



Close reading plan

“Do Cell Phones Belong in the Classroom?” by Robert Earl

Created by Craig J. Wisniewski, 2014 Connecticut Dream Team teacher

What makes this text complex?			
Text and Author	“Do Cell Phones Belong in the Classroom?” - Robert Earl		Where to Access Text The article can be located on <i>The Atlantic</i> magazine website via the following link: Do Cell Phones Belong in the Classroom? By Robert Earl
Text Description			
In this nonfiction article, Robert Earl begins his claim by asking what schools should do regarding the increased use of cell phones. In developing his claim, Earl cites quantitative data by describing examples of how teachers are currently utilizing technology and qualitative data by referencing statistical data collected in surveys regarding the use of cell phones by students. This article would be of high-interest to students as they see the benefits of utilizing cell phones educationally as opposed to just for personal and/or social reasons.			
Quantitative			
Lexile and Grade Level	1180 – 8 th Grade		Text Length 1,296 - Word Count
Qualitative			
Meaning/Central Ideas		Text Structure/Organization	
Meaning and central idea of the text (teaching is about thinking and learning) is explicitly stated throughout the article.		No graphics. Text features used: establishing a position in the beginning; a logical sequence; using transitional words to introduce points to support the argument and to acknowledge opposing viewpoints; repetition of words and phrases; use of rhetorical questions; a summing up of position at the end.	
Prior Knowledge Demands		Language Features	
An initial understanding of how writers develop arguments to support a claim using relevant and specific evidence.		Formal language (not conversational) and vocabulary should be accessible with the exception of a few words such as surreptitiously, ubiquitous, cajole, deleterious, et al. that most likely need to be defined within the text.	
Vocabulary			
Tier Two Words (General academic vocabulary)		Tier Three Words (Domain-specific words)	
<i>“Words that are far more likely to appear in written texts than in speech. [They] often represent subtle or precise ways to say relatively simple things—saunter instead of walk, for example.” (CCSS ELA Appendix A)</i>		<i>“[Tier Three words]...are specific to a domain or field of study (lava, carburetor, legislature, circumference, aorta) and key to understanding a new concept within a text.” (CCSS ELA Appendix A)</i>	
<ul style="list-style-type: none"> • objective • argued • advantage • disadvantage • solution 	<ul style="list-style-type: none"> • inductive reasoning • deductive reasoning • magnetism 	<ul style="list-style-type: none"> • migration • podcast 	
Potential Reader/Task Challenges			
The challenge for most students will be analyzing the structure of the article. Specifically, the author develops his central claim via the use of anecdotal and statistical data. Students may be confused by how the examples support the author’s claim as well as how the examples are interrelated.			

Text-dependent questions		
Question	Standard alignment	Page of this document
In paragraph 4, what is the importance of the Pew Internet and American Life Project from April 2010?	RI.8.1	5
According to paragraph 5, what is the effect of teachers allowing students to listen to music while doing class work?	RI.8.3	8
How do the words and phrases in paragraphs 5 and 6 impact the tone of the article?	RI.8.4	11
What can be concluded from the contrasting ideas provided in paragraph 7 and 8?	RI.8.6	14
Read the following line from paragraph 10 and answer the question that follows: “All in all, there is lots of <i>Sturm and Drang</i> , not enough contemplative thinking and learning.” How does this sentence help to develop the central idea of the text?	RI.8.5	16
What evidence is used to support the author’s claim about American education? Explain how this evidence is relevant.	RI.8.8	18

Target Standards

- RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
- RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- RI.8.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
- RI.8.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
- RI.8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

Question 1

Question #1

In paragraph 4, what is the importance of the Pew Internet and American Life Project from April 2010?

Standard(s) covered:

RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Example response that meets standard

In paragraph 4, Robert Earl uses research to show that regardless of a school's approach to cell phones, the percentage of students texting will be similar. For example, in schools where cell phones are allowed, 65% of students texted. Similarly, in schools where cell phones were not allowed, 58% of students texted. This shows that regardless if schools ban or do not ban cell phones, the percentage of students using their phones will not change.

Look-fors

- Accurately identifies the results of the survey in the text (e.g. 65% and 58% of students texting)
- Accurately quotes from the text to support response
- Draws a comparison between the data to infer that regardless if schools ban or do not ban cell phones, the percentage of students using their phones will not change.

