EA: severe sources, feets, evidence

ACTIVITY 2.6

PLAN

Materials: research sources/ Internet, two preselected websites for evaluation, highlighters, picture of or actual Coca Cola can Suggested pacing: 1.5 50-minute

Suggested pacing: 1.5 50-minute class periods

TEACH

- 1 Now that students have done some preliminary research, they need to understand how to evaluate the sources they are consulting.
- 2 First, read the introductory paragraph, and then guide students to begin to complete the graphic organizer by predicting or looking up the definition of each source evaluation criterion. Then have students take notes to define each criterion presented.

Bellringer:
Besides the internet
Where else can
you find information
for research.

ACTIVIT 2.6

Evaluating Sources: How Credible Are They?

LEARNING STRATEGIES:

Predicting, Note-taking, Graphic Organizer

ACADEMIC VOCABULARY

Credibility comes from the

word credible, which means

"believable or trustworthy."

Learning Targets

Evaluate research sources for authority, accuracy, credibility, timeliness, and purpose/audience.

Distinguish between primary and secondary sources.

Evaluate a website's content and identity to determine appropriate Internet sources for research.

My Notes

Research Sources

After choosing a topic and writing research questions, the next step is to find sources of information. Sources might be books, magazines, documentary films, or online information. Not all sources are equal, however. Some are better than others. Learning how to tell the difference is a skill you need both for your academic success and your life.

Evaluating Sources LT 1

 You can evaluate both print and online resources using five separate criteria, including authority, accuracy, credibility, timeliness, and purpose/audience.
 Use a dictionary or work with your classmates and teacher to complete each definition.

Source Criteria	Definition
1. Authority	Who is the author? What organization is behind this information? What are the qualifications of the author or organization to write about this topic?
2. Accuracy	Try to determine if the content of the source is fact, opinion, or propaganda. If you think the source is offering facts, are the sources for those facts clearly indicated?
3. Credibility	Is the information trustworthy? Does it show any biases for or against the topic?
4. Timeliness	How timely is the source? Is the source years out of date? Some information becomes dated when new research is available, but other older sources of information can be quite sound 50 or 100 years later.
5. Purpose/Audience	What is the purpose of the information? To whom is it directed?

COMMON CORE STATE STANDARDS

Focus Standards:

W.7.8: 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.

W.7.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Additional Standards Addressed: W.7.7; SL.7.2; SL.7.6; RI.7.1; RI.7.6

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2. Look back at the two informational texts in this unit. For each text, write the title in the graphic organizer below. Then evaluate how well the texts meet each of the criteria. Check that you have correct definitions for each term.

Text 1:	Text 2:
Authority:	Authority:
Accuracy:	Accuracy:
Credibility:	Credibility:
Timeliness:	Timeliness:
Purpose/Audience:	Purpose/Audience:

'3. Do you think one of these sources is more credible or worthy of your trust than the other? Explain why.

Preview

In this part of the activity, you will read an online informational text and practice evaluating the text using the criteria you learned earlier in the activity.

Setting a Purpose for Reading

- As you read the text, underline phrases or sentences that say what the company does not do with regard to marketing to children.
- Circle unknown words and phrases. Try to determine the meaning of the words by using context clues, word parts, or a dictionary.

My Notes



• independent reading

for the second text.

ACTIVITY 2.6 continued

evaluating sources using the two informational texts already

presented in the unit. Model for

the class how to use the criteria to

evaluate the credibility of the first text. Then ask pairs to do the same

4 Read the Preview and the Setting a Purpose for Reading sections with

3 Follow the directions to practice

- · paired reading
- small-group reading
- · choral reading
- · read aloud



Text Complexity

Overall: Complex Lexile: 1540L

Qualitative: Low Difficulty Task: Moderate (Analyze)

- 6 As students are reading, monitor their progress. Be sure they are engaged with the text and annotating the text for statements about what the company does not do. Evaluate whether the selected reading mode is effective.
- 7 Based on the observations you made during the first reading, you may want to adjust your reading mode. For example, you may decide for the second reading to read aloud certain complex passages, or you may group students differently.

- independently
- in pairs
- in small aroups
- together as a class

9 Have students answer the textdependent questions. If they have difficulty, scaffold the questions by rephrasing them or breaking them down into smaller parts. See the Scaffolding the Text-Dependent Questions boxes for suggestions.

ACTIVITY 2.6 continued

Evaluating Sources: How Credible Are They?

My Notes

Informational Text

depict: show

refrain from: avoid

from Mars webpage

- 1 One important aspect of the Mars Marketing Code is our commitment not to direct advertisements to children under 12 years of age. In 2007, we were the first food company to announce a global commitment to stop advertising food, snack and confectionery products to children under 12.
- 2 Specifically, we do not buy advertising time or space if more than a quarter of the audience is likely to be under 12 and we do not advertise on websites aimed at those under 13. Visitors to most of our web pages have to enter their birth date before downloading branded wallpapers or screensavers or participating in activities. Our advertisements and promotions never depict unaccompanied children under 12 eating snack foods, nor do we use them as spokespeople for our brands.
- We continue to use established brand characters such as the M&M'So Characters, but will refrain from creating new characters with child appeal for chocolate, gum and confections. The actions and speech of the M&M'S° Characters are intended for an audience over 12 years of age, and we continue to emphasize their mature personalities and adult characteristics.
- 4 Our Marketing Code also states that Mars does not place vending machines offering our snack food products in primary schools and does not offer Mars-branded educational materials or sponsor sporting events at primary schools, except in connection with established educational or public service messaging programs on responsible gum disposal and oral health care, or upon the request of schools.
- 5 We are a member of the International Food and Beverage Alliance (IFBA) industry coalition, which commits member companies to upholding shared marketing standards. The IFBA monitors its members' performance, and a third party audits a sample of ten countries with a global spread.
- In addition to our global Marketing Code, we have signed country-specific marketing pledges around the world.

Second Read

- Reread the informational text to answer these text-dependent questions.
- Write any additional questions you have about the text in your Reader/Writer Notebook.

SCAFFOLDING THE TEXT-DEPENDENT QUESTIONS



1. Key Ideas and Details (RI.7.1) The first paragraph states that Mars is committed to not marketing to children. How does it support this statement? Why might the company want readers to know about its commitment? What might the company be trying to communicate to consumers by saying they do not market to children? Is this an effective way for a food company to present itself to the consuming public? Why is this good marketing?

2. Key Ideas and Details (RI.7.1) How does the phrase "or upon the request of schools" affect the claim that the company does not sponsor sporting events at primary schools? Why can "upon the request of schools" be considered a weakness in the company's commitment to not advertising to children under 12?

1. Key Ideas and Details: The first paragraph states that Mars is committed to not marketing to children. How does it support this statement? Why might the company want readers to know about its commitment?

