

Research and Persuade— What Animal Should Be New at the Zoo?

An Interdisciplinary Unit for Grades 3–5

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Description

The St. Louis Zoo (or the zoo closest to you) has received funding to add one more animal to its exhibits. Preserving endangered animals is of high priority to the Zoo Board; therefore, it desires for this funding to support one of the following endangered species: giant panda, Tasmanian devil, brown spider monkey, leatherback sea turtle, mountain gorilla, or snow leopard. However, the Zoo Board needs help in deciding which animal it should help to preserve. Each student (grades 3–5) has been asked to research by reading nonfiction texts from a variety of sources (i.e., online, print books, print articles, videos) and writing a newspaper article about one category (appearance, diet, habitat, or survival skills) pertaining to his or her assigned animal. These articles will be presented to the Zoo Board along with a visual and oral presentation made by the students' research group.

Each lesson is designed to fill a 45–60 minute Writers Workshop block. Students in grades 3–5 should have a basic understanding of animals, habitats, predator/prey relationships, etc., before beginning this unit. Suggested texts (approaching level, on level, and beyond level) for student endangered animal research (E.A.R.) groups are included at the end of this unit. Teachers will need to assemble three to six members of a “Zoo Board” (including the principal, other teachers, and community members) prior to the end of this unit. While many of the activities in this unit utilize technology, they can also be taught with materials substituted for technology. This unit could also be easily adapted for researching other topics in the Science or Social Studies curricula (e.g., planets, famous presidents, states).

Unit Overview

Lesson(s) Addressed	Grouping	Central Ideas	Objectives	Teaching and Learning Activities	Common Core State Standards and Learning Goals Achieved	Texts Used
1–10	Whole-group minilessons, small-group and independent work	Reading nonfiction text, note-taking, and research	<ul style="list-style-type: none"> • Students will locate and identify text features, graphic features, and Internet features. • Students will select and paraphrase important information in the text. • Students will organize paraphrased notes by research categories. • Students will use non-fiction text, graphic, and Internet features to write paraphrased notes. • Students will select a powerful quote. 	<ul style="list-style-type: none"> • Students will read, take notes, and cite references from text on their endangered animal. This information will be in their written, visual, and oral presentations for the Zoo Board. 	R.1	Nonfiction texts are specified in teaching and learning activities, as well as the Suggested Texts list.
11	Whole-group minilesson and independent work	Defining unknown or new words from research	<ul style="list-style-type: none"> • Students will define meanings of unknown words. 	<ul style="list-style-type: none"> • Students will determine the meaning of domain-specific words in text on their endangered animal and use these precise words in the newspaper article. • Students will find, define, and use domain-specific words in newspaper article and presentation. 	R.4 L.6	Nonfiction texts are specified in teaching and learning activities, as well as the Suggested Texts list.
12	Whole-group minilesson and small groups	Evaluating text, graphic, Internet features	<ul style="list-style-type: none"> • Students will evaluate the helpfulness of text/graphic/Internet features. 	<ul style="list-style-type: none"> • Students will utilize text, graphic, and Internet features to understand text about their endangered animal. 	R.5	Nonfiction texts are specified in teaching and learning activities, as well as the Suggested Texts list.
1–12	Whole-group minilessons, small-group and independent work	Reading nonfiction text, note-taking, and research	<ul style="list-style-type: none"> • Listed above. 	<ul style="list-style-type: none"> • Students will gain information from books and online sources on their endangered animal throughout the unit. • Students will use multiple resources to learn about their endangered animal. • Students will put notes into their own words and cite references. They will select only the most powerful and influential information for the newspaper article. 	R.7 R.9 W.8	Nonfiction texts are specified in teaching and learning activities, as well as the Suggested Texts list.

(continued)

Unit Overview (Continued)

Lesson(s) Addressed	Grouping	Central Ideas	Objectives	Teaching and Learning Activities	Common Core State Standards and Learning Goals Achieved	Texts Used
13–22	Whole-group minilessons, small-group and independent work	Writing process to publish newspaper article	<ul style="list-style-type: none"> • Students will organize facts, quotes, and definitions in preparation for writing a newspaper article. • Students will determine the layout for newspaper article. • Students will write first-draft paragraphs. • Students will type newspaper articles. 	<ul style="list-style-type: none"> • Students will create a newspaper article about their endangered animal to share with the Zoo Board. 	W.2 W.4	Nonfiction texts are specified in teaching and learning activities, as well as the Suggested Texts list.
1–22	Whole-group minilessons, small-group and independent work	Research, organize, and write	<ul style="list-style-type: none"> • Listed above. 	<ul style="list-style-type: none"> • Students will do research to find out about an assigned part of the endangered animal's life. • Students will be required to use standard English in note-taking, newspaper article writing, and in preparing their visual and oral presentation. 	W.7 L.2	Nonfiction texts are specified in teaching and learning activities, as well as the Suggested Texts list.
15–18	Whole-group minilessons, small-group and independent work	Writing process to publish newspaper article	<ul style="list-style-type: none"> • Students will write first-draft paragraphs. 	<ul style="list-style-type: none"> • Students will take their newspaper article through the writing process. 	W.5	Nonfiction texts are specified in teaching and learning activities, as well as the Suggested Texts list.
19–22, 29–31	Whole-group minilessons, small-group and independent work	Digital publishing	<ul style="list-style-type: none"> • Students will type newspaper articles. • Students will identify and use best practices to create an effective visual presentation. 	<ul style="list-style-type: none"> • Students will use readwritethink.org to create a newspaper and presentation software to create a visual presentation. 	W.6	Nonfiction texts are specified in teaching and learning activities, as well as the Suggested Texts list.
23–31	Whole-group minilessons, small-group and independent work	Persuasive arguments based on textual evidence	<ul style="list-style-type: none"> • Students will develop a T-chart with advantages and disadvantages of adding their animal to the zoo. • In research category groups, students will identify advantages and disadvantages of adding each animal to the zoo. • Students will select the most compelling advantage and disadvantage to include in their presentation. • Students will evaluate and provide feedback to students in other E.A.R. groups. • In E.A.R. groups, students will plan an effective visual presentation. 	<ul style="list-style-type: none"> • Students will develop a well-thought-out argument and support for their oral presentation to the Zoo Board. 	W.1	Nonfiction texts are specified in teaching and learning activities, as well as the Suggested Texts list.

