

GUIDEBOOKS

2.ELA

made by teachers
FOR TEACHERS

Don't Settle for THAT Response

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Today's Goals:

- Today we will answer **two** questions:
 - How do student look-fors support mastery of the LSS?
 - How do I respond to weak student responses in order to ensure success on the unit assessments?
- Success of this session will be measured by the participants' ability **to use student look-fors to assess students' progress toward mastery throughout the unit.**

Accepting Any Answer: An Epidemic

Why do we
take the
first
answer?

Why do we shy
away from
addressing poor
answers?

It saves time
and sanity.

It's awkward
and
embarrassing.

What does this do for students?

Agenda

- Begin with End In Mind: Unit Assessments
- Lesson Deep Dive: Student Look Fors
- Confronting Poor Responses
- Reflections

Grade 10: Rhetoric



Unit Goal

By the end of this unit, you will understand how authors use language to advance an argument and achieve a purpose. You will also use language to advance your own claims and analysis.

You will show you have met the unit goals by:



Unit Assessments

- Writing an analysis of how an author uses language to achieve a purpose in chosen text.
- Delivering a speech that uses language to advance your claims on a selected topic.
- Analyzing the language of a new text through multiple choice and written response.

Culminating Writing Task

In “What Is Rhetoric?,” the author says, “*How* one says something conveys meaning as much as *what* one says.”

Consider the texts in this unit and determine which text most effectively employs the resources of language to achieve a desired effect on the intended audience.

Write an essay that analyzes how the author uses rhetoric to advance a point of view or achieve a purpose. Discuss as part of the analysis how the author unfolds the series of ideas or events and the effect of specific word choices on meaning and tone.

Cite strong and thorough textual evidence to support the analysis.

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- Begin with End In Mind: Unit Assessments
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- Reflections

Lesson Deep Dive

Section II: 7-13

“Address to the Congress on Women’s Suffrage” by Carrie Chapman Catt

RI.9-10.2: Determine a central idea of a text and **analyze its development over the course of the text**, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

RI. 9-10. 3: Analyze how the author unfolds an analysis or series of ideas or events, **including the order in which the points are made**, how they are introduced and developed, and the connections that are drawn between them.

RI. 9-10. 4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

Lesson Deep Dive

Lesson 7: Analyzing the Organizational Structure of a Text



Address to Congress on Women's Suffrage

Carrie Chapman Catt

- 1 Woman suffrage is inevitable. Suffragists knew it before November 4, 1917; opponents afterward. Three distinct causes made it inevitable.
- 2 First, the history of our country. Ours is a nation born of revolution, of rebellion against a system of government so securely entrenched in the customs and traditions of human society that in 1776 it seemed impregnable. From the beginning of things, nations had been ruled by kings and for kings, while the people served and paid the cost. The American Revolutionists boldly proclaimed the heresies: "Taxation without representation is tyranny." "Governments derive their just powers from the consent of the governed." The colonists won, and the nation which was established as a result of their victory has held unfailingly that these two fundamental principles of democratic government are not only the spiritual source of our national existence but have been our chief historic pride and at all times the sheet anchor of our liberties.
- 3 Eighty years after the Revolution, Abraham Lincoln welded those two maxims into a new one: "Ours is a government of the people, by the people, and for the people." Fifty years more passed and the president of the United States, Woodrow Wilson, in a mighty crisis of the nation, proclaimed to the world: "We are fighting for the things which we have always carried nearest to our hearts: for democracy, for the right of those who submit to authority to have a voice in their own government."
- 4 All the way between these immortal aphorisms political leaders have declared unabated faith in their truth. Not one American has arisen to question their logic in the 141 years of our national existence. However stupidly our country may have evaded the logical application at times, it has never swerved from its devotion to the theory of democracy as expressed by those two axioms...
- 5 With such a history behind it, how can our nation escape the logic it has never failed to follow, when its last unenfranchised class calls for the vote? Behold our Uncle Sam floating the banner with one hand, "Taxation without representation is tyranny," and with the other seizing the billions of dollars paid in taxes by women to whom he refuses "representation." Behold him again, welcoming the boys of twenty-one and the newly made immigrant citizen to "a voice in their own government" while he denies that fundamental right of democracy to thousands of women public school teachers from whom many of these men learn all they know of citizenship and

Grade 10: Rhetoric

Today we will:

- Use context to determine the meaning of words in a text.
- Analyze how an author develops a series of ideas in a text.