The statement is supported by the sentence, "In 2007, we were the first food company to announce a global commitment to stop advertising food, snack and confectionery products to children under 12." This gives readers a positive idea of the company as an industry leader that looks out for the welfare of children.

2. Key Ideas and Details: How does the phrase "or upon the request of schools" affect the claim that the company does not sponsor sporting events at primary

It subtly reveals a major exception to the claim.

3. Craft and Structure: What is the likely purpose for including the paragraph about being "a member of the International Food and Beverage Alliance"?

The paragraph aims to increase the credibility of the company by saying it is monitored by a large, external organization.



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Working from the Text

4. Use the graphic organizer below to further analyze the text. Make inferences conclusions based on details in the text — and cite specific evidence to support your inferences.

2000年1月1日 - 1000日 - 100	Mars
Role	Inference:
Who is the author? Where is this text published?	Evidence:
Audience	Inference:
Who is the intended audience?	Evidence:
Format	Inference:
How does the format match the intended audience?	Evidence:
Topic	Inference:
What is the purpose of this text? What is the point of view of the company regarding marketing to youth?	Evidence:

5. How would you rate this text for the five criteria for evaluating sources? Explain your reasoning.

3. Craft and Structure (RI.7.6) What is the purpose for including the paragraph about being "a member of the International Food and Beverage Alliance"? How do you know? What impression do you get from knowing that Mars is part of an international alliance? Does it make the company seem more or less honest and ethical?



My Notes

informational.

TEACHER TD TEACHER

ACTIVITY 2.6 continued

text. This will also ensure that

be considered an argumentative

10 Allow students to collaboratively complete the RAFT chart as a reading strategy to help them analyze the

students see how the Mars text can

(persuasive) text rather than strictly

All students should complete the RAFT to ensure a thorough analysis. This is also a check of students' reading abilities.

Leveled Differentiated Instruction

In this activity, students may need the support of an Idea and Argument Evaluator to help them analyze the text.

Em Have students work in pairs to answer the following questions using simple phrases What is the author's main idea? What ideas support the author's main idea?

Guide students to work in pairs to identify the author's main idea and list support from the text, offering support as needed.

Have students work in pairs to complete the graphic organizer, building on each other's responses in order to understand the author's ideas.

Support Have students work independently to complete the graphic organizer.

12 To evaluate online resources, begin by reviewing the information on the various Internet domain suffixes. Guide students to understand which websites, based on the domain suffixes, would be most likely to provide valid information. Have them apply this information as a further criterion for evaluating sources.

Evaluating Sources: How Credible Are They?

ACADEMIC VOCABULARY

A primary source is an original account or record created at the time of an event by someone who witnessed or was involved in it. Autobiographies, letters. and government records are types of primary sources. Secondary sources analyze, interpret, or critique primary sources. Textbooks, books about historical events, and works of criticism, such as movie and book reviews, are secondary sources.

My Notes

Primary and Secondary Sources

When choosing credible research sources, you will find primary and secondary sources. Primary sources are original documents; they are often used in historical research. For example, if you are researching the era of the Civil War, you might use the primary resource of Lincoln's "Gettysburg Address." You might find that speech in a secondary source written about the Civil War or on the Internet.

6. Look at the texts you have read so far in the unit. Are they primary or secondary sources? How do you know?

Both are secondary sources since both are based on polls conducted by their respective companies (Harris Interactive poll and Center for the American Dream poll). The polls would be primary sources. The online text, written by the Mars company itself, is a primary source.

Evaluating Online Resources

Anyone can publish writing on the Internet. This openness is both one of the strengths and one of the weaknesses of the Internet. In order to be an effective researcher, you must be aware of the differences in quality that exist among

A good place to start evaluating a website's authority is by looking at its domain suffix. The domain name is the Web address, or Internet identity. The domain suffix, the three letters that follow the dot, is the category in which that website falls. The most commonly used domain suffixes are described below.

Domain Suffix	Definition/Description
.com	Stands for "commercial." Usually, websites with this suffix intend to make some sort of profit from their Internet services. Typically these are the websites that sell goods or services.
.org	Stands for "organization." Primarily used by not-for-profit groups such as charities and professional organizations.
.net	Stands for "network." Used by Internet service providers or web-hosting companies.
.edu	Stands for "education." Used by colleges, universities, educational organizations, or other institutions.
.gov	Stands for " government." Used by federal, state, and local government sites.



- 7. Which of the domain suffixes would lead you to expect that the information was more geared to selling something than giving information?
- 8. Visit the list of the sites provided by your teacher. Choose two that you want to investigate further in order to practice evaluating online sources. As you surf through the site, use the graphic organizer on the next page to help you decide whether the website provides reliable information without bias.
 - Circle "yes" or "no" for each question. You want to be able to answer "yes" to as many of the questions as possible to consider the source reliable and credible.
 - · If you are able to answer "yes" to the question, answer the question by taking notes about the site.

Site 1		 	
Site 2			

9. Is one of the sites you explored more credible (trustworthy) than the other? Why?

Searching for Sources

When using the Internet for research, your first step might be to use a search engine to find sources. Search engines work from a type of index. When you enter a search term that is in the index, the search engine finds websites that also use that word or phrase.

Depending on your search term, a search might return hundreds, thousands, or even millions of possible sites. For example, if you enter the search term "Civil War," you will get pages and pages of sites because the term is so broad. If you are just looking for the battle at Antietam, narrowing your search to that word would give you better results.

- 10. How might you choose good sites from your search?
- 11. To research the effect of marketing and advertising to young people, what search terms might you use?
- 12. Using your search term(s), find information on the topic of marketing and advertising aimed at young people. Choose one or two sites to explore further. Record information about the sites (URL, type of information provided, and your comments on the site or the information).



The word bias comes from the Old French word biais and means "slant or slope." The noun bias refers to a preference, especially one that prevents impartial judgment.

Му	Notes
إنبيا	

TEACHER TEACHER

It is important to evaluate the websites ahead of time so you are aware of the content and any obstacles students may run into. Pairs or triads work best for grouping in this activity. It is difficult for groups with more than three members to share a computer.

- 14 Ask each group to share its site evaluations with other groups.
- 15 Have students read the Searching for Sources information, and then answer the questions relating to search terms. Have students share their ideas for search terms with the class and create a class list of viable terms.

13 Select two websites that address the topic of consumerism and marketing to youth. Try to select one that is reliable and one that is less reliable. If you need help with this step, refer to your school media specialist. If computers are not readily available, you may wish to print out the website information and distribute it to the class. If Internet access is available, send each group to a computer to find each site and evaluate it against the criteria on the graphic organizer. Using the criteria and questions, instruct student groups to complete the activity by thinking "yes" or "no" and noting their responses.

Evaluating Sources: How Credible Are They?

