives with students.

Activities 1-9: Scaffolding the Research Presentation

See this [ReadWriteThink resource](#) to scaffold students through the research process and adapt appropriately.

Note 1: For Session 1, **Handout 1.5** and the unit rubric may be more appropriate than the Example Student Research Paper and the ReadWriteThink provided rubric. However, determine the appropriateness based on your students' needs.

Note 2: For Session 2, students have already collected their information for the literature review, but you may choose to have them complete additional research based on their needs or readiness.

Note 3: For Session 3 and 4, **Handout 1.5** may be more appropriate than the Example Student Research Paper. However, determine the appropriateness based on your students' needs.

Note 4: For Session 5, **Handout 1.5** provides an original research example survey based on a research question.

Note 5: Add an additional section to show how to create an effective introduction to a study.

Note 6: Add an additional section to allow students time to reflect on how they made connections among and distinctions between ideas. Use the previous lessons and rubric to guide feedback and discussion about their revisions.

Homework

Over multiple days (during Session 5), students should collect information as needed from sources outside of school (e.g., focus groups, interviews, and surveys) and bring back to group.

Each day, have students explain with specific examples what they learned about conducting research with their parents. They should use their own research paper and **Handout 1.3: Learning Target for the Unit** and/or the unit rubric as a guide for conversation. Have that person rate their understanding on a scale of 1-5 and return with a signature.

Lesson 7: Creating the Audiovisual Presentation

Focus Standard(s): SL.8.5, W.8.5

Additional Standard(s): SL.8.1a-d, SL.8.2, SL.8.6

Estimated Time: 4-5 days

Text(s): Student-collected primary and secondary sources

Resources and Materials:

- Handout 1.1: Unit Introduction Activity
- Handout 1.2: Performance Task Motivation Questionnaire
- Handout 1.3: Learning Targets for the Unit
- Handout 1.4: Performance Task Planning Sheet
- Handout 1.5: Investigation Notes- Model
- Handout 1.6: Investigation Notes- Student Copy
- Student copies of the [Rubric for the Performance Task](#)
- Student copies of [Performance Task](#)
- Handout 2.1: Analysis Lens 1
- Handout 2.2: Analysis Lens 2
- [Speaking and Listening Tracker](#)
- [Discussion Stems](#)
- [ReadWriteThink resource](#)

Lesson Target(s):

Students will show understanding of the following concepts: See this [ReadWriteThink resource](#) and **Handout 1.3**.

Students will complete the following actions: See this [ReadWriteThink resource](#) and **Handout 1.3**.

Guiding Question(s):

- See this [ReadWriteThink resource](#).

Vocabulary

<p>Academic Vocabulary:</p> <ul style="list-style-type: none"> • In-Text Citations • Reference List Citations • See this section in previous lessons for review of other words. 	<p>Instructional Strategies for Academic Vocabulary:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Introduce words with student-friendly definition and pictures <input type="checkbox"/> Model how to use the words in writing/discussion <input type="checkbox"/> Read and discuss the meaning of word in multiple contexts <input type="checkbox"/> Students create pictures/symbols to represent words <input type="checkbox"/> Students write/discuss using the words <input type="checkbox"/> Students act out the words or attach movements to the words
<p>In-ConTEXT Vocabulary:</p> <ul style="list-style-type: none"> • Students should analyze the sources they have chosen before/as they read and utilize the strategies suggested to the right. 	<p>Strategies for Teaching How to Determine Meaning from Context Clues:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use the CPR context clue strategy.
<p>Direct Instruction Text Vocabulary:</p> <ul style="list-style-type: none"> • Students should analyze the sources they have chosen before/as they read and utilize the strategies suggested to the right. 	<p>Instructional Strategies for Direct Instruction Text Vocabulary:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Introduce words with student-friendly definition and pictures <input type="checkbox"/> Model how to use the words in writing/discussion <input type="checkbox"/> Students create pictures/symbols to represent words <input type="checkbox"/> Students act out the words or attach movements to the words
Symbol	Type of Text and Interpretation of Symbol
	<p>Instructional support and/or extension suggestions for students who are EL, have disabilities, or perform/read well below the grade level and/or for students who and/or a more advanced text for students who perform/read well above grade level</p>
<p>✓</p>	<p>Assessment (Pre-assessment, Formative, Self, or Summative)</p>

Instructional Plan

Understanding Lesson Purpose and Student Outcomes

See this [ReadWriteThink resource](#) and review objectives with students.

Activities 1-10: Scaffolding the Research Presentation

See this [ReadWriteThink resource](#) to scaffold students through the research process and adapt appropriately.

Note: Students will use their notes from **Handout 1.6** to guide the content of the presentation.

Activity 11: Evaluating with the Grade Sheet

- ✓ Have students use the unit project rubric to evaluate their progress. Allow them time to ask you and other groups questions for feedback.

Reflection and Closing

- ✓ Have students use the grade sheet in **Handout 1.3: Learning Targets for the Unit** to evaluate their progress. Allow them time to ask you and other groups questions for feedback.

Homework

Each day, have students explain with specific examples what they learned about creating an audiovisual presentation with their parents. They should use their own research paper and **Handout 1.3: Learning Target for the Unit** and/or the unit rubric as a guide for conversation. Have that person rate their understanding on a scale of 1-5 and return with a signature.

Lesson 8: Publishing and Reflecting on the Presentation

Focus Standard(s): SL.8.6

Additional Standard(s): W.8.5

Estimated Time: 1-2 days

Text(s): Students' Final Presentations

Resources and Materials:

- Space, time, and devices to publish the presentations

Lesson Target(s):

Students will show understanding of the following concepts:

Students will complete the following actions:

Guiding Question(s):

-

Symbol	Type of Text and Interpretation of Symbol
	Instructional support and/or extension suggestions for students who are EL, have disabilities, or perform/read well below the grade level and/or for students who and/or a more advanced text for students who perform/read well above grade level
✓	Assessment (Pre-assessment, Formative, Self, or Summative)

Instructional Plan

Activity 1: Final Evaluation

Have students conduct a final evaluation of their own papers and publish (present) in the appropriate manner.

Extension:

Have speakers who are business people from the community present on how they use problem solving (perhaps concerning motivation) in their jobs.

Reflection and Closing

- ✓ Have students write a letter to their future selves explaining how they will apply what they have learned in the future.

Homework

No homework.

For training or questions regarding this unit,
please contact:

exemplarunit@mdek12.org