If students are struggling to answer the text-dependent question, use this follow-up plan for modeling and practice:

Objective	In this lesson you will learn how to make inferences by asking yourself questions about the text.
Prior knowledge to review	(RI.6.1) Identify textual evidence to support an analysis of what the text says
Steps to achieve objective	Think aloud for direct instruction
1) Ask yourself, "What is the question asking me to do?" and "What portion of the text do I need to re-read?"	<ul style="list-style-type: none"> Looking closely at the question, I can see that it is asking to me to do two things. First, I need to re-read and review my annotations from paragraph 4. Secondly, it is asking me to determine why the Pew Internet and American Life project from April 2010 is important. In other words, I need to determine why the author chose to cite this survey.
2) Ask yourself, "What evidence in this paragraph helps me to answer the question?"	<ul style="list-style-type: none"> When re-reading paragraph 4 and reviewing my annotations, I remember that in this paragraph the author cites a survey in which he provided statistics between schools that allowed students to use cell phones and schools that did not allow students to use cell phones. When reading paragraph 4 closely I can see the topic sentence for the paragraph states, "But whatever a school's approach to technology, cell phones seems to be nearly ubiquitous (everywhere)." The transition word "But" signals to me that the author is saying that no matter what a school's rules are about cell phones, cell phone usage will continue. Therefore, I can predict that the next few sentences will support this idea. As I continue to read, I notice 3 separate statistics provided by the study: 1) 71% of students have texted in class. 2) In schools that allow students to carry cell phones, but not use them . . . 65% have texted. 3) In schools that ban cell phones altogether, 58% have texted.
3) Ask yourself, "What conclusions can I draw from this evidence?"	<ul style="list-style-type: none"> Looking closely at these statistics, I notice that there is only a 6% difference in cell phone usage between the schools that allow it and the schools that do not allow. I can conclude that regardless if schools have a cell phone policy or not, the percentage of students texting is about the same.
4) Use the evidence to support your response.	<ul style="list-style-type: none"> I remember that the question asked me to "explain the importance of the survey results". The importance of the survey in the article is to show that regardless if schools do or do not have a cell phone policy, it will not decrease the number of students texting.

Extension and practice

- If students are having difficulty identifying the paragraph and/or evidence, you may want to use a [Bulls-eye Graphic organizer](#) in which students could write the facts in the inner circle and then write the inferences in the outer circle. Students could then draw from the inner circle (textual evidence) to support the outer circle ideas (inferences from the text).

What next?

For additional practice, with students or for students' independent work, apply this learning objective and set of steps to (name type of text and skill/standard)

See more examples of how to teach (name skill and standard)

Objective: In this lesson you will learn how to explain the importance of a text by making inferences as you read.

1. Ask yourself: "What is the question asking me to do?" and "What portion of the text do I need to re-read?"
2. Locate the paragraph and ask yourself, "What evidence in this paragraph helps me to answer the question?"
3. Find the evidence and ask yourself, "What conclusions can I draw from this evidence?"
4. Explain how/why that evidence is important in your response

[Answer questions about a text by locating evidence](#)

Question 2

Question #2	According to paragraph 5, what is the effect of teachers allowing students to listen to music while doing class work?	
Standard(s) covered:	RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	
Example response that meets standard		Look-fors
<p>In paragraph 5, Robert Earl cites a blog written by Peter Bergman in the Harvard Business Review in which Bergman states that “multitasking can reduce productivity by as much as 40%, increase stress and cause a 10-point fall in IQ.” Consequently, if teachers are allowing students to listen to music while doing class work one can conclude that it is having negative effects on their productivity and overall IQ; not to mention increasing a students’ stress level.</p>		<ul style="list-style-type: none"> • Cites the statistics from Peter Bergman’s blog • Draws connections between the information presented about teachers allowing students to listen to music and the information presented by Bergman • Concludes that there is a negative effect on students’ learning if teachers allow students to listen to music

If students are struggling to answer the text-dependent question, use this follow-up plan for modeling and practice:

Objective	In this lesson you will learn how to make connections by drawing conclusions based on evidence in a text.
Prior knowledge to review	(RI.7.3) Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
Steps to achieve objective	Think aloud for direct instruction
1) Ask yourself, "What is the question asking me to do?" and "What evidence should I be looking for?"	<ul style="list-style-type: none"> • Looking closely at the question, I can see that it is asking to me to do two things. • First, it is asking to me re-read and review my notes from paragraph 5. • Secondly, it is asking me to explain the effect of teachers allowing students to listen to music while doing class work. Therefore, I need to find evidence that demonstrates the positive and/or negative consequences of students listening to music while working
2) Ask yourself, "What evidence in this paragraph helps me to answer the question?"	<ul style="list-style-type: none"> • When re-reading paragraph 5 and reviewing my annotations, I remember that in this paragraph the author states how teachers allow students to listen to their music while working because students say they concentrate better, • When reading paragraph 5 closely, the author states that teachers have "given in" and allow their students to listen to music while working. Furthermore, the author explains that students believe they "concentrate better" listening to music. • As I continue to read, I notice that the author transitions from the idea of teachers allowing students to listening to music to the effect when he writes, "Many teachers accept this reasoning, little knowing about the data on multitasking and its deleterious (harmful) effects". The words "little knowing" indicate that teachers are not aware of the effects. • The paragraph ends with statistics cited by Peter Bergman in the Harvard Business Review which shows that "multitasking can reduce productivity by as much as 40%, increase stress and cause a 10-point fall in IQ."
3) Ask yourself, "What conclusions can I draw from this evidence?"	<ul style="list-style-type: none"> • Looking at my evidence, I know that listening to music is a form of multitasking and multitasking reduces productivity and IQ while increasing stress. Therefore, I can conclude that since listening to music while working is multitasking, then listening to music while working can reduce productivity and IQ and increase stress Even though teachers have given in because students think they concentrate better, the statistics from Bergman shows that listening to music while working will have negative effects on student learning.

Extension and practice

If students are having difficulty understanding cause and effect, you may want to use a graphic organizer in which you model non-literary examples of cause and effect (e.g. if you throw a ball at the window (cause), the window breaks (effect)) before looking at the text.

What next?

For additional practice, with students or for students' independent work, apply this learning objective and set of steps to (name type of text and skill/standard)

See more examples of how to teach (name skill and standard)

Objective: In this lesson you will learn how to make connections and draw conclusions based on evidence in a text.

1. Ask yourself: "What is the question asking me to do?" and "What evidence should I be looking for?"
2. Locate the paragraph and ask yourself, "What evidence in this paragraph helps me to answer the question?"
3. Ask yourself, "What connections can I draw from this evidence?"
4. Ask yourself, "What conclusions can I draw from this evidence?"

Question 3

Question #3	How do the words and phrases in paragraphs 5 and 6 impact the tone of the article?	
Standard(s) covered:	RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	
	Example response that meets standard	Look-fors
	In paragraphs 5 and 6, the author uses words and phrases such as “many teachers seem to accept this reasoning” and “But thinking clearly doesn’t seem to be one of the principal objectives” to show that he is frustrated with decisions being made by educators today. By using words and phrases such as “seem to accept” shows that the author feels that teachers just go along with what students say and do not look at any of the research that proves it can be a deterrent to learning. Furthermore, by using the word “many” the author feels that it is not just a small percentage of teachers who do this. Using the phrase, “But thinking clearly doesn’t . . .”, shows that the author is not only frustrated but is also criticizing teachers by saying they do not think about the consequences of their decisions. Throughout the article the author uses similar words and phrases to criticize teachers and education to create a tone that is serious and urgent.	<ul style="list-style-type: none"> • Cites specific words and phrases from paragraphs 5 and 6 • Identifies the author’s tone via words and phrases cited • Describes how similar words and phrases create a tone that is serious and urgent
If students are struggling to answer the text-dependent question, use this follow-up plan for modeling and practice:		
Objective	In this lesson you will learn how to analyze an author’s tone by paying attention to how the author’s word choice reveals his attitude toward the subject matter.	
Prior knowledge to review	RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	
Steps to achieve objective	Think aloud for direct instruction	