LT 3)			
Criteria	Question	Yes/No	Site 1	Site 2
Authority	 Is it clear who is sponsoring the creation and maintenance of the page? Is there information available describing the purpose of the sponsoring organization? Is there a way to verify the authority of the page's sponsor? For instance, is a phone number or address available to contact for more information? Is it clear who developed and wrote the material? Are his or her qualifications for writing on this topic clearly stated? Is there contact information for the author of the material? 	Yes No Yes No Yes No	Notes:	Notes:
Accuracy	Are the sources for factual information given so they can be verified? If information is presented in graphs or charts, is it labeled clearly? Does the information appear to have errors?	Yes No Yes No Yes No		
Credibility	1. Is the page and the information from a reliable source? 2. Is it free of advertising? 3. If there is advertising on the page, is it clearly separated from the informational content? 4. Are there any signs of bias?	Yes No Yes No Yes No Yes No		,
Timeliness	1. Do dates on the page indicate when the page was written or last revised? 2. Are there any other indications that the material is updated frequently to ensure timely information? 3. If the information is published in print in different editions, is it clear what edition the page is from?	Yes No Yes No Yes No		
Purpose/ Audience	Does the site indicate who the intended audience is? Is there any evidence of why the information is provided?	Yes No Yes No		

you should use precise language and a formal writing style.

Precise language. Your choice of words (diction) should include the academic vocabulary and literary terms that you are learning, as they apply to the topic. For example:

Original: The advertisement used a celebrity to help sell its product.

Revised: The advertisement used the advertising technique of a testimonial to sell its product by using the professional athlete Derek Jeter.

Another way to be precise is to provide detailed information about a text or resource you are citing.

Original: In the news story it says that . . .

Revised: In the news story from the New York Times on Sunday, March 18, the

Formal language. Formal language avoids slang, and it generally does not use contractions. Most slang that you might use in everyday language is too casual for academic writing. Words or phrases you use with your peers may not be understood by different audiences or appropriate for an academic topic.

Original: I'm a teenager, and, like, most of us look at famous people as cool and in

Revised: Teenagers generally believe that famous people are models for their own thoughts and behavior.

Check Your Understanding

WRITING to SOURCES | Expository Writing Prompt: Using information from one of your searches, write a paragraph summarizing the information you found about marketing to young people. Be sure to:

- Introduce your topic clearly.
- Use concrete details, examples, and quotations to develop your topic.
- Use formal language and transitions that create coherence.

My Notes

ACTIVITY 2.6 continued

17 Review the information on precise language and formal style. Have students discuss the examples of precise diction and informal versus formal style. Ask students to create their own examples by having them do quickwrites about a topic. Then, as a class, choose two or three to revise from informal to formal language.

18 Have students respond to the expository writing prompt.

ASSESS

Evaluate students' responses to the writing prompt to ensure that they are able to introduce a topic clearly: to include relevant details and precise information for the topic; and to use formal, academic language correctly. Also check for correct spelling and punctuation to get students into the habit of self-editing for these conventions.

ADAPT

Students will need to evaluate the quality of the sources in their research for both the expository essay (EA1) and the argumentative essay (EA2). You might consider replicating the graphic organizers for students to use as support when they get to the EAs. As students proceed through the unit (both EAs), continually bring up the question of credibility. Consider asking a student to create a poster for the classroom to summarize the criteria. Display it or put the criteria on the Word Wall so students are reminded that this is an important part of the research process.

Anchor chart for credibility

PLAN

Materials: documentary film The Myth of Choice: How Junk-Food Marketers Target Our Kids by Food MythBusters (available at http://foodmyths.org/ myths/marketing-advertising/) Estimated Pacing: 150-minute class period

TEACH

- 1 To anticipate the genre and director's purpose, review the RAFT strategy and assign small groups to each part. Instruct students to listen for their assigned part and record inferences and evidence (specific diction) to support the part as you read the following information. Read the paragraph in the following step three times for students to (1) hear it. (2) take notes, and (3) take notes again and then talk in discussion groups. Elicit responses from the different groups so that students can take notes for all components of RAFT. Remind students that a documentary is a secondary source.
- 2 Read the following paragraph aloud: "Every year, some of the world's largest corporations spend billions on marketing, advertising, and lobbying campaigns to shape the way we think about food; much of that money specifically targets children and teenagers. These multibillion dollar messaging campaigns obscure the reality that highly processed foods, sugary drinks, and industrial agriculture are harming our health, economy, and the planet. Meanwhile, across the country, fast-food chains are crowding out grocery stores and supermarkets, narrowing the healthy food choices available. But a growing movement of people is fighting back and speaking up for a sustainable and fair food system. An initiative of the Real Food Media Project, led by author Anna Lappé, Food MythBusters is a collaboration among some of the leading food and farming organizations in the country with the goal of spreading the real story about what we eat. Their animated movie The Myth of Choice: How Junk-Food Marketers Target Our Kids takes on the myth of personal choice and exposes the harmful impact of marketing to kids."

2.7

My Notes

Gathering Evidence from a Film

LEARNING STRATEGIES:

Graphic Organizer, Note-taking, Double-Entry Journal, Discussion Groups **Learning Targets**

1 • (Analyze a film to assess its purpose and credibility.

Z • Identify and record relevant research information from a film.

· Participate in a collaborative discussion about research findings.

Film Study LT2

"CLOSE READING

1. To help you understand the genre and purpose of the film *The Myth of Choice:* How Junk-Food Marketers Target Our Kids, record details using the following graphic organizer as you listen to information about the film.

EA CONNECTION
· COMBINE 10 EAS
ACCURATELY
FROM SEVERAL
Sources

review	CH
cocondas	h
Source	00

Role Who created this film?	Inference: Evidence:
Audience Who do you think it was created for?	Inference:
Format What type of film is it? How will the information be presented? Is the film a primary or secondary source?	Inference: Evidence:
Topic What will this be about? What is its purpose?	Inference: Evidence:

2. Use the graphic organizer on the next page or some other form to take notes about the film that might help you answer the research question you have selected. Write your research question(s) below.

Research question(s) I hope to answer:

NOTES TEACH

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Sample questions: What techniques are used especially for young audiences? Why are teens and tweens important to advertisers? How effective are ads targeted to teenage audiences? What role does advertising play in the lives of

COMMON CORE STATE STANDARDS

Focus Standards:

W.7.8: 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.

SL.7.1a: 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.

Additional Standards Addressed:

W.7.7; W.7.9b; SL.7.2; SL.7.6

ACTIVITY 2.7 continued

417.8

Evidence from the Film	Personal Response	What evidence answers your research questions? What new questions do you have?
Food companies tell us they're just doing their job.	I have experienced I have read about I have heard about This reminds me of I think I feel	
"Still, I can just say no, right?"		
"The food industry has spent millions"		

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Check Your Understanding

SL7.1

In preparation for a group discussion, answer the following questions.

- 1. How did this resource help you answer your research question? Provide specific details from the film as support.
- 2. What additional information did you find interesting?
- 3. What is one other question the film prompted you to think about?
- 4. Respond to the essential question: How do advertisers attempt to influence consumers?
- 5. From what you can tell, how reliable is this source?