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Unit Overview (Continued)

Lesson(s) Addressed	Grouping	Central Ideas	Objectives	Teaching and Learning Activities	Common Core State Standards and Learning Goals Achieved	Texts Used
23–37	Whole-group minilessons, small-group and independent work	Collaborative development of group presentation	<ul style="list-style-type: none"> • Students will identify and use best practices in oral presentations. • Students will rehearse and record zoo board presentation. • Students will analyze and self-evaluate their visual presentation. • Students will present visually and orally to zoo board. 	<ul style="list-style-type: none"> • Students will work in groups to create a visual and oral presentation. Throughout the unit, they will be asked to provide feedback to one another and use the suggestions of others to make their own work better. 	SL.1	Nonfiction texts are specified in teaching and learning activities, as well as the Suggested Texts list.
27–31	Whole-group minilessons, small-group and independent work	Digital publishing	<ul style="list-style-type: none"> • Listed above. 	<ul style="list-style-type: none"> • Students will create and present a visual presentation to the Zoo Board. 	SL.5	Nonfiction texts are specified in teaching and learning activities, as well as the Suggested Texts list.
27–37	Whole-group minilessons, small-group and independent work	Develop visual aid, practice presentation, and then formally present	<ul style="list-style-type: none"> • Listed above. 	<ul style="list-style-type: none"> • Students will make a visual and oral presentation to the Zoo Board. • Students' oral presentation will be practiced and polished. 	SL.4 SL.6	Nonfiction texts are specified in teaching and learning activities, as well as the Suggested Texts list.
1–37	Whole-group minilessons, small-group and independent work	Using standard English	<ul style="list-style-type: none"> • Listed above. 	<ul style="list-style-type: none"> • Students will be required to use standard English in writing and speaking throughout the unit. 	L.1	Nonfiction texts are specified in teaching and learning activities, as well as the Suggested Texts list.

Suggested Texts

Leatherback Sea Turtle

Approaching Level

- de Silva, K. (2012). *Sea turtles: Amazing photos & fun facts on animals in nature* (Our amazing world series) [Kindle Edition]. Amazon Digital.
- Marx, M. (2012). *Leatherback turtles*. North Mankato, MN: Capstone.
- Magloff, L. (2006). *Turtle*. London, UK: Dorling Kindersley.
- Theodorou, R. (2001). *Leatherback sea turtle* (Animals in danger series). Portsmouth, NH: Heinemann.

On Level

- Gareth Stevens Publishing. (2004). *Turtles*. Milwaukee, WI: Author.
- National Geographic for Kids. (2012). *Leatherback sea turtles*. Retrieved from kids.nationalgeographic.com/kids/animals/creaturefeature/leatherback-sea-turtle/
- Seeturtles.org. (n.d.). *Leatherback sea turtles*. Retrieved from www.seeturtles.org/files/109.pdf

Beyond Level

- Devers, M. (2009). *Turtles*. Stockton, NJ: Eldorado Ink.

National Geographic. (2012). *Leatherback sea turtles*. Retrieved from animals.nationalgeographic.com/animals/reptiles/leatherback-sea-turtle/

NOAA National Marine Fisheries Service, Office of Protected Resources. (2005). Leatherback sea turtle. *The Kid's Times*, 1(3). Retrieved from www.nmfs.noaa.gov/pr/pdfs/education/kids_times_turtle_leatherback.pdf

Mountain Gorilla

Approaching Level

Animal Facts. (2012). *Fun gorilla facts for kids*. Retrieved from www.sciencekids.co.nz/sciencefacts/animals/gorilla.html

Armentrout, D. (2008). *Gorillas*. Vero Beach, FL: Rourke.

Johnston, M. (1999). *Gorillas and their babies*. New York, NY: Rosen.

Our endangered animals. (2012). *Endangered animal list*. Retrieved from www.konicaminolta.com/kids/endangered_animals/library/field/gorilla.html

Simon, S. (2000). *Gorillas*. New York, NY: HarperCollins.

On Level

Barnes, J. (2007). *The secret lives of gorillas*. Milwaukee, WI: Gareth Stevens.

Frost, H. (2002). *Gorillas*. North Mankato, MN: Capstone.

Kids.Mongabay.com. (2008). *Mountain gorilla*. Retrieved from kids.mongabay.com/animal-profiles/mountain_gorilla.html

Koko's Kids Club. (2000). *Amazing gorilla facts*. Retrieved from www.koko.org/kidsclub/learn/10facts.html

National Geographic for Kids. (2012). *Mountain gorilla*. Retrieved from kids.nationalgeographic.com/kids/animals/creaturefeature/mountain-gorilla/

Beyond Level

Defenders of Wildlife. (2012). *Fact sheet: Gorilla*. Retrieved from www.defenders.org/gorilla/basic-facts

National Geographic. (2012). *Mountain gorilla*. Retrieved from animals.nationalgeographic.com/animals/mammals/mountain-gorilla/

Snow Leopard

Approaching Level

Enchanted Learning. (2012). *Snow leopard*. Retrieved from www.enchantedlearning.com/subjects/mammals/cats/leopard/Snowleopardprintout.shtml

Shores, E. (2010). *Snow leopards*. North Mankato, MN: Capstone.

On Level

Dorisi-Winget, D. (2012). *Snow leopards*. North Mankato, MN: Capstone.

Landau, E. (2010). *Snow leopards: Hunters of the snow and ice* (Animals of the snow and ice). Berkeley Heights, NJ: Enslow.

National Geographic. (2012). *Snow leopard*. Retrieved from animals.nationalgeographic.com/animals/mammals/snow-leopard/

Beyond Level

Johnston, M. (1999). *Snow leopards and their babies* (Zoo life book). New York, NY: Rosen.

Montgomery, S. (2009). *Saving the ghost of the mountain: An expedition among snow leopards in Mongolia*. New York, NY: Houghton Mifflin Harcourt.