<p>1) Ask yourself, "What is the question asking me to do?" and "What types of words and phrases should I be looking?"</p>	<ul style="list-style-type: none"> • Looking closely at the question, I can see that it is asking me to do two things. • First, I need to identify words and phrases in paragraphs 5 and 6. • Then, I need to infer how those words and phrases impact the tone of the article. • Before looking at paragraphs 5 and 6, I need to remind myself that tone is the author's attitude toward the subject of the text. Considering the subject of the text is if students should be allowed to use cell phones or not in school, I need to look for words and phrases that show me what the author's attitude towards that subject is.
<p>2) Ask yourself, "What evidence in paragraphs 5 and 6 help me to answer the question?"</p>	<ul style="list-style-type: none"> • When re-reading paragraph 5 and reviewing my annotations, I remember that in this paragraph the author explained how teachers are contributing to students' reduced productivity and increased stress by allowing them to listen to music while working. • Considering I already know the author cited research to disagree with that decision by the teachers, I need to look for words and phrases that show me his tone. • Reading paragraph 5 closely I can see the author starts the 3rd sentence by stating, "Many teachers seem to accept this reasoning . . ." Looking at the previous sentence, I know that the "reasoning" referred to is that students feel they concentrate more when listening to music. By using words and phrases such as "seem to accept" shows that the author feels that teachers just go along with what students say and do not look at any of the research that proves it can be a deterrent to learning. Furthermore, by using the word "many" the author feels that it is not just a small percentage of teachers who do this. • When re-reading paragraph 6 and reviewing my annotations, I remember that in this paragraph the author explained how teachers persuade students to do work by rewarding them with free time. • Considering I know the author doesn't agree with teachers as evidenced by the tone in paragraph 5, I need to look for words and phrases that continue to show me how he is frustrated with the decisions made by teachers. • Reading paragraph 6 closely I can see the author starts the paragraph by stating, "But thinking clearly doesn't seem to be one of the principal objectives . . ." Using the phrase, "But thinking clearly doesn't . . .", shows that the author is not only frustrated but is also criticizing teachers by saying they do not think about the consequences of their decisions.
<p>3) Ask yourself, "How does the tone impact the article?"</p>	<ul style="list-style-type: none"> • Because of the previous evidence in which the author criticizes education, it is evident that the author is frustrated • The author's tone impacts the article because it is evident that he is frustrated with decisions teachers are making and how education is being implemented today.

Extension and practice

- If students are having difficulty identifying words and phrases that impact the tone, you can copy the words and phrases onto an index card and have students act out each sentence using a different tone.

What next?

For additional practice, with students or for students' independent work, apply this learning objective and set of steps to (name type of text and skill/standard)

See more examples of how to teach (name skill and standard)

Objective: In this lesson you will learn how to identify key words and phrases by inferring how those key words and phrases impact the tone of the article.

1. Ask yourself, "What is the question asking me to do?" and "What types of words and phrases should I be looking?"
2. What evidence in paragraphs 5 and 6 help me to answer the question?
3. How does the tone impact the article?

[Determine the impact of words on tone](#)

[Determining the tone of a text by analyzing word choice](#)

Question 4

Question #4	What can be concluded from the contrasting ideas provided in paragraph 7 and 8?	
Standard(s) covered:	RI.8.6 Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	
	Example response that meets standard	Look-fors
	In paragraphs 7 and 8 the author shows that allowing cell phones to be used in a classroom can have its advantages and disadvantages. For example, two of the advantages are that “students can collaborate” and that the phones can be used as “recording devices”. The disadvantage is that using cell phones are distracting. Therefore, it can be concluded that it must be a difficult decision for schools to make considering there are so many advantages yet a disadvantage is that it could result in students being distracted.	<ul style="list-style-type: none"> • Cites specific advantages and the disadvantage. • Draws the conclusion that it is a difficult decision for schools to make a choice as to whether or not to allow students to use cell phones
If students are struggling to answer the text-dependent question, use this follow-up plan for modeling and practice:		
Objective	In this lesson you will learn how to determine an author’s purpose for presenting conflicting viewpoints by examining how the author responds to those viewpoints.	
Prior knowledge to review	RI.7.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	
Steps to achieve objective	Think aloud for direct instruction	
1) Ask yourself, “What is the question asking me to do?”	<ul style="list-style-type: none"> • Looking at the question I can see its asking me to first identify the contrasting ideas in paragraphs 7 and 8 and then to make a conclusion as to what this means. • Before looking at paragraphs 7 and 8 I need to remind myself that contrasting ideas are two ideas that are different or opposite from one another 	