In collaborative discussion groups, share your responses. Remember to:

- · Explicitly refer to facts and examples from note-taking.
- Ask open-ended questions that bring about further discussion.
- Paraphrase others' comments and respond to others' questions.
- Revise your own ideas as you gain information from others.

My Notes

EXTENSION

ASSESS

Check students' notes to review whether they were able to record sufficient evidence from the film. Monitor discussion groups to check for discussion of relevant points.

ADAPT

Students will have an opportunity in the next activity to practice active reading by making personal responses and supporting them with textual evidence.

ACTIVITY 2.7 continued

- 3 Next, review the use of the double-entry journal as an active reading/note-taking strategy.
- 4 To focus students' note-taking, revisit the research questions from Activities 2.2, 2.3, and 2.4. Have students select (or you select) one or two questions that appeal to them and match the information they gleaned from the RAFT.
- 5 Show the first part of the film (to "Still, I can just say no, right?" 2:22). Pause at least twice to model your thinking and note-taking in a double-entry journal you have replicated on a whiteboard or poster. Show that you are recording evidence (either by paraphrasing or directly quoting the narrator) that helps answer the research question you have selected. Also model a personal response.
- 6 Show the second section of the film (to "The food industry has spent millions," 4:45 minutes). Pause twice during the clip and ask pairs to work together to take notes in their journals and to share evidence and thinking. Guide students to think about how their research questions might need refinement or elaboration.

TEACHER TO TEACHER

You can extend students' learning by sharing additional short films or audio podcasts on the subject of advertising to youth. Have students use the same graphic organizers to analyze, respond to, and discuss the films. Example films:

- 1. Ads in Schools. Australian **Broadcasting Corporation:** http://www.abc.net.au/btn/story/ s3314149.htm
- 2. Captive Audience (trailer). Media **Education Foundation.** http://www.mediaed. org/cgi-bin/commerce. cgi?preadd=action&key=105
- 3. Eve To Eve: Marketing To Kids. CBS News: https://www.youtube.com/ watch?v=oAdvZ_qi9Bk

OFFERIXIG MORE

PLAN

Materials: highlighters Estimated Pacing: 250-minute class periods

TEACH

- 11 This activity continues the process of gathering evidence. The article complements the viewing of the film in the previous activity to demonstrate how two different media channels or authors present similar information. It also demonstrates gathering information from multiple sources.
- 2 Read the Preview and the Setting a Purpose for Reading sections with your students. Help them understand how to annotate the text with questions they have.
- 3 FIRST READ: Based on the complexity of the passage and your knowledge of your students, you may choose to conduct the first reading in a variety of ways:
- independent reading
- paired reading
- · small-group reading
- choral reading
- · read aloud

Text Complexity

Overall: Complex Lexile: 1130L

Qualitative: Moderate Difficulty Task: Accessible (Understand)

2.8

Gathering Evidence from a News Article

LEARNING STRATEGIES:

Skimming/Scanning, Marking the Text, Close Reading

Learning Targets

(1) • Closely read and analyze a text to make connections between information presented in the text and information presented in a film.

Write a paragraph comparing and contrasting information presented in different

In this activity, you will read and respond to an article about marketing to children.

Then you will compare and contrast information from the article with information

My Notes

EA CONNECTION: LASES A VARIET OF SENTENCE

· CAMBINES

STRUCTURE

IDEAS FROM SNERAL SOURCE

News Article

you have about what you just read.

Circle unknown words and phrases. Try to determine the meaning of the words by using context clues, word parts, or a dictionary.

· As you read the news article, pause after each chunk and write one question

"CLOSE READING

Savvy: shrewd, knowledgeable

covet: to desire or yearn for something

REMIND

1 Isabella Sweet doesn't wear a target on her chest. But kid marketers covet this 9-year old as if she does. Perhaps it's because she's a techie

you learned from a film on the same topic.

Setting a Purpose for Reading

2 The fourth-grader from Davis, Calif., spends almost an hour a day on the Webkinz website. The site charms kids by linking Webkinz plush animals — of which she owns 18 — with online games that encourage kids to earn and spend virtual money so they can create elaborate rooms for virtual versions of their Webkinz pets.



3 The site does one more thing: It posts ads that reward kids with virtual currency when they click. Every time a kid clicks on an ad, there's a virtual ka-ching at the other end for Ganz, which owns Webkinz.

4 At issue: With the use of new, kid-enchanting technologies, are savvy marketers gaining the upper hand on parents? Are toy marketers such as Ganz, food marketers such as McDonald's and kid-coddling apparel retailers such as 77kids by American Eagle too eager to target kids?

COMMON CORE STATE STANDARDS

Focus Standards:

RI.7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.7.9: Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

W.7.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information brough the selection, organization, and analysis of relevant content. Additional Standards Addressed:

RI.7.2; RI.7.5; RI.7.10; W.7.5; SL.7.1a; L.7.1b; L.7.4a; L.7.5a

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Chunk 2

- 5 At stake: \$1.12 trillion. That's the amount that kids influenced last year in overall family spending, says James McNeal, a kid marketing consultant and author of "Kids as Consumers: A Handbook of Marketing to Children." "Up to age 16, kids are determining most expenditures in the household," he says. "This is very attractive to marketers."
- 6 It used to be so simple. A well-placed TV spot on a Saturday-morning cartoon show or a kid-friendly image on a cereal box was all it took. No longer. The world of marketing to kids has grown extremely complex and tech-heavy. Marketers that seek new ways to target kids are aware of new calls for federal action — including voluntary marketing guidelines that would affect food marketers. Kids, who are spending less time watching TV and more time on computers or smartphones, are becoming targets online.
- 7 "Marketers are getting more and more devious," says Susan Linn, director of Campaign for a Commercial-Free Childhood, a watchdog group. With the growing use of smartphones and social media, she says, "They have new avenues for targeting children that parents might miss."
- 8 Even ad-savvy parents are sometimes unaware how marketers are reaching out to their children, getting around ad blockers While on the Webkinz site, Sweet recently clicked once a day for seven days on an ad for a film trailer that was posted for Judy Moody and the NOT Bummer Summer. She says that she wasn't really interested in the movie. But each day that she clicked it and answered three questions, she earned a virtual lime-green dresser and bulletin board for the rooms she created online for her Webkinz.
- 9 "I've got five dressers and seven bulletin boards," says the girl. "I don't have enough rooms to fit them all in."