Giant Panda

Approaching Level

Gibbons, G. (2003). *Giant pandas*. New York, NY: Scholastic.

Lantier, P. (2001). *The wonders of pandas*. Milwaukee, WI: Gareth Stevens.

Sirota, L. (2010). *Giant pandas*. North Mankato, MN: Capstone.

On Level

Buzzle. (2012). *Endangered panda bears*. Retrieved from www.buzzle.com/articles/endangered-panda-bears.html

Crossingham, J. (2005). *Endangered pandas*. New York, NY: Crabtree.

Markle, S. (2009). *How many baby pandas?* New York, NY: Walker & Company.

San Diego Zoo Animals. (2012). *Mammals: Giant panda*. Retrieved from www.sandiegozoo.org/animalbytes/t-giant_panda.html

Smithsonian National Zoological Park. (2012). *Giant panda*. Retrieved from nationalzoo.si.edu/animals/giantpandas/pandafacts/default.cfm

Beyond Level

Bortolotti, D. (2003). *Panda rescue*. Buffalo, NY: Firefly.

National Geographic. (2012). *Giant panda*. Retrieved from animals.nationalgeographic.com/animals/mammals/giant-panda/

Warren, L. (2006). Panda, Inc. *National Geographic Magazine*, 210(1). Retrieved from ngm.nationalgeographic.com/2006/07/panda/warren-text/1

Tasmanian Devil

Approaching Level

Enchanted Learning. (2012). *Tasmanian devil*. Retrieved from www.enchantedlearning.com/subjects/mammals/marsupial/Tazdevilprintout.shtml

Sirota, L. (2010). *Tasmanian devil*. North Mankato, MN: Capstone.

Wolff, B. *Tasmanian devils! Learn about Tasmanian devils and enjoy colorful pictures—look and learn!* [Kindle Edition]. Amazon Digital.

On Level

Markovics, J. (2009). *Tasmanian devil: Nighttime scavenger* (Uncommon animals). New York, NY: Bearport.

National Geographic for Kids. (2012). *Tasmanian devils*. Retrieved from kids.nationalgeographic.com/animals/tasmanian-devil.html

Portman, M. (2011). *Tasmanian devils in danger* (Animals at risk). New York, NY: Gareth Stevens.

Beyond Level

Darling, K. (1992). *Tasmanian devil: On location*. New York, NY: Lothrop, Lee, & Shepard.

Markle, S. (2005). *Tasmanian devils: Animal scavengers*. Minneapolis, MN: Lerner.

National Geographic. (2012). *Tasmanian devils*. Retrieved from animals.nationalgeographic.com/animals/mammals/tasmanian-devil/

Brown Spider Monkey

Approaching Level

Hughes, C.D. (2010). *National Geographic little kids: First big book of animals*. Washington, DC: National Geographic Society.

Murray, J. (2005). *Monkeys*. Minneapolis, MN: Abdo.

On Level

Buzzle. (2012). *Spider monkey*. Retrieved from www.buzzle.com/articles/spider-monkey.html

Julivert, M.A. (1996). *The fascinating world of primates*. Hauppauge, NY: Barron's.

Kalman, B. (2006). *Monkeys and other primates*. New York, NY: Crabtree.

National Geographic. (2012). *Spider monkey*. Retrieved from animals.nationalgeographic.com/animals/mammals/spider-monkey/

Steedman, S. (1991). *Eyewitness juniors: Amazing monkeys*. London, UK: Dorling Kindersley.

Beyond Level

Redmond, I. (2000). *Eyewitness books: Gorilla, monkey, & ape*. New York, NY: Dorling Kindersley.

Sterry, P. (1994). *Monkeys and apes: A portrait of the animal world*. New York, NY: Todtri.

Teaching and Learning Activities

Lessons 1–2: Introducing Text Features

Materials

- Nonfiction book to model during whole-group instruction (science/social studies textbook, big book)
- Selected books for E.A.R. groups
- Small yellow and pink sticky notes for labeling

Objectives

Students will locate and identify text features.

Common Core State Standards and Learning Goals

Achieved

[English Language Arts Standards, Anchor Standards, College and Career Readiness Anchor Standards for Reading, 1](#)

[English Language Arts Standards, Anchor Standards, College and Career Readiness Anchor Standards for Reading, 7](#)

[English Language Arts Standards, Anchor Standards, College and Career Readiness Anchor Standards for Reading, 9](#)

[English Language Arts Standards, Anchor Standards, College and Career Readiness Anchor Standards for Writing, 7](#)

[English Language Arts Standards, Anchor Standards, College and Career Readiness Anchor Standards for Writing, 8](#)

[English Language Arts Standards, Anchor Standards, College and Career Readiness Anchor Standards for Language, 1](#)

[English Language Arts Standards, Anchor Standards, College and Career Readiness Anchor Standards for Language, 2](#)

Procedure

Engage students in a discussion to assess prior knowledge of text features by asking questions such as “Which part of this book would help me decide what it is about? If I wanted to know which page the third chapter started on, where would I look? What part of this book could help me understand a new word?” Discuss the purpose of text features and demonstrate how to locate them using a model nonfiction text. (Lesson 1, yellow sticky notes: cover, title page, table of contents, glossary, and index. Lesson 2, pink sticky notes: text, sidebars, boldfaced words, and headings.) Create an anchor chart listing each text feature, its location, its purpose, and a picture and/or written example. During Lesson 1, divide students into groups of four and assign each group an endangered animal to research. Provide each E.A.R. group with sticky notes and endangered animal books. Instruct groups to locate and label the text features using the corresponding sticky notes. Gather students and review the purpose of text features by revisiting the initial discussion questions.

Lessons 3–4: Introducing Graphic Features

Materials

- Nonfiction book to model during whole-group instruction (science/social studies textbook, big book)
- Selected books for E.A.R. groups
- Small blue and green sticky notes for labeling

Objectives

Students will locate and identify graphic features.