2) Ask yourself, "What evidence in paragraphs 7 and 8 help me to answer the question?"	<ul style="list-style-type: none"> • When re-reading paragraph 7 and reviewing my annotations, I remember that in this paragraph the author stated many of the advantages (the positive ways) which cell phones could be used by students in school. For example, two of the advantages are that "students can collaborate" and that the phones can be used as "recording devices". • Before re-reading paragraph 8, I realize that if paragraph 7 is identifying the advantages and the question is asking me to make a conclusion on the contrasting ideas, then I know that in paragraph 8 the author will be describing the disadvantages. • When re-reading paragraph 8 I can see that the disadvantage of using cell phones is that it can be distracting.
3) Ask yourself, "What can I conclude from these contrasting ideas?"	<ul style="list-style-type: none"> • Understanding that there are advantages and a disadvantage, it must be difficult for schools to decide whether or not to allow students to use cell phones in school. • I can conclude that it must be difficult for schools to decide whether or not to allow students to use cell phones.

Extension and practice	
<ul style="list-style-type: none"> • Draw a graphic organizer on the board consisting of several squares connected with arrows to a larger rectangle. You may want to place the rectangle above the squares to show that the information in the squares "supports" the conclusion. Explain to students that in order to draw a conclusion (point to the rectangle), you need to make sure you have plenty of support (point to the squares). Fill in the graphic organizer using the support from paragraphs 7 and 8. 	
What next?	
For additional practice, with students or for students' independent work, apply this learning objective and set of steps to (name type of text and skill/standard)	See more examples of how to teach (name skill and standard)
<p>Objective: In this lesson you will learn how to make a conclusion by analyzing contrasting ideas in an article.</p> <ol style="list-style-type: none"> 1. Ask yourself, "What is the question asking me to do?" 2. Ask yourself, "What evidence in paragraphs 8 and 7 help me to answer the question?" 3. Ask yourself, "What can I conclude from these contrasting ideas?" 	Determine an author's point of view using text evidence

Question 5

Question #5	<p>Read the following line from paragraph 10 and answer the question that follows: “All in all, there is lots of <i>Sturm and Drang</i>, not enough contemplative thinking and learning.”</p> <p>How does this sentence help to develop the central claim of the text?</p>	
Standard(s) covered:	RI.8.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	
	Example response that meets standard	Look-fors
	<p>In paragraph 10 the author states that there is “not enough contemplative thinking and learning” in classrooms today. Throughout the article the central claim is that teaching students is not about whether or not to use cell phones or some other type of technology, but to ensure students are spending time thinking about whatever task they are doing in order to learn. Consequently, schools need to stop debating about utilizing cell phones or some other type of technology and start providing students with opportunities to think and learn.</p>	<ul style="list-style-type: none"> • Identify the central claim in the text • Describe how the line helps to develop the central claim in the text
If students are struggling to answer the text-dependent question, use this follow-up plan for modeling and practice:		
Objective	In this lesson you will learn how to identify the central claim of a text by analyzing a specific line in the text.	
Prior knowledge to review	RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	
Steps to achieve objective	Think aloud for direct instruction	
1) Ask yourself, “What is the question asking me to do?”	<ul style="list-style-type: none"> • Looking at the question I can see that it is asking me to read a specific line from paragraph 10 and then explain how that line develops the central claim of the text. 	

<p>2) Ask yourself, "What is the central claim of the text?"</p>	<ul style="list-style-type: none"> • Before looking at paragraph 10, I need to remind myself what the central claim of the text is again. The central claim of a text is the main argument of the text. In thinking about what I've read, reviewing my annotations, and thinking about my answers to the previous questions it is evident that the author's argument is that schools need to be less concerned with debating whether or not students should be allowed to use cell phones and more concerned with providing opportunities in which students have time to think about the task in order to learn.
<p>2) Ask yourself, "How does that line help to develop the central claim of the text?"</p>	<ul style="list-style-type: none"> • Before reading that specific line, I re-read and reviewed my annotations for paragraph 10 and remember that in this paragraph the author described what a typical American classroom may look like; a lot of noise and not enough thinking and learning • Looking closely at that line, I can see that the author is concluding that in most American classrooms there is too much noise via video lessons or discussions and not enough thinking and learning. • This helps develop the central claim because schools need to provide opportunities for students to be able to think and learn.