- 10 This kind of marketing to kids drives Isabella's mother crazy. "They're doing this right under the noses of parents," says Elizabeth Sweet, a doctoral student at University of California-Davis doing her dissertation on the marketing of kids' toys. Even so, she says, she had no idea about the video ads on Webkinz until her daughter told her.
- 11 "This whole planting of movie videos in the online game experience is new to me," Sweet says. "What bothers me most is that when she first signed up for the site, I thought it was OK."
- 12 Sweet has an ad-blocker app on her browser. These movie ads are woven into the site content in such a way that her daughter sees - and responds to them anyway, she says.
- 13 "We occasionally introduce limited-time promotions so that our Webkinz World members can enjoy fun, unique activities and events," says Susan McVeigh, a Ganz spokeswoman, in an e-mail.
- 14 But Elizabeth Sweet isn't the only parent who's unhappy with how and what Webkinz markets to kids.

expenditures: spending, expenses



Etymology

My Notes

A guideline is a general rule or principle used to set standards or determine a course of action. It comes from guide, "to lead the way," plus line in the sense "a mark made by a pen or pencil" and was originally used in a literal sense to mean a line drawn on a surface to guide cutting or writing.

ACTIVITY 2.8 continued

- 4 As students are reading, monitor their progress. Be sure they are engaged with the text and annotating the text with questions they have after each chunk. Evaluate whether the selected reading mode is effective.
- 5 Based on the observations you made during the first reading, you may want to adjust your reading mode. For example, you may decide for the second reading to read aloud certain complex passages, or you may group students differently.
- 6 SECOND READ: During the second reading, students will be returning to the text to answer the text-dependent comprehension questions. You may choose to have students reread and work on the questions in a variety of ways:
- independently
- in pairs
- in small groups
- together as a class
- Have students answer the textdependent questions. If they have difficulty, scaffold the questions by rephrasing them or breaking them down into smaller parts. See the Scaffolding the Text-Dependent Questions boxes for suggestions.

SCAFFOLDING THE TEXT-DEPENDENT QUESTIONS

- 1. Key Ideas and Details (RI.7.1) Reread chunk 1. Explain how technology is helping advertisers reach more kids. Use evidence from the text in your answer. Reread paragraph 8 and 9 and notice how advertisers embed videos in kids' games, then get around parents' attempts to monitor their kids' use of technology.
- 2. Craft and Structure (RI.7.6) In chunk 4, how did Christina Cunningham feel about the web ad? What lines in the text help you answer the question? Reread the last two paragraphs of the first section. What three things does Christina Cunningham do to show her attitude toward the web ad she sees on the Webkinz website?



ACTIVITY 2.8 continued

Teacher Notes

ACTIVITY 2.B continued

Gathering Evidence from a News Article

My Notes
<u> Palinerel alla la la la</u>
TW

- 15 Last month, Christina Cunningham, a fulltime mother from Port St. Lucie, Fla. happened to look over as two of her daughters — ages 9 and 7 — were signing onto the Webkinz website. On the log-in screen, an ad flashed for BabyPictureMaker. com, which nudges consumers to download pictures of two people - promising to send back a picture of what a baby they might have together would look like.
- 15 "This is not acceptable," says Cunningham, who shooed her kids away from the site and fired off an e-mail to Webkinz. When she didn't hear back, she sent another. Again, she says, she received no response. But McVeigh says Webkinz e-mailed Cunningham responses, twice. A frustrated Cunningham contacted Campaign for a Commercial-Free Childhood. The group contacted Webkinz, which removed the ad. "We will make sure to open an investigation into the matter and take the appropriate steps," spokeswoman McVeigh assured the group in a letter.

Chunk 5

The fast-food connection

- 16 Webkinz declined to share the outcome of this investigation with USA TODAY — nor would it explain how the ad got on the site. "We're fully committed to a responsible approach regarding advertising and the advertisers we allow on the site," says McVeigh, in an e-mail.
- 17 But in the eyes of some parents, no one goes more over the top in marketing to kids than the big food sellers - particularly sellers of high-sugar cereals and highfat, high-calorie fast food.
- 18 That's one reason the Obama administration is proposing that food makers adopt voluntary limits on the way they market to kids. These proposed voluntary guidelines, to be written by a team from four federal agencies, have set the food and ad industries howling — even before they've been completed.
- 19"I can't imagine any mom in America who thinks stripping tigers and toucans off cereal boxes will do anything to address obesity," said Scott Faber, a spokesman for the Grocery Manufacturers Association, at a May hearing.
- 20 But Wayne Altman thinks the voluntary guidelines are critical. He's a family physician in the Boston area who has three sons ages 13, 5 and 4. He's particularly concerned about Ronald McDonald. "We know that children under 8 have no ability to [distinguish] between truth and advertising," he says. "So, to have this clown get a new generation hooked on a bad product just isn't right."
- 21 Because of the obesity, heart disease and food-related illnesses fed partly by savvy food marketers such as McDonald's, Altman says, "We have a generation of children that is the first to have a life expectancy less than its parents."
- 22 Plenty of others think as Altman does, even though Ronald is regularly used to promote Ronald McDonald House Charities. Ronald also shows up in schools. He's got his own website, Ronald.com, where the clown promises that kids can "learn, play and create while having fun." And he's the focal point of a new social-media campaign that nudges kids to download their own photos with images of Ronald and share them with friends.



- 3. Key Ideas and Details (RI.7.3) The article presents a cause-and-effect relationship in the "fast-food connection" section between two things. What are they? Cite evidence that helps you answer the question. Notice the beginning of the section: what two big food sellers target kids especially? What is the result of kids succumbing to fast-food advertising?
- 4. Craft and Structure (RI.7.6) Look again at chunk 5. What two factors make Wayne Altman a credible authority on this topic? Find where

Wayne Altman is introduced in the second section of the article. Why is he interested in the connection between fast food and health?

5. Craft and Structure (RI.7.4) What is meant by the phrase "think like a mom, see like a kid"? How does 77kids combine balance parental concerns with kids' desire to be entertained?



ACTIVITY 2.B continued

- 23 More than 1,000 doctors, including Altman, recently signed a petition that asked McDonald's to stop using Ronald to market to kids. "People have a right to sell and advertise," he says. "But where do we draw the line?"
- 24 McDonald's which recently announced it will modify its Happy Meals in September by reducing the number of fries and adding apple slices — has no plans to dump Ronald. "Ronald McDonald is an ambassador for McDonald's and an ambassador for good," CEO Jim Skinner told shareholders in May at the company's annual meeting. "Ronald McDonald is going nowhere."