Common Core State Standards and Learning Goals Achieved

[English Language Arts Standards, Anchor Standards, College and Career Readiness Anchor Standards for Reading, 1](#)

[English Language Arts Standards, Anchor Standards, College and Career Readiness Anchor Standards for Reading, 7](#)

[English Language Arts Standards, Anchor Standards, College and Career Readiness Anchor Standards for Reading, 9](#)

[English Language Arts Standards, Anchor Standards, College and Career Readiness Anchor Standards for Writing, 7](#)

[English Language Arts Standards, Anchor Standards, College and Career Readiness Anchor Standards for Writing, 8](#)

[English Language Arts Standards, Anchor Standards, College and Career Readiness Anchor Standards for Language, 1](#)

[English Language Arts Standards, Anchor Standards, College and Career Readiness Anchor Standards for Language, 2](#)

Procedure

Discuss the purpose of graphic features and demonstrate how to locate them using a model nonfiction text. (Lesson 3, blue sticky notes: photographs, illustrations, labeled diagrams, maps, and captions. Lesson 4, green sticky notes: timelines, tables, charts, and graphs.) Create an anchor chart listing the graphic feature, its location, its purpose, and a picture and/or written example. Provide each group with sticky notes and endangered animal books. Instruct groups to locate and label the graphic features using the corresponding sticky notes. Gather students and review the purpose of graphic features by discussing the examples they found.

Lesson 5: Introducing Internet Features

Materials

- Computer and SMART Board
- Links to approved websites

Objectives

Students will locate and identify Internet features.

Common Core State Standards and Learning Goals Achieved

[English Language Arts Standards, Anchor Standards, College and Career Readiness Anchor Standards for Reading, 1](#)

[English Language Arts Standards, Anchor Standards, College and Career Readiness Anchor Standards for Reading, 7](#)

[English Language Arts Standards, Anchor Standards, College and Career Readiness Anchor Standards for Reading, 9](#)

[English Language Arts Standards, Anchor Standards, College and Career Readiness Anchor Standards for Writing, 7](#)

[English Language Arts Standards, Anchor Standards, College and Career Readiness Anchor Standards for Writing, 8](#)

[English Language Arts Standards, Anchor Standards, College and Career Readiness Anchor Standards for Language, 1](#)

[English Language Arts Standards, Anchor Standards, College and Career Readiness Anchor Standards for Language, 2](#)

Procedure

Model following approved links to websites. Demonstrate how to scan one or more sites for pertinent information (facts, pictures and captions, maps, sidebars, subsequent links, etc.). Create an anchor chart listing the Internet feature, its location, its purpose, and a picture and/or written example. Discuss other features like the back button and advertisements. Provide each group with time to explore endangered animal sites and discuss features. Gather students. Have each group share a site and a feature that group members noticed.

Lesson 6: Paraphrasing Important Information

Materials

- Selected texts (books and online resources) for E.A.R. groups
- Large sticky notes for note-taking
- Chart paper
- Sticky-Note Checklist (see Figure 1)

Objectives

Students will select and paraphrase important information in the text.

Common Core State Standards and Learning Goals Achieved

[English Language Arts Standards, Anchor Standards, College and Career Readiness Anchor Standards for Reading, 1](#)

[English Language Arts Standards, Anchor Standards, College and Career Readiness Anchor Standards for Reading, 7](#)

[English Language Arts Standards, Anchor Standards, College and Career Readiness Anchor Standards for Reading, 9](#)

[English Language Arts Standards, Anchor Standards, College and Career Readiness Anchor Standards for Writing, 7](#)

FIGURE 1. Sticky-Note Checklist

Sticky-Note Checklist		Student Name _____		
Criteria	Yes	No	Comments	
3–5 sticky notes				
Paraphrased content				
Accurate information				
Used appropriate note-taking conventions (i.e., accurate spelling of domain-specific words, phrases not sentences)				
Included reference information (title and author)				

[English Language Arts Standards, Anchor Standards, College and Career Readiness Anchor Standards for Writing, 8](#)

[English Language Arts Standards, Anchor Standards, College and Career Readiness Anchor Standards for Language, 1](#)

[English Language Arts Standards, Anchor Standards, College and Career Readiness Anchor Standards for Language, 2](#)

Procedure

As a class, read passages in both book and online formats about a different animal. Model the process of selecting important details, writing notes by paraphrasing—not copying—facts, and recording reference information (author and title). Put an emphasis on taking notes with accurate spelling and details but not exactly word for word. Separate students into E.A.R. groups and assign each pair of students to read an appropriately leveled resource about the pair’s assigned animal. Read with the purpose of individually writing three to five sticky notes with paraphrased information and reference details. After reading and writing notes, group pairs by endangered animals to share paraphrased notes and to place sticky notes on a piece of chart paper for each animal. (Teacher fills out Sticky-Note Checklist to provide students with feedback.)

Lesson 7: Grouping Notes by Major Topic

Materials

- Large sticky notes on chart paper from previous lesson
- Research folders (6 different-colored sets of 4 folders)
- 12–15 everyday proper nouns (Juicy Fruit, McDonalds, Monopoly, Walmart, etc.) written on sticky notes or on the interactive whiteboard to be maneuvered

Objectives

Students will organize sticky notes according to research categories of habitat, diet, appearance, and survival skills.

Common Core State Standards and Learning Goals Achieved

[English Language Arts Standards, Anchor Standards, College and Career Readiness Anchor Standards for Reading, 1](#)

[English Language Arts Standards, Anchor Standards, College and Career Readiness Anchor Standards for Reading, 7](#)

[English Language Arts Standards, Anchor Standards, College and Career Readiness Anchor Standards for Reading, 9](#)

[English Language Arts Standards, Anchor Standards, College and Career Readiness Anchor Standards for Writing, 7](#)

[English Language Arts Standards, Anchor Standards, College and Career Readiness Anchor Standards for Writing, 8](#)

[English Language Arts Standards, Anchor Standards, College and Career Readiness Anchor Standards for Language, 1](#)

[English Language Arts Standards, Anchor Standards, College and Career Readiness Anchor Standards for Language, 2](#)

Procedure

Read the 12–15 everyday proper nouns as a whole class and discuss commonalities leading to groups of similar items (e.g., candy, restaurants, games, stores). Transition by separating students into E.A.R. groups and giving them the chart paper with posted sticky notes from the previous lesson. Engage E.A.R. groups in a discovery process to group and categorize similar sticky notes, eventually leading them to identify the following major categories: habitat, diet, appearance, and survival skills (List-Group-Label). Assign a research category (habitat, diet, appearance, or survival skills) to each member of an E.A.R. group. (*Note:* To aid differentiation, we suggest assigning either diet or appearance to struggling learners and survival skills to advanced learners.) Distribute a set of research folders to each group and direct students to write their names, endangered animal name, and research category on the front cover. Students are to collect sticky notes pertaining to their assigned research categories and place them in the folder.