What Are Student Look Fors?

Card 7 of 9

Let's Read! ✓

Full screen



- Read along with me as I read the text aloud.
- Mark words or phrases that signal how the author is organizing her ideas in [brackets].

Teaching notes

Print all

marked. Put brackets around the correct words, phrases, and sentences.

Student Look-Fors:

- Students should mark the words or phrases that reveal the author's organization:
 - "Three distinct causes..."
 - "First"
 - "Second"
 - "Third"
- Access an annotated exemplar of the text under the Additional Materials tab.

Previous

Next



Lesson 7:

Analyzing the Organizational Structure of a Text

How do these transitions help us navigate the text?

**DEPARTMENT of
EDUCATION**
Louisiana Believes

Address to Congress on Women's Suffrage
Carrie Chapman Catt

Ethos

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Grade 10: Rhetoric

Mark words or phrases that signal how the author is organizing her ideas in [brackets].

RI. 9-10. 3: Analyze how the author unfolds an analysis or series of ideas or events, **including the order in which the points are made**, how they are introduced and developed, and the connections that are drawn between them.

Lesson 7:

Analyzing the Organizational Structure of a Text

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Lesson 7:

Analyzing the Organizational Structure of a Text

How does the author's use of organizational words or phrases contribute to your understanding of the text?

"It makes the text easier to read and understand."

"It helps me predict what may come next."

"It gives me a road map to read the text."

RI. 9-10. 3: Analyze how the author unfolds an analysis or series of ideas or events, **including the order in which the points are made**, how they are introduced and developed, and the connections that are drawn between them.

Lesson Deep Dive

Lesson 8: Analyzing How an Author's Claims are Developed in a Text



Address to Congress on Women's Suffrage Carrie Chapman Catt

1 Woman suffrage is inevitable. Suffragists knew it before November 4, 1917; opponents afterward. Three distinct causes made it inevitable.

Read through
the text and
underline the
claims.

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denies that fundamental right of democracy to thousands of women public school
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Today we will:

- Analyze how an author develops claims in a text.

Lesson 8:

Analyzing How an Author's Claims are Developed In a Text

“_____ (author's name) _____
(strong signal verb) *that*

_____ (paraphrase the
claim).”

- Let's summarize a claim together.
- Summarize three additional claims in your reading response journal.

RI.9-10.2: Determine a central idea of a text and **analyze its development over the course of the text**, including how it emerges and is shaped and refined by specific details; provide an **objective summary of the text**.

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- Reflections

Confronting Poor Responses

Do:

- Seek out resources that support the SKILL gap.
- Try new strategies to conquer the skill.
 - [Talk Moves](#)
 - Turn and Talk
- Ask additional questions
- Reteach with new approach/ talking point.
 - Follow up the next day.
- Stick with it; don't quit.

Confronting Poor Responses

Don't:

- Supplant lesson materials for “easier” worksheets.
- Trip over success to save seconds.
- Skip lessons all together.

Confronting Poor Responses

Yes, pushing for the right answer may cause some embarrassment.

It may be awkward.

It may take more time.

But - what does THAT do for kids?

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- Begin with End In Mind: Unit Assessments
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Reflections

- Reflect on the following questions, then share your reflections with a partner.
 - Why is it important to track student progress against SLFs in every lesson?
 - What happens if we simply “skip” a lesson or just “move on?”
 - What do we do if students just don’t “get it?”