77 kids entertains shoppers

- 25 But American Eagle is going somewhere. And if any retailer exemplifies the techie new world of marketing to kids, it may be 77kids by American Eagle.
- 26 The outside-the-box store that it just opened at New York's Times Square sells midpriced clothing targeting boys and girls from toddler to 12. But the heart of the target is the 10-year-old. Getting a 10-year-old's attention is all about whiz-bang technology — like the chain's virtual ticket to rock stardom.
- 27 In the center of the Times Square store sits a "Be a Rock Star" photo booth. It's all about music and tech. The booth has a big-screen TV that shows a video of a rock band composed of 10- to 12-year-old kids singing "I Wanna Rock" by Twisted Sister. Any tween, with parental permission, can download his or her photo and substitute it on the screen for one of the rock stars.
- 28"Our brand ideology is: Think like a mom, see like a kid," explains Betsy Schumacher chief merchandising officer at 77kids. "It made sense to us to have technology in the store that speaks to a kid's experience — and how they play."
- 29 Each 77kids store also has two iPad-like touch-screens that allow kids to virtually try on most of the clothing in the store. Who needs a dressing room when you can download your own photo and have it instantly matched online with that cool motorcycle vest or hip pair of distressed jeans? The same touch-screen also allows kids to play instant DJ, where they can mess online with the very same music that's being played in the store — slowing it down, speeding it up or even voting it off the playlist.
- 30 Nearly nine in 10 kids who shop at 77kids try one of these technologies while visiting the store, Schumacher estimates. The company makes no bones about laser targeting 10-year-olds. "The point is to keep a kid engaged so that shopping is enjoyable, Schumacher says." Kids are looking for entertainment when they come to the mall."

Chunk 7

Ex-adman wants change

- 31 Marketers, in turn, are looking for kids. And profits.
- 32 It isn't just advertising watchdogs who think it's time for a change. So does the guy who two years ago was arguably the ad world's top creative executive, Alex Bogusky. The agency that he has since left, Crispin Porter + Bogusky, has created campaigns for such kid-craving companies as Burger King and Domino's. Now, with the ad biz in his rearview mirror, Bogusky suggests it may be time for marketers to rethink.

My Notes

retailer: a person or business that sells goods directly to the



The English word ideology means "a set of ideas and beliefs." It has the same meaning as the Spanish word ideología.

6. Key Ideas and Details (RI.7.1) In chunk 7, Alex Bogusky is quoted as saying a lot of good things would happen if everyone stopped marketing to children. Based on information presented in the text, what might be some of the results of not marketing to children? Re-examine each section of the article to find one thing from each that would be better for children if advertising to kids stopped.



ACTIVITY 2.8 continued

Teacher Notes

Gathering Evidence from a News Article

GRAMMAR & USAGE Compound Sentences

Compound sentences are formed by combining two sentences with a coordinating conjunction such as but, and, for, yet, or, or so.

Example: Advertisers market to children, and children in turn pressure their parents to buy.

Complex sentences contain dependent clauses that begin with markers such as after, since, because, although, even though, or when.

Example: When I turn on the television, I always see advertisements with kids my age in them.

33 "So what if we stopped it?" he recently posed on his personal blog. "What if we decided that advertising to children was something none of us would engage in anymore? What would happen? A lot of things would happen, and almost all seem to be for the good of society."

34 Babies as young as 6 months old can form mental images of logos and mascots — and brand loyalties can be established as early as 2, says the watchdog group Center for a New American Dream. McNeal, the kids marketing guru, says he consults with companies that are constantly trying to figure out how to get inside day care centers and bore their images inside the minds of preschoolers. Back at Isabella Sweet's Webkinz-filled home, she's still saving her weekly \$1 allowance to buy yet more. She can't help it, she says, even though each one costs \$5 to \$13. Even the family cats drag out her Webkinz to play. "I wish I had a favorite Webkinz, but I don't," says Isabella. "I love them all."

Second Read

- Reread the article to answer these text-dependent questions.
- Write any additional questions you have about the text in your Reader/Writer Notebook

1. **Key Ideas and Details:** Reread chunk 1. How is technology helping advertisers reach more kids? Use evidence from the text in your answer.

Using technology, advertisers embed ads in online games and entice them with virtual rewards.

My Notes

bore: drill



2. Craft and Structure: In chunk 4, how did Christina Cunningham feel about the web ad? What lines in the text help you answer the question?

She was angry as indicated by the following words and phrases: "This is not acceptable," "she fired off an e-mail," "frustrated."

3. Key Ideas and Details: The article presents a cause-and-effect relationship between two things. What are they? Cite evidence that helps you answer the question. $\mathcal{L}_{\mathcal{I}}$ \mathcal{I} .

The article links food-industry marketing (especially fast food) with childhood obesity. Evidence: "Because of the obesity, heart disease and food-related illnesses fed partly by savvy food marketers such as McDonald's ..."

4. Craft and Structure: Look again at chunk 5. What two factors make Wayne Altman a trustworthy authority on this topic? RIT?.

He is a family physician and the father of three young children.

5. Craft and Structure: What is meant by the phrase "think like a mom, see like a kid" in chunk 6? RI7.4

The phrase suggests that it is useful to think like a parent who doesn't want his or her child to be manipulated but to see like a kid who wants to play and be entertained.

Answers will vary but may include: children and their parents will spend less money; children will be healthier and eat less junk food.

Working from the Text

- Revisit the text and mark it by stopping, thinking, and writing a response for each chunk of the text in the margin. Your annotations (written responses) may include:
 - · Connecting (text to self/text/world)
 - Questioning ("I wonder . . . " "Why did . . . ")
 - Visualizing (draw a picture or symbol)
 - Paying attention to new learning ("Wow," "Cool," "No way," etc.)
- Summarizing each section in a sentence or two
- 8. Join another pair or small group and share your understandings and summaries. Then discuss by making connections to your own or others' ideas. As a listener, remember to make eye contact with the speaker, take notes, and actively respond with questions or comments.
- With your group, discuss one way information from The Myth of Choice is like information from the article you just read. Then discuss one way it is different.
 Be sure to give details from both texts in your discussion.

Language and Writer's Craft: Sentence Variety

Using a variety of sentence structures is important to emphasize and connect deas and as a way to create reader interest. Writing that contains many sentences of the same pattern bores both the writer and the reader.

Add variety and clarity by experimenting with different sentence structures.

Simple sentences: Note that these two simple sentences do not show a connection between ideas.

Advertisers are concerned about kids. Advertisers want kids to buy their products.

Compound sentence: Note the relationship that is now established between advertisers and kids.

Advertisers care about kids, but they are more concerned that kids buy their products.

Complex sentence:

Even though advertisers say they care about kids, they are more concerned about selling their products to kids.

Combine the following simple sentences into compound and complex sentences.

- Advertisers know that children influence what parents buy, Children are the targets of advertisers.
- Parents try to protect their children from marketers. Watchdog agencies also try to keep advertisers honest.

My Notes

ANNOTATION

Leveled Differentiated Instruction

enhance cohesion and clarity.

ACTIVITY 2.8 continued

After reading, have students revisit and respond to each chunk of the text. Then, pair students and have them share their section

summaries and make connections

marketing for online games, fast

Direct students to respond to the compare-and-contrast prompt. Their

responses will be used later in the

variety and structures by getting

upon by more complex syntactic

10 Discuss the examples of sentence

students to think about the ideas and

how they are clarified and elaborated

structures. Introductory phrases here

are used as transitional devices to

to their own experiences with

food, or clothing.

activity.