Lessons 8–9: Taking Notes and Recording References

Materials

- Enlarged or chart-sized My Notes About ____ and My References About ____ graphic organizers
- Sample sticky notes from a student
- Selected texts (books and online resources) for E.A.R. groups
- Student copies of My Notes About ____ and My References About ____ graphic organizers (Figures 2 and 3)

FIGURE 2. My Notes About _____ Graphic Organizer

	My Notes About _____	Name _____
REF. #	FACTS:	QUOTE:
	_____	_____
	_____	_____
	_____	_____
	_____	Pg. # _____ Ref. # _____
	_____	DEFINITIONS:
	_____	_____
	_____	_____
	_____	Ref. # _____
	_____	_____
	_____	Ref. # _____
	_____	HELPFUL TEXT/GRAPHIC/INTERNET FEATURES:
	Text: _____	Ref. # _____
	Graphic: _____	Ref. # _____
	Internet: _____	Ref. # _____

- Research folders
- Copies of Text-Graphic-Internet Features Scoring Guide (Figure 4)

Objectives

Students will use nonfiction text, graphic, and Internet features to take accurate, paraphrased notes on assigned research category.

Common Core State Standards and Learning Goals Achieved

[English Language Arts Standards, Anchor Standards, College and Career Readiness Anchor Standards for Reading, 1](#)

[English Language Arts Standards, Anchor Standards, College and Career Readiness Anchor Standards for Reading, 7](#)

[English Language Arts Standards, Anchor Standards, College and Career Readiness Anchor Standards for Reading, 9](#)

[English Language Arts Standards, Anchor Standards, College and Career Readiness Anchor Standards for Writing, 7](#)

[English Language Arts Standards, Anchor Standards, College and Career Readiness Anchor Standards for Writing, 8](#)

[English Language Arts Standards, Anchor Standards, College and Career Readiness Anchor Standards for Language, 1](#)

[English Language Arts Standards, Anchor Standards, College and Career Readiness Anchor Standards for Language, 2](#)

Procedure

Using a student’s research folder as an example, demonstrate on the enlarged My Notes About _____ graphic organizer how to transfer information from sticky notes to the Facts section, skipping one line after each entry. Also model how to record the references on the My References About _____ graphic organizer with a corresponding reference number. Distribute the My Notes

FIGURE 3. My References About ____ Graphic Organizer

My References About _____ Name _____

REF. #	Title: _____ Author: _____
REF. #	Title: _____ Author: _____
REF. #	Title: _____ Author: _____
REF. #	Title: _____ Author: _____
REF. #	Title: _____ Author: _____
REF. #	Title: _____ Author: _____

FIGURE 4. Text-Graphic-Internet Features Scoring Guide

Text-Graphic-Internet Features Scoring Guide						
During conference(s), circle each text-graphic-Internet feature used or referenced by the student.						
Student Name	Text		Graphic		Internet	
		Cover	Title page	Photographs	Illustrations	Keywords
	Glossary	Index	Captions	Maps	Links	Back button
	Text	Boldfaced words	Timelines	Tables	Subsequent links	
	Headings	Table of contents	Charts	Graphs		
	Sidebars		Labeled diagrams			

About ____ graphic organizer and instruct students to add their names and research areas in the appropriate locations. Direct students to follow the same process using sticky notes from their research folders. As time allows, students may access resources to gather additional notes on the assigned research category (habitat,

appearance, diet, or survival skills). Time should be allowed for students to meet with a partner to share notes. (*Note: Over the next four lessons, students will continue to take notes. During this process, confer with students and document on the Text/Graphic/Internet Features Scoring Guide.*)

Lesson 10: Taking Notes and Recording

Quotes

Materials

- Same as Lessons 8 & 9

Objectives

Students will select and accurately record a powerful quote related to assigned research category.

Common Core State Standards and Learning Goals Achieved

[English Language Arts Standards, Anchor Standards, College and Career Readiness Anchor Standards for Reading, 1](#)

[English Language Arts Standards, Anchor Standards, College and Career Readiness Anchor Standards for Reading, 7](#)

[English Language Arts Standards, Anchor Standards, College and Career Readiness Anchor Standards for Reading, 9](#)

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[English Language Arts Standards, Anchor Standards, College and Career Readiness Anchor Standards for Language, 1](#)

[English Language Arts Standards, Anchor Standards, College and Career Readiness Anchor Standards for Language, 2](#)

Procedure

Discuss how you sometimes find a powerful quote and want to use the author's exact words when researching. Draw students' attention to the Quote section of the My Notes About ____ graphic organizer. Discuss the size of the Quote section compared to the Facts section of the graphic organizer. Explain how using direct quotes does not happen as frequently as taking notes about facts. Look at a website about an animal that has not been researched. As a class, read the article from the website and discuss powerful information that should be left in the author's own words (e.g., "T. Rex's real weapons were teeth, which were as sharp as steak knives and the size of bananas" from [www.scholastic.com/teachers/article/](http://www.scholastic.com/teachers/article/dinosaurs-t-rex)

[dinosaurs-t-rex](#)). Model taking this quote from the website and transferring it word for word to the Quote section of the graphic organizer. Emphasize the use of quotation marks. Allow time for students to access resources, locate one powerful quote, and gather additional notes on their assigned research category. Time should be allowed for students to meet with a partner to share a quote or additional notes.

Lesson 11: Defining Unknown or New Words From Research

Materials

- Same as Lessons 8 & 9

Objectives

Students will define meanings of unknown words.

