

| Stage 1: Student Exemplar Analysis | |
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| Close Read the Exemplar | |
| Day 1: Close Read to Understand | |
| Day 2: Close Read to Analyze | |

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| Day 1 | Close Read to Understand |
| Common Core Standards | RI.11-12.1-7 W.11-12.1 SL.11-12.1 L.11-12.6 |
| Learning Objectives | Students will be able to: <ul style="list-style-type: none"> Identify the key components of an argument by conducting a guided close read of an exemplar argumentative essay |
| Lesson Resources | Student Journal: <ul style="list-style-type: none"> Pages 10-12, 16-25 Digital Resources (available on One World website): <ul style="list-style-type: none"> Google Slides presentation |
| Do Now | Turn to pages 10-12 in your journal. Skim Yazmeen’s exemplar essay. <ul style="list-style-type: none"> <i>What is Yazmeen’s point about wage equality and women?</i> |
| Lesson Introduction | <ul style="list-style-type: none"> Share Do Now responses <ul style="list-style-type: none"> Explain that the essay was written by a fellow high school student, whose teacher nominated him for publication - that could be them in the future! Tell students that the essay is a strong example of the level of writing they will be able to achieve with One World and that closely examining the exemplar will help them learn how to express their ideas in writing more clearly. Review class agenda |
| Direct Instruction | <ul style="list-style-type: none"> Direct students to turn to page 16 and tell them they will be doing Close Read 1 today to gain an understanding of the argumentative elements Yazmeen includes in her essay. Go over the close read strategies: <ul style="list-style-type: none"> Stop & Jot: write down an answer Jot & Talk: write down an answer, then discuss with a partner Think-Pair-Share: think about the answer, then discuss with a partner Turn & Talk: Talk about the answer with a partner Model the close read of paragraph 1 with a think aloud. |
| Guided Practice | <ul style="list-style-type: none"> Have students partner up to read paragraph 2 and answer the close read questions. Monitor student progress and assist struggling students. Review the answers as a class. |
| Independent Practice | <ul style="list-style-type: none"> Students continue to work in pairs to answer the Close Read 1 questions for the rest of the essay. |

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| Exit Ticket | <ul style="list-style-type: none"> Based on your close read of Yazmeen’s essay, answer Analyzing Claims and Evidence questions 1-2 on page 25. |
| Differentiation Suggestions | |
| Virtual Learning | <ul style="list-style-type: none"> Record a screencast modeling the close read for paragraph 1. Have students work on the close read independently, then discuss in small group synchronous sessions. Assign the example paragraphs as a jigsaw activity, using breakout rooms to facilitate small group work. |
| Extension | <ul style="list-style-type: none"> Assign certain students to be discussion leaders and facilitate conversations about the essay. |
| Language Development | <ul style="list-style-type: none"> Provide sentence stems to facilitate discussion: <ul style="list-style-type: none"> I think the claim is... One example of evidence is... I think...is the warrant because... Encourage students to annotate the paragraphs using the same color code scheme from the vocabulary activity. |

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| Day 2 | Close Read to Analyze |
| Common Core Standards | RI.11-12.1-7 W.11-12.1 SL.11-12.1 L.11-12.6 |
| Learning Objectives | Students will be able to: <ul style="list-style-type: none"> Analyze how an author makes an argument by conducting a guided close read of an exemplar argumentative essay Evaluate how effectively an argument was made using citing specific examples from the exemplar text to explain their reasoning |
| Lesson Resources | Student Journal: <ul style="list-style-type: none"> Pages 16-26 Digital Resources (available on One World website): <ul style="list-style-type: none"> Google Slides presentation Reading comprehension quiz (Google Form) |
| Do Now | Based on your close read of Yazmeen’s essay yesterday, what are some of the reasons Yazmeen supports wage equality for women? |
| Lesson Introduction | <ul style="list-style-type: none"> Share Do Now responses Review class agenda Pass out student journals |
| Direct Instruction | <ul style="list-style-type: none"> Tell students that yesterday they did a close read of Yazmeen’s essay to understand what information Yazmeen included to make her argument. Today they will re-read her essay to analyze how Yazmeen structured her argument and evaluate whether it was an effective or strong argument or not. |

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| | <ul style="list-style-type: none"> • Model Close Read 2 for paragraph 1 with a think aloud. |
| Guided Practice | <ul style="list-style-type: none"> • Have students work in pairs to conduct a close read of paragraph 2. • Discuss the analysis questions as a class. |
| Independent Practice | <ul style="list-style-type: none"> • Students continue to work in pairs to close read the remaining paragraphs. |
| Exit Ticket | <p>Think-Pair-Write:Based on your close read of Yazmeen’s essay, answer questions 3-4 on page 25. Teachers may use pg. 26 as a homework or assessment of learning.</p> |
| Differentiation Suggestions | |
| Virtual Learning | <ul style="list-style-type: none"> • Record a screencast modeling the close read for paragraph 1. Have students work on the close read independently, then discuss in small group synchronous sessions. • Assign the example paragraphs as a jigsaw activity, using breakout rooms to facilitate small group work. |
| Extension | <ul style="list-style-type: none"> • Assign certain students to be discussion leaders and facilitate conversations about the essay. • Have students select a different student essay from the One World website to close read and evaluate. |
| Language Development | <ul style="list-style-type: none"> • Provide sentence stems to facilitate discussion: <ul style="list-style-type: none"> ○ I think the claim is... ○ One example of evidence is... ○ The evidence is/isn’t effective because... ○ Daniel supports his evidence by... ○ The evidence supports the claim because it shows... ○ I think the counterclaim is/isn’t strong because... • Encourage students to annotate the paragraphs using the same color code scheme from the vocabulary activity. |