Extension and practice

- If students are struggling to determine the central claim of a text, they can write 1 sentence summaries for each paragraph and then use those 1 sentence summaries to look for similar ideas in determining the central claim.

What next?

<p>For additional practice, with students or for students' independent work, apply this learning objective and set of steps to (name type of text and skill/standard)</p>	<p>See more examples of how to teach (name skill and standard)</p>
<p>Objective: In this lesson you will learn how to identify the central idea of a text by analyzing a specific line in the text</p> <ol style="list-style-type: none"> 1. Ask yourself, "What is the question asking me to do?" 2. Ask yourself, "How does that line help to develop the central claim of the text?" 	<p>Analyze an author's use of evidence to develop a claim</p>

Question 6

Question #6	What evidence is used to support the author’s claim about American education? Explain how this evidence is relevant.
Standard(s) covered:	RI.8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
Example response that meets standard	Look-fors
Throughout the article, the author’s claim is that schools and teachers need to provide more opportunities in which students have time to think and learn. For example, in paragraph 5 the author cites evidence to show that allowing students to listen to music can result in decreased productivity and IQ. The author uses this example to support his claim that students would be more productive and smarter if they had time to concentrate on their work without any distractions such as music. Another example is in paragraph 12 when the author describes how students have become dependent on using technology to answer questions for them instead of taking the time to think about and solve it for themselves. Examples such as these are used by the author to show that to improve students’ thinking and learning schools and teachers only need to take a few small steps to allow opportunities in which students have the time to think and not be distracted.	<ul style="list-style-type: none"> • Identifies the author’s claim • Cites 2-3 specific pieces of relevant evidence that the author uses to support his claim • Explains how or why that evidence is relevant
If students are struggling to answer the text-dependent question, use this follow-up plan for modeling and practice:	
Objective	In this lesson you will assess how an author supports his or claim by analyzing relevant information throughout the text.
Prior knowledge to review	RI.7.8 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.

Steps to achieve objective	Think aloud for direct instruction
1) Ask yourself, "What is the question asking me to do?" and "What type of evidence should I be looking for?"	<ul style="list-style-type: none"> • Looking closely at the question, I can see that it is asking me to do three things. • First, I need to identify the author's claim. • Secondly, I need to find specific examples throughout the text that support his claim. • Finally, I need to explain how those examples are relevant In other words, how or why those examples are important to his claim.
2) Ask yourself, "What is the author's claim?"	<ul style="list-style-type: none"> • Reviewing my annotations and answers to the previous questions, I know that the author cited many examples to explain why it is important for students to have time to think. Considering this was a similar idea that was reinforced several times throughout the article, I know that the author's claim (argument) is that schools and teachers need to provide opportunities for students to think without distractions.
3) Ask yourself, "What evidence in this article helps to answer the question?"	<ul style="list-style-type: none"> • When reviewing my annotations and answers to the previous questions, I can see that the author uses an example in paragraph 5 and 12 to explain why students need to be able to think for themselves. • Reading paragraph 5 closely I can see that the author cites research to show how multitasking such as listening to music while working, can result in decreased productivity and IQ. Considering the author's claim is that schools and teachers need to provide opportunities for students to think without distractions, I know this example supports the author's claim. • Reading paragraph 12 closely I can see that the author describes how students rely on technology to answer questions as opposed to taking the time to solving it for themselves. Considering the author's claim is that schools and teachers need to provide opportunities for students to think without distractions and for themselves, I know this example supports the author's claim.

Extension and practice

- If students are having difficulty tracing an argument and assessing the relevancy of the examples, you may want to create a graphic organizer with two columns and several rows. The left side would be for students to identify the author’s claim and the right side would be for relevant evidence. Modeling one or two examples would help guide students.

What next?

For additional practice, with students or for students' independent work, apply this learning objective and set of steps to (name type of text and skill/standard)

See more examples of how to teach (name skill and standard)

Objective: In this lesson you will assess how an author supports his or claim by analyzing relevant information throughout the text.

1. Ask yourself, “What is the question asking me to do?” and “What type of evidence should I be looking for?”
2. Ask yourself, “What is the author’s claim?”
3. Ask yourself, “What evidence in this article helps to answer the question?”

[Evaluate an argument by assessing the author’s claim and evidence.](#)