Common Core State Standards and Learning Goals Achieved

[English Language Arts Standards, Anchor Standards, College and Career Readiness Anchor Standards for Reading, 4](#)

[English Language Arts Standards, Anchor Standards, College and Career Readiness Anchor Standards for Reading, 7](#)

[English Language Arts Standards, Anchor Standards, College and Career Readiness Anchor Standards for Reading, 9](#)

[English Language Arts Standards, Anchor Standards, College and Career Readiness Anchor Standards for Writing, 7](#)

[English Language Arts Standards, Anchor Standards, College and Career Readiness Anchor Standards for Writing, 8](#)

[English Language Arts Standards, Anchor Standards, College and Career Readiness Anchor Standards for Language, 1](#)

[English Language Arts Standards, Anchor Standards, College and Career Readiness Anchor Standards for Language, 2](#)

[English Language Arts Standards, Anchor Standards, College and Career Readiness Anchor Standards for Language, 6](#)

Procedure

Refer back to the enlarged My Notes About ____ graphic organizer from the previous lesson. Discuss as a group

how these notes may contain unfamiliar words. Direct students' attention to the Definitions section of the My Notes About ____ graphic organizer. Model how to circle or highlight unknown words and record them in the Definitions section of the graphic organizer. As a class, define the meaning of a word by using the glossary or dictionary. Record the definition on the graphic organizer. Allow time for students to independently search their notes and record meanings for any unfamiliar words.

Lesson 12: Evaluating the Helpfulness of Text/Graphic/Internet Features

Materials

- Same as Lessons 8 & 9
- Note-Taking and References Scoring Guide (Figure 5)

Objectives

Students will evaluate the helpfulness of text/graphic/Internet features.

Common Core State Standards and Learning Goals Achieved

[English Language Arts Standards, Anchor Standards, College and Career Readiness Anchor Standards for Reading, 5](#)

[English Language Arts Standards, Anchor Standards, College and Career Readiness Anchor Standards for Reading, 7](#)

[English Language Arts Standards, Anchor Standards, College and Career Readiness Anchor Standards for Reading, 9](#)

[English Language Arts Standards, Anchor Standards, College and Career Readiness Anchor Standards for Writing, 7](#)

[English Language Arts Standards, Anchor Standards, College and Career Readiness Anchor Standards for Writing, 8](#)

FIGURE 5. Note-Taking & References Scoring Guide

Note-Taking & References Scoring Guide			Student Name: _____	
Criteria	3 points	2 points	1 point	0 points
Notes Are Relevant to Research Category (Appearance, Diet, Habitat, Survival Skills)	All entries on note-taking sheet relate to assigned research category	Majority of entries on note-taking sheet relate to assigned research category	Some (but not a majority) of entries on note-taking sheet relate to assigned research category	No entries on note-taking sheet relate to assigned research category
Notes Aligned With Reference Numbers	All entries on note-taking sheet are aligned with reference numbers	Majority of entries on note-taking sheet are aligned with reference numbers	Some (but not a majority) of entries on note-taking sheet are aligned with reference numbers	No entries on note-taking sheet are aligned with reference numbers
Reference Sheet	All entries on reference sheet are organized by number and include title and author	Majority of entries on reference sheet are organized by number and include title and author	Some (but not a majority) of entries on reference sheet are organized by number and include title and author	No entries on reference sheet are organized by number or include title and author
Quotation	Note-taking sheet(s) include at least one powerful quotation, which is accurately copied and uses " " correctly	Quotation is powerful, but is inaccurately copied or does not use " " correctly	Quotation included, but is not considered powerful	No quotation is provided
Definition(s)	Note-taking sheet(s) include at least one accurate definition for an appropriate domain-specific word written correctly	Definition for the domain-specific word is appropriate and accurate but not written correctly	Definition is either not accurate or the domain-specific word is not appropriate	No definition is given for a domain-specific word
Identifies Text-Graphic-Internet Features	Accurately documents at least three different helpful text, graphic, and/or Internet features	Accurately documents two different helpful text, graphic, and/or Internet features	Accurately documents one helpful text, graphic, or Internet feature	No text, graphic, or Internet features were documented

[English Language Arts Standards, Anchor Standards, College and Career Readiness Anchor Standards for Language, 1](#)

[English Language Arts Standards, Anchor Standards, College and Career Readiness Anchor Standards for Language, 2](#)

Procedure

Refer back to the enlarged My Notes About ____ graphic organizer from the previous lesson. Discuss as a group how these notes were generated from texts, graphic features, and Internet sources. Direct the students' attention to the Helpful Text/Graphic/Internet Features section of the graphic organizer. Model how to record what was helpful about each feature. For example, you might check the Text box, write "glossary," and include reference information. You might check the Graphic box, write "food chart," and include reference information. Allow time for students to independently research and record more notes on their assigned research category. At the end of the lesson, gather students in E.A.R. groups to discuss this section of their notes. (*Note:* This is the last lesson designated for note-taking. Collect student note-taking and reference pages. Assess using the Note-Taking and References Scoring Guide.)

Lesson 13: Grouping Related Information

Materials

- Local newspapers
- Enlarged or chart-sized My Notes About ____ graphic organizer from previous lesson
- Student copies of My Notes About ____ graphic organizer from previous lesson
- Research folders
- Highlighters of different colors

Objectives

Students will organize facts, quotes, and definitions in preparation for writing a newspaper article.

Common Core State Standards and Learning Goals Achieved

[English Language Arts Standards, Anchor Standards, College and Career Readiness Anchor Standards for Writing, 2](#)

[English Language Arts Standards, Anchor Standards, College and Career Readiness Anchor Standards for Writing, 4](#)

[English Language Arts Standards, Anchor Standards, College and Career Readiness Anchor Standards for Writing, 7](#)

[English Language Arts Standards, Anchor Standards, College and Career Readiness Anchor Standards for Language, 1](#)

[English Language Arts Standards, Anchor Standards, College and Career Readiness Anchor Standards for Language, 2](#)

Procedure

Show a local newspaper. Explain to students that they will be writing a newspaper article with the notes they have collected. Examine the different features of a newspaper (e.g., headings, images, captions, columns, layout). Explain how the author has many decisions to make about how to best organize the facts into a readable format for the audience. Using a student's research folder, model grouping related facts, quotes, and definitions from a note-taking sheet by marking with different-colored highlighters. Allow time for students to group their own facts, quotes, and definitions using highlighters of different colors.

