

Close Reading Text:

EA: Combines ideas from several sources, facts, evidence etc

ACTIVITY 2.6

Evaluating Sources: How Credible Are They?

▶ PLAN

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

▶ TEACH

- Now that students have done some preliminary research, they need to understand how to evaluate the sources they are consulting.
- 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.

LEARNING STRATEGIES: Predicting, Note-taking, Graphic Organizer

My Notes

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.

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 Is the source years out of date?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?

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

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

LT I

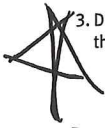
2. Look back at the two informational texts in this unit. For each text, write the title in the graphic organizer below. Then evaluate how well the texts meet each of the criteria. Check that you have correct definitions for each term.

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

My Notes

*Academic + high
Discourse
opportunity
engagement*

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.

3 Follow the directions to practice 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 for the second text.

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

5 **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: 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.

ACTIVITY 2.6 continued

8 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

9 Have students answer the text-dependent 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

LT3
① persuasive language connection

depict: show

refrain from: avoid

Informational Text

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.
- 3 We continue to use established brand characters such as the M&M'S® 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.
- 6 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

LT9
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?**

LT7
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?**

ACTIVITY 2.6 *continued*

11 Ask students to identify the differences between a primary source and a secondary source and to give examples of each. To transition to the topic of evaluating online sources, help students see that online sources — just like sources found in other formats — can be either primary or secondary. Ask students to name some examples of primary and secondary sources found on the Internet (primary: interviews with newsmakers, government archives that have been digitized, etc.; secondary: news articles, websites devoted to analyzing historical events, etc.).

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.

ACTIVITY 2.6 *continued*

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

LT 2

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.

LT 2

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

LT 3

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 websites.

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.

ACTIVITY 2.6 continued

16 Finally, have students use search terms to do online research for the research topic. They should choose one or two sites that look useful and then evaluate those sites using the graphic organizer provided.

ACTIVITY 2.6
continued

Evaluating Sources: How Credible Are They?

LT 3

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

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Language and Writer's Craft: Revising for Precise Language and Formal Style

Most of your expository writing will be for an academic audience. For this audience, 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 author claims that . . .

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 the know.

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

L - opportunity
 build students upon create a "key" of precise lang that they use for "check your understanding"

USE the T.E.C. writing frame remediation

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

ACTIVITY 2.7

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: 1 50-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."

ACTIVITY 2.7

Gathering Evidence from a Film

LEARNING STRATEGIES:
 Graphic Organizer,
 Note-taking, Double-Entry
 Journal, Discussion Groups

My Notes

EA CONNECTION:
 • COMBINE IDEAS
 ACCURATELY
 FROM SEVERAL
 SOURCES

review of
 secondary
 sources

RAFT
 review

Learning Targets

- Analyze a film to assess its purpose and credibility.
- Identify and record relevant research information from a film.
- Participate in a collaborative discussion about research findings.

Film Study

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.

Role Who created this film?	Inference: Evidence:
Audience Who do you think it was created for?	Inference: Evidence:
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:

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 youth?

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

WS7.8

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"		

LT3 Check Your Understanding

SL7.1

- In preparation for a group discussion, answer the following questions.
- How did this resource help you answer your research question? Provide specific details from the film as support.
 - What additional information did you find interesting?
 - What is one other question the film prompted you to think about?
 - Respond to the essential question: How do advertisers attempt to influence consumers?
 - 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.

LT1

My Notes

EXTENSION ACTIVITY

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:

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

OFFERING MORE SOURCES FOR RESEARCH

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.

Academic Discourse

ACTIVITY 2.8

PLAN

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

TEACH

1 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)

ACTIVITY 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.
2. Write a paragraph comparing and contrasting information presented in different texts.

Preview

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 you learned from a film on the same topic.

Setting a Purpose for Reading

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

News Article

"CLOSE READING TEXT"

Chunk 1

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.

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-enchancing 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?



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My Notes

EA CONNECTION:
 - USES A VARIETY OF SENTENCE STRUCTURE
 - COMBINES IDEAS FROM SEVERAL SOURCES

Savvy: shrewd, knowledgeable

covet: to desire or yearn for something

REMINDE STUDENTS: LOOK FOR EVIDENCE THAT ANSWERS THEIR RESEARCH QUESTIONS.

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 through 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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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."

Chunk 6

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 consumer

WORD CONNECTIONS

Cognates

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

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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.

LIT

LT1

6. **Key Ideas and Details:** 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? *RI 7.1*

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

7. 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.

9. 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.

My Notes

CAN BE
- PHRASE IN
CONJUNCTION
w/ It
ANNOTATION



Academic Distances



Language and Writer’s Craft: Sentence Variety

L

Using a variety of sentence structures is important to emphasize and connect ideas 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.

Leveled Differentiated Instruction

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.

Em 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.

ACTIVITY 2.8 continued

11 The writing prompt directs students to use the comparison writing they have done and develop it into a compare/contrast paragraph using the guidelines provided. The guidelines allow students to practice a variety of sentence structures and transitional phrases that are appropriate specifically for comparison writing.

ASSESS

In looking at students' annotations, check that they were able to 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 continued

Gathering Evidence from a News Article

My Notes

LTZ

Writing to Compare and Contrast

To make comparisons between two things, you would mention both in your topic sentence(s).

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.

For comparison and contrast:

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

For conclusion:

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

Examples:

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.

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MINI LESSON

L

Gathering Evidence: Bringing It All Together

ACTIVITY
2.9

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 realize.
- . . . 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.

Learning Targets

- 1 Apply planning and organization to ensure purpose and audience are addressed in writing.
- 2 Write a conclusion for an expository essay.

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.

LEARNING STRATEGIES:
Outlining, Brainstorming

My Notes

PROVIDE
SENTENCE
FRAME
OR CO-CONSTRUCT
AN OUTLINE

FOR
EM
STUDENTS

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

ACTIVITY 2.9 continued

4 The last step of the research process before communicating findings is to draw conclusions. While students have been drawing conclusions along the way, at this point they should think about all of the evidence they have gathered throughout the unit in order to select the most effective pieces to help support their explanations.

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.
3. 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.
7. 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.

Leveled Differentiated Instruction

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

Em Ask *yes–no* questions about how a conclusion contributes to an essay.

Ex 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

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 topic?

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 your draft?
- Have you reviewed and evaluated your sources and examples to be sure they are clear and relevant?
- 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 discussion.

- 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

Academic Dialogue Opportunity

PLAN

Estimated Pacing: 2 50-minute class periods

TEACH

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.

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.

SCORING GUIDE

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	<p>The essay</p> <ul style="list-style-type: none"> • 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. 	<p>The essay</p> <ul style="list-style-type: none"> • 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. 	<p>The essay</p> <ul style="list-style-type: none"> • 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. 	<p>The essay</p> <ul style="list-style-type: none"> • 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	<p>The essay</p> <ul style="list-style-type: none"> • 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. 	<p>The essay</p> <ul style="list-style-type: none"> • 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. 	<p>The essay</p> <ul style="list-style-type: none"> • contains an underdeveloped and/or unfocused introduction • presents disconnected ideas and limited use of transitions • contains an underdeveloped or unfocused conclusion. 	<p>The essay</p> <ul style="list-style-type: none"> • 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	<p>The essay</p> <ul style="list-style-type: none"> • 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. 	<p>The essay</p> <ul style="list-style-type: none"> • 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. 	<p>The essay</p> <ul style="list-style-type: none"> • 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. 	<p>The essay</p> <ul style="list-style-type: none"> • 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