# THE Common Core Companion *Grades 3-5*

## Booster Lessons

### Elevating Instruction Day by Day

## Leslie Blauman

CL CORWIN LITERACY

# Thank you

## FOR YOUR INTEREST IN CORWIN

Please enjoy this complimentary excerpt from *The Common Core Companion Booster Lessons: Grades 3-5* by Leslie Blauman. Use this lesson to explain to students how an author uses reasons and evidence in informational text.

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## What the **Student** Does

## Literature

**3** **Gist:** The K–5 Common Core Standards claim this standard is "not applicable to literature."

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## Informational Text

**3** **Gist:** Students follow the connections between particular sentences that hold key details to the meaning of the text and paragraphs in the text, noting patterns such as comparison, cause/effect, and first/second/third in order to describe the connections between sentences and paragraphs.

**They consider:**

- What is the topic?
- What is the most important idea about topic the author wants me to learn?
- What details in this section seem to support a main idea?
- How does this detail fit with the one I just read?
- How has the author organized his piece?
- Is the text organized using cause/effect? What words in the text help me know that?
- Is the text organized using comparison? What words in the text help me know that?
- Is the text organized sequentially? What words help me know that?
- Is there a different organizational pattern?
- How do the sentences connect to the paragraphs?

**4** **Gist:** Students examine how an author uses reasons and evidence to support key points in written text.

**They consider:**

- What is the topic of this text?
- What is the main idea/key point the author is making about the topic?
- Does the introduction and conclusion help me?
- What seem the supporting reasons and details?
- Do the topic sentences give clues?
- How can I use headings to help me locate the author's reasons for the main idea?

**5** **Gist:** Students examine how an author provides reasons and evidence to support key points in a text, then identify which reasons or evidence support which ideas or points.

**They consider:**

- What is the topic of this text?
- What is the main idea/key point the author is making about the topic?
- How do headings, topic sentences, repeating words help me decide it?
- Are there subtopics?
- Might the subtopics help me know which reasons support each key point?
- What evidence does the author provide to support each key idea?

## What the **Teacher** Does

**To have students describe the logical connection between particular sentences and paragraphs in a text:**

- Explicitly teach different organizational patterns (cause/effect, comparison and sequence) and key words by sharing a variety of informational texts with students.
- Using an array of nonfiction articles and books, develop lessons that give students practice with comprehending small chunks of text. For example, take two paragraphs on great white sharks, and model how you list out the facts on paper before deciding the author's main point. Invite students to do the same kind of listing/bulleting as they see how details relate and add up. Use chart paper to make the process more understandable.
- Take apart a shared text—either by sentences or paragraphs—and have students put it back together in logical order.
- Use the whiteboard to rearrange a paragraph out of order and have students reassemble it. After, have students explain how and why they determined the order.
- In a shared text, have students highlight key words or linking words that signal order or organization in a text.

**To teach students to explain how an author uses reasons and evidence to support particular points in a text and to identify which reasons and evidence support which point:**

- Model for students how you decide what the main idea (key point/conclusion) of the text is. Think aloud all your questioning strategies (e.g., What is the author trying to convey in this section? The next? What is this mostly about? Are there words that repeat? What does the author say first? What does he say last? What do all the details seem to be about?), then highlight or mark reasons and evidence in the text that support that main idea.
- Provide students with a short piece of informational text and have them determine the author's main idea, using the strategies you've modeled. After they have determined that, read through the text again as a class and highlight the reasons and evidence and annotate in the margins how this supports the main idea.
- Have students use note cards to record the main idea or key points in a text and then sticky notes to record reasons and evidence. Place sticky notes on the note cards their reasons support.
- Provide graphic organizers for students to record key points and reasons and evidence. An open-hand graphic could have a key point in the palm and the supporting reasons on five fingers.
- After gathering the reasons and evidence in support of a main idea, have students evaluate and explain if the author has provided adequate reasons and evidence to support the point.
- To help students understand what you mean by "key points" and "reasons," explain these terms using examples that are closer to their life experiences. For example, you might make the statement (key point) that "Julia is a top-notch soccer player." To prove that point, you might say 1. She was the highest scoring player last season, 2. She was selected to be part of a traveling team, 3. She practices every night after school and on weekends. Have students provide statements of their own and reasons to back them up.
- In a shared text, have students highlight the key point the author is making. (This is often written as the topic sentence.) Then guide students to reread the text to look for evidence in the text that backs up the author's key point. Mark the evidence with highlighting tape or sticky notes, or annotate in the margins.
- Have students examine the illustrations and text features in a shared text, such as, for example, pictures and captions, scale drawings, and diagrams for evidence that supports the key point.
- As you read aloud or share a text, identify one key point. Make a "statement/evidence chart" where you write out the full statement at the top of the chart and then list in each line below the evidence you found to support the statement (with page numbers when applicable) and/or the text feature that provided the evidence.

**To help your English language learners, try this:**

- Work with them to make sure they understand the concept of main idea. Discuss what they think the author wants them to learn from a text that they're reading. Then have them show you a reason in the text that supports this.

For graphic organizer templates, see online resources at **www.corwin.com/thecommoncorecompanion.**

## Preparing to Teach: Reading Standard 8

**Preparing the Classroom**

**Preparing the Mindset**

**Preparing the Texts to Use**

**Preparing to Differentiate**

**Connections to Other Standards:**

## Academic Vocabulary: Key Words and Phrases

**Argument:** The writer or speaker adopts a position, about which they attempt to persuade others to think or feel differently about an issue, to change how they act, or to resolve disagreements between themselves and other parties about an issue. They accomplish these ends by presenting claims supported with reasons, evidence, and appeals. Arguments are related to but different from claims, propositions, thesis statements, or assertions.

**Claims:** A claim is what an author wants readers to accept as true and act on; the author's thesis is the *primary* claim he or she will make, develop, and support with evidence throughout the paper. Because a claim is debatable, it requires supporting evidence to counter inevitable challenges the critical reader will make as they assess the validity of the claims, logic, and evidence.

**Delineate:** The reader must be able to describe or represent in precise detail the author's argument, as well as his or her claims, reasoning, and evidence; to delineate is to draw a line between what is and is *not* the exact argument, claim, reasoning, or evidence.

**Evidence (relevance and sufficiency of):** It is the reader's job to determine if the evidence is, in fact, related to the claim and does, indeed, provide adequate support. If the evidence is from an unreliable source or is limited to a few details, the reader should consider the evidence insufficient.

**Validity of the reasoning:** Readers determine if the writer's logic is based on valid, reliable evidence from current and credible sources or one or more fallacies that are false or misleading, connected as they are by dubious links between the claim and the evidence.

*Notes*