Lesson 14: Creating Headlines and Determining Best Newspaper Layout

Materials

- The four newspaper templates from www.readwrite-think.org/files/resources/interactives/Printing_Press/
- Enlarged or chart-sized My Notes About ____ graphic organizer from previous lesson
- Student copies of My Notes About ____ graphic organizer from previous lesson
- Research folders

Objectives

Students will determine the layout for their newspaper.

Common Core State Standards and Learning Goals Achieved

[English Language Arts Standards, Anchor Standards, College and Career Readiness Anchor Standards for Writing, 2](#)

[English Language Arts Standards, Anchor Standards, College and Career Readiness Anchor Standards for Writing, 4](#)

[English Language Arts Standards, Anchor Standards, College and Career Readiness Anchor Standards for Writing, 5](#)

[English Language Arts Standards, Anchor Standards, College and Career Readiness Anchor Standards for Writing, 7](#)

[English Language Arts Standards, Anchor Standards, College and Career Readiness Anchor Standards for Language, 1](#)

[English Language Arts Standards, Anchor Standards, College and Career Readiness Anchor Standards for Language, 2](#)

Procedure

Introduce the four newspaper templates. Use this time to decide, as a class, what would be an appropriate newspaper name (e.g., *The Tiger Time Gazette*), section name (e.g., Endangered Animals), headline (e.g., Animal Name Diet/Appearance/Adaptations/Habitat),

and subheading (e.g., What do they eat? What do they look like? How do they live? Where do they live?). Have students look at their My Notes About ____ graphic organizer from the previous lesson and draw attention to the highlighted notes. Based on the amount and types of information, students should decide which newspaper template would work best for their research. Lead toward a sharing time at the end.

Lessons 15–18: Using Highlighted Notes to Create Paragraphs

Materials

- Enlarged or chart-sized My Notes About ____ graphic organizer from previous lesson
- Student copies of My Notes About ____ graphic organizer from previous lesson
- Research folders
- Newspaper Article Scoring Guide (Figure 6)

FIGURE 6. Newspaper Article Scoring Guide

Newspaper Article Scoring Guide		Student Name: _____		
	3 points	2 points	1 point	0 points
Paragraph(s)	Clear introduction and concluding statement	Clear introduction or concluding statement	Vague introduction or concluding statement	No introduction, no concluding statement
	All information is on topic, grouped appropriately, with adequate supporting details	Majority of information is on topic, grouped appropriately, with adequate supporting details	Some information is off topic, inappropriately grouped, or lacks supporting details	Random information, inappropriately grouped, lacks supporting details
	Paragraphs contain linking words and phrases that promote easy reading	Paragraphs contain linking words and phrases	Paragraphs missing linking words or phrases	No linking words, no phrases
	Includes three domain-specific, precise words	Includes two domain-specific, precise words	Includes one domain-specific, precise word	No domain-specific, precise words
Text Features	All of the following: appropriate headings and subheadings, one domain-specific word defined in text, one appropriate quote accurately recorded in text	Three of the following: appropriate headings and subheadings, one domain-specific word defined in text, one appropriate quote accurately recorded in text	One or two of the following: headings and subheadings, one domain-specific word defined in text, one appropriate quote accurately recorded in text	No headings, no subheadings, no domain-specific words defined in text, no quote
Graphic Feature(s)	Appropriate graphic feature with informative caption	Appropriate graphic feature, but caption is not informative	Appropriate graphic feature without caption	No graphic feature or caption
Conventions	Contains few errors in grammar/usage, punctuation, capitalization, and/or spelling	May contain some errors in grammar/usage, punctuation, capitalization, and/or spelling that are not distracting	Contains errors in grammar/usage, punctuation, capitalization, and/or spelling that may be distracting	Contains repeated errors in grammar/usage, punctuation, capitalization, and/or spelling that are distracting

Objectives

Students will write first draft paragraphs including topic sentences, details, and concluding statements.

Common Core State Standards and Learning Goals Achieved

[English Language Arts Standards, Anchor Standards, College and Career Readiness Anchor Standards for Writing, 2](#)

[English Language Arts Standards, Anchor Standards, College and Career Readiness Anchor Standards for Writing, 4](#)

[English Language Arts Standards, Anchor Standards, College and Career Readiness Anchor Standards for Writing, 7](#)

[English Language Arts Standards, Anchor Standards, College and Career Readiness Anchor Standards for Language, 1](#)

[English Language Arts Standards, Anchor Standards, College and Career Readiness Anchor Standards for Language, 2](#)

Procedure

Show students the Newspaper Article Scoring Guide and discuss the criteria for writing paragraphs. Model how to write a paragraph (topic sentence, details, concluding statement) from highlighted notes. Model the idea of tracking which facts have been used in the paragraph; for example, place a checkmark by, or draw a line through, each note used. Special attention should be given to grouping facts in a way that will make sense to the reader. Point out that the length of paragraphs may vary based on the facts collected. Allow time for students to begin writing their first drafts of the newspaper article. Support students through the writing process, including teacher conferences using the Newspaper Article Scoring Guide, revising, editing, and preparing to publish.

Lessons 19–22: Publishing Final Copy of Newspaper Article

Materials

- Newspaper templates from readwritethink.org
- Student copies of My Notes About ____ graphic organizers from previous lesson
- Research folders
- Students' first drafts of newspaper articles

Objectives

Students will type their newspaper articles.