Students may need support to understand different sentence patterns. In this activity, students will use an **Idea Connector** graphic organizer to help them connect ideas. Provide students with several short sentences or clauses and ask them to combine them in different ways. You may choose to have students produce their answers orally or in writing.

Help students use basic transitions such as *and*, but, and or to make connections between ideas.

Ex Encourage students to use a variety of transitions such as because, in order to, and even though to make connections between ideas.

Br Have students use a wider variety of transitions such as while, although, and in spite of to make connections between ideas.

ASSESS

In looking at students' annotations, check that they were able make a personal connection at least four times throughout the text and link each to specific evidence in the article.

Check that students answer the Working from the Text questions with sufficient textual support from both texts.

ADAPT

Compare/contrast writing is just one kind of expository writing that students will need in their academic careers. If you want to give more attention to this genre, consider using Writing Workshop 3.

Writing Workshops

Writing Workshop 3, Expository Writing: Compare and Contrast, will provide students with direct instruction in writing compare/ contrast essays.

ACTIVITY 2.8

Gathering Evidence from a News Article

My Notes

Writing to Compare and Contrast

To make comparisons between two things, you would mention both in your topic

Sample topic sentence: Both The Myth of Choice . . . and "Marketing to Kids . . . " emphasize the importance of children as targets for advertisers, but "Marketing to Kids Gets More Savvy" includes more personal examples.

Transitions: To compare and contrast the texts, use words or phrases as transitions between the ideas from each text.

similarly, on the other hand, in contrast, although, like, unlike, same as, in the same way, nevertheless, likewise, by contrast, conversely, however

as a result, therefore, finally, last, in conclusion, in summary, all in all

On the other hand, some parents have started to limit the amount of television their toddlers watch each day.

All in all, most parents of toddlers agree that they will start regulating the number of hours their children spend in front of a screen.

Check Your Understanding

WRITING to SOURCES | Expository Writing Prompt: Using evidence from the film and article, write a paragraph in which you compare information in both sources. What information is similar? What is different? Be sure to:

- Introduce your topic clearly.
- Use transitional words and phrases to show comparison and contrast.
- Use formal style and precise language.
- Provide a concluding statement that follows and supports the explanation.

Gathering Evidence: Bringing It All Together

ACTIVITY 2.9

Learning Targets

(Apply) planning and organization to ensure purpose and audience are addressed in writing.

Write a conclusion for an expository essay.

LEARNING STRATEGIES: Outlining, Brainstorming

My Notes

Characteristics of Expository Writing

You learned about the structure of an expository paragraph in Activities 2.4 and 2.5. The characteristics of this writing mode must be expanded to create an expository essay so that each paragraph contains the following:

- Topic sentence that presents a topic and the writer's claim or position about the topic in relation to the thesis
- Transitions to connect ideas (for example, however, on the other hand)
- Supporting information that includes specific facts and details that are relevant to the topic
- . Commentary that explains how the detail is relevant to the topic sentence
- Concluding statement, a final piece of commentary (as a result, overall, in conclusion) that supports the explanation. The concluding sentence brings a sense of closure to the paragraph and essay.

Outlining Ideas

Many writers find it helpful to create an outline of their ideas prior to drafting an essay. You might use the following format to outline your ideas to share the information from your research question(s).

Marketing to Youth

- I. Introduction/Thesis Statement That Answers the Prompt
- II. Body Paragraphs (with examples and information to support the main ideas of the thesis) that include the following:
 - A. Evidence and Commentary in Each Paragraph
- III. Concluding Statement

1. In this part of the unit, you have read several texts on marketing to young people, viewed a documentary film, and had numerous group discussions about the topic. In addition, you have collected information from websites. Using the information from these sources, create an outline for an expository essay about this topic.

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ACTIVITY 2.9

PLAN

Materials: highlighters Estimated pacing: 2 50-minute class periods

TEACH

- 1 This last activity before the **Embedded Assessment gives** students a chance to bring together and organize the information and ideas they have collected through the activities in the first half of this unit.
- 2 Instruct students to read the bullet points that summarize the requirements for an expository paragraph, and then review with them how to expand the general outline format of a paragraph to create a multi paragraph essay.
- 3 Have students work individually to create a draft outline for their own expository essay, fleshing out and adding detail to the sample format while expanding it to align with the information they have collected.

TEACHER TO TEACHER

You might supply students with the sentence starter for the Embedded Assessment 1 topic: "The role of advertising in the lives of youth is . . ." Possible completions of this sentence starter (to create a thesis statement) include:

- . . . more significant than they
- . . . that they are a major part of a company's efforts to expand their markets.
- . . . to drive youth to use their buying power to support the economy.

COMMON CORE STATE STANDARDS

Focus Standards:

W.7.2f: Provide a concluding statement or section that follows from and supports the information or explanation presented.

W.7.5: 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.

Additional Standards Addressed: W.7.10

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5 As students consider all the research they have done about the topic, have them list the "top 10" opinions or conclusions off the top of their heads. Give your students a short, specific amount of time, such as 2–4 minutes (use a timer).

6 Time students again and give them a specific amount of time (approximately 5 minutes) to "walk and talk" around the classroom for the purpose of sharing their lists and revising, adding to, or refining their lists based on others' ideas.

7 Have students respond to the expository writing prompt by creating a conclusion for the essay topic. They will have a chance to refine this conclusion when they respond to the Embedded Assessment 1 assignment.

ASSESS

Check that students are addressing all the "Be sure to" points in the writing prompt because all of these are needed for Embedded Assessment 1.

ADAPT

The graphic organizers and the outline are important prewriting organizers for effective discussions and organized analytical writing. Consider co-constructing a model text to show students how to use the outline and RAFT as a strategy for organizing writing.

INDEPENDENT READING CHECKPOINT

Put students into pairs to discuss the information and approaches to marketing they have found in their independent reading. ACTIVITY 2.9 continued

Gathering Evidence: Bringing It All Together

My Notes

Drawing Conclusions

2. Based on your reading about this topic and the notes you have taken, what are the top 10 opinions or conclusions you have come to as a result of your reading and research?

Possible responses:

- 1. Advertisers believe teens have money to spend.
- 2. Advertisers are increasingly targeting the technology habits of teens.
- Teens are not always conscious of the effects of advertising on their consuming.
- 4. Advertisers consciously target children.
- 5. Parents are concerned that their children are being targeted by advertisers.
- 6. Advertisers use online games to target young consumers.
- Advertisers believe children have influence over how money is spent in families.
- 8. Advertising has an effect on health and wellness issues affecting teens.
- 9. Advertisers use specific appeals in creating advertisements.
- 10. The more aware consumers are of the purpose and targeting of advertisements, the more they can make better consumer choices.

WRITING to SOURCES Expository Writing Prompt: Using your prior readings and research, write a conclusion for an essay on the topic of advertising to young people. Be sure to:

- Write a final statement that supports the thesis and topic sentences.
 Bring a sense of closure by using transitions and explanations that follow from the essay's main points.
- Use a formal writing style.



Independent Reading Checkpoint

With a partner, discuss the information and approaches to marketing you have learned about in your independent reading. Take notes on your discussion in your Reader/Writer Notebook or Independent Reading Log.

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Leveled Differentiated Instruction

In this activity, lead a group discussion to support understanding the purpose of writing a conclusion.

Ask yes—no questions about how a conclusion contributes to an essay.

Ask questions that require students to analyze how a conclusion contributes to an essay. Students should respond to questions and the comments of others by adding relevant information.

Writing an Expository Essay and Participating in a Collaborative Discussion

EMBEDDED ASSESSMENT 1

Assignment

Your assignment is to write an expository essay that explains the role of advertising in the lives of youth and then to exchange ideas in a collaborative discussion. For your essay, you may use as sources the articles in this unit and at least one additional informational text that you have researched.

Planning and Prewriting: Take time to make a plan for your essay.

- How will you review the ideas you have generated to select the most relevant examples and information?
- How can you work with a peer to revise your plan to be sure you have a clear

Drafting: Create an organized draft to identify and explain your topic.

- · How will you use what you have learned about beginning an essay as you write
- · Have you reviewed and evaluated your sources and examples to be sure they
- · How will you finish your draft with a conclusion that supports the information in your essay?

Revising and Editing: Strengthen your writing with attention to task, purpose, and audience.

- How can you use strategies such as **adding** and **replacing** to revise your draft for cohesion, clarity, diction, and language?
- How can the Scoring Guide help you evaluate how well your draft meets the requirements of the assignment?
- How will you proofread and edit your draft to demonstrate formal style and a command of the conventions of standard English capitalization, punctuation, spelling, grammar, and usage?

Preparing for Discussion: Take time to make a plan for your collaborative

- · What personal speaking and listening goals will you set for participation in the collaborative discussion?
- How can you use an outline or a copy of your essay to plan your talking points?
- How will you take notes in order to actively engage as an audience participant as you listen to your peers?

Reflection

After completing this Embedded Assessment, think about how you went about accomplishing this task, and respond to the following:

- · How did writing, speaking, and listening help you engage with your topic on a deeper level?
- · Did you meet the speaking and listening goals that you set for yourself? How could you improve for next time?

My Notes

TEACH

periods

PLAN

EMBEDDED

ASSESSMENT 1

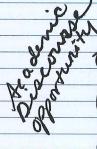
Planning and Prewriting: Because students have already done some planning and prewriting for this EA, encourage them to work with members of their writing groups to review and revise their outlines.

Estimated Pacing: 2 50-minute class

- 2 Drafting: Writing group members can help check that students have:
- · organized appropriately,
- used formal language,
- · used effective transitions, and
- included sentence variety.
- 3 Revising and Editing: This is the time to make sure students proofread carefully. You may want to suggest using word-processing tools to prepare the final draft.
- 4 Preparing for Discussion: You might want to ask students to hand in their essays before they have the discussion. They can use their rough drafts and notes as they engage in the group discussion.

For the discussion part of the EA, be sure students have completed the writing portion of the assignment. They will use their notes and essays as the source of talking points for the discussion.

5 Arrange students in groups of 10 and conduct three separate fishbowl discussions. Allow 10-15 minutes for each discussion. The fishbowl method allows a small group of students to speak. If you try to conduct the collaborative discussion with the entire class at the same time, not all students will be able to participate. Also, the fishbowl allows the viewers on the outside circle to listen and evaluate the ideas and speaking and listening skills of others.



COMMON CORE STATE STANDARDS

Focus Standards:

W.7.2a: Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

W.7.2b: Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

W.7.2c: Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

W.7.2f: Provide a concluding statement or section that follows from and supports the information or explanation presented.

EMBEDDED ASSESSMENT 1 continued

6 Be sure students attach and submit all parts of the Embedded Assessment: the first draft, the revision plan, and the revised draft. The reflection and the discussion talking points and notes can be handed in after the discussion.

Portfolio Students should take time to organize their work leading up to Embedded Assessment 1, including all the scaffolding work they have done, and move it to their Portfolio. Keeping a portfolio of work during the year is an important strategy for having students go through regular self-evaluations of their academic progress.

When you score this Embedded Assessment, you may wish to make copies or download and print a copy of the Scoring Guide from Springboard Digital. In this way, you can have a copy to mark for each student's work.

To identify individual areas where your English learners could use additional support, see the English Language **Development Rubric for Embedded** Assessment 1 on page 158a.

EMBEDDED ASSESSMENT 1

Writing an Expository Essay and Participating in a Collaborative Discussion

SCORING GUIDE

Scoring Criteria	Exemplary	Proficient	Emerging	Incomplete
Ideas	The essay • presents a topic with a clearly stated and insightful controlling idea • supports the topic with specific and relevant facts, evidence, details, and examples to guide understanding of main ideas • skillfully combines ideas from several sources.	The essay • presents a topic with a controlling idea • supports the topic with facts, evidence, details, and examples that guide the reader's understanding of the main ideas • combines ideas accurately from several sources.	The essay • presents a topic with an unfocused controlling idea • contains insufficient or vague facts, evidence, details, and examples that confuse the reader's understanding of the main ideas • uses ideas from limited sources.	The essay • presents an unclear or vague topic with no controlling idea • contains few facts, evidence, details, or examples • cites few or no sources or misstates ideas from sources.
Structure	The essay • leads with an effective, engaging introduction • effectively sequences ideas and uses meaningful transitions to create cohesion and clarify relationships • provides an insightful conclusion that follows from and supports the explanation presented.	The essay • presents a clear and focused introduction • sequences ideas and uses transitions to create coherence • provides a conclusion that connects the larger ideas presented in the essay.	The essay contains an underdeveloped and/or unfocused introduction presents disconnected ideas and limited use of transitions contains an underdeveloped or unfocused conclusion.	The essay contains a vague, unfocused introduction presents little, if any, commentary and no use of transitions contains a vague and/or no conclusion.
Use of Language	The essay uses precise diction deliberately chosen to inform or explain the topic uses a variety of sentence structures to enhance the explanation demonstrates technical command of the conventions of standard English.	The essay uses appropriate diction to inform or explain uses a variety of sentence structures demonstrates general command of conventions; minor errors do not interfere with meaning.	The essay uses informal diction that is not appropriate to inform or explain shows little or no variety in sentence structure demonstrates limited command of conventions; errors interfere with meaning.	The essay uses informal diction that is inappropriate for the purpose shows no variety in sentence structure demonstrates limited command of conventions; errors interfere with meaning.

COMMON CORE STATE STANDARDS

W.7.4: Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

W.7.9b: Apply grade 7 reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text,

assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").

L.7.2b: Spell correctly.

Additional Standards Addressed:

SL.7.1a; SL.7.1b; SL.7.1c; SL.7.1d; L.7.1b