Common Core State Standards and Learning Goals Achieved

[English Language Arts Standards, Anchor Standards, College and Career Readiness Anchor Standards for Writing, 2](#)

[English Language Arts Standards, Anchor Standards, College and Career Readiness Anchor Standards for Writing, 4](#)

[English Language Arts Standards, Anchor Standards, College and Career Readiness Anchor Standards for Writing, 6](#)

[English Language Arts Standards, Anchor Standards, College and Career Readiness Anchor Standards for Writing, 7](#)

[English Language Arts Standards, Anchor Standards, College and Career Readiness Anchor Standards for Language, 1](#)

[English Language Arts Standards, Anchor Standards, College and Career Readiness Anchor Standards for Language, 2](#)

Procedure

Students will use [the ReadWriteThink Printing Press](#) to write on or type their final copies. (*Note:* Typing on the newspaper template cannot be saved.) Once the newspaper article is printed, students should add graphic features they have drawn.

Lesson 23: Identifying Advantages and Disadvantages of Animal Characteristics

Materials

- Students' newspaper articles

Objectives

Students will develop a T-chart with advantages and disadvantages of adding their animal to the zoo.

Common Core State Standards and Learning Goals Achieved

[English Language Arts Standards, Anchor Standards, College and Career Readiness Anchor Standards for Writing, 1](#)

[English Language Arts Standards, Anchor Standards, College and Career Readiness Anchor Standards for Speaking and Listening, 1](#)

[English Language Arts Standards, Anchor Standards, College and Career Readiness Anchor Standards for Language, 1](#)

Procedure

Engage the class in a discussion to gain an understanding of the terms *advantage* and *disadvantage*. For example, you might give the students the scenario of bringing home a puppy. Ask them to brainstorm positive and negative outcomes of having a puppy. Guide the students to see that an *advantage* is a positive outcome and a *disadvantage* is a negative outcome. Next, share an article about an animal that was not researched (e.g., giraffe). Draw a T-chart on large paper and record advantages and disadvantages of bringing a giraffe to the zoo. Separate students into E.A.R. groups with their own T-charts. Instruct students to take turns reading their individual articles to the group and brainstorming advantages and disadvantages of bringing their assigned animal to the zoo.

Lesson 24: Recording the Advantages and Disadvantages of Animals

Materials

- Students' newspaper articles
- Sticky notes
- Research folders

Objectives

In research category groups, students will identify advantages and disadvantages of adding each animal to the zoo.

Common Core State Standards and Learning Goals Achieved

[English Language Arts Standards, Anchor Standards, College and Career Readiness Anchor Standards for Writing, 1](#)

[English Language Arts Standards, Anchor Standards, College and Career Readiness Anchor Standards for Speaking and Listening, 1](#)

[English Language Arts Standards, Anchor Standards, College and Career Readiness Anchor Standards for Language, 1](#)

Procedure

Review the meaning of the terms *advantage* and *disadvantage*. Separate students into groups based on their assigned research categories, not E.A.R. groups: all habitat researchers will go to one group, all diet researchers in one group, and so on. Each group member will read his or her newspaper article aloud to the group. As a group member reads, the listeners will record on sticky notes at least one advantage and one disadvantage of bringing the animal to the zoo based on the reader's newspaper article. The listeners should explain the advantages and disadvantages recorded on sticky notes to each author, and each author should keep the sticky notes in his or her research folder for the next day's lesson.

Lesson 25: Gathering the Most Powerful and Influential Information for Presentation

Materials

- Students' newspaper articles
- Advantages and Disadvantages T-charts
- Research folders
- Each student's sticky notes with advantages and disadvantages from previous lesson

Objectives

Students will select the most compelling advantage and disadvantage to include in their presentation.

Common Core State Standards and Learning Goals Achieved

[English Language Arts Standards, Anchor Standards, College and Career Readiness Anchor Standards for Writing, 1](#)

[English Language Arts Standards, Anchor Standards, College and Career Readiness Anchor Standards for Speaking and Listening, 1](#)

[English Language Arts Standards, Anchor Standards, College and Career Readiness Anchor Standards for Language, 1](#)

Procedure

Explain that today's focus will be on deciding the most powerful and influential information that will persuade the Zoo Board to choose one animal for adoption by the zoo. Consider revisiting the list of advantages and disadvantages created in Lesson 23 for a different animal to model how some advantages and disadvantages are

not as influential as others. Break students into their E.A.R. groups and instruct them to use the T-charts from Lesson 23 and the sticky notes from Lesson 24 to discuss and determine the most powerful and influential advantages and disadvantages. Students will add to the T-charts any additional influential advantages and disadvantages from their sticky notes and cross out any unimportant advantages and disadvantages. (*Note:* Students' published newspaper articles will be used again later in the unit. Instruct students to store them safely in their research folders.)

Lesson 26: Taking a Gallery Walk to Determine Information to Use in Presentation

Materials

- T-chart from previous lesson
- Sticky notes

Objectives

Students will evaluate and provide feedback on T-charts to students from other E.A.R. groups.

Common Core State Standards and Learning Goals Achieved

[English Language Arts Standards, Anchor Standards, College and Career Readiness Anchor Standards for Writing, 1](#)

[English Language Arts Standards, Anchor Standards, College and Career Readiness Anchor Standards for Speaking and Listening, 1](#)

[English Language Arts Standards, Anchor Standards, College and Career Readiness Anchor Standards for Language, 1](#)

Procedure

Display T-charts from the previous lesson around the room. Break students into their E.A.R. groups and give each group five sticky notes. Guide students to take a gallery walk around the room, reviewing other groups' T-charts. The purpose of the gallery walk is to assess other groups' work by placing a sticky note with the word *agree* or *disagree* or by writing a question for clarification, after viewing each T-chart. This information should help E.A.R. groups clarify which information is pertinent to bring to the Zoo Board for their presentations. Allow time for students to confer within E.A.R. groups about results from the gallery walk.

Lesson 27: Planning a Presentation Using PowerPoint, SMART Notebook, or Other Software

Materials

- Research folders
- T-charts from previous lesson
- Presentation Scoring Guides (Figure 7)

Objectives

In E.A.R. groups, students will plan an effective visual presentation, including: title page, key facts from each research category, two advantages, one disadvantage, graphics, a conclusion, and a slogan.

Common Core State Standards and Learning Goals Achieved

[English Language Arts Standards, Anchor Standards, College and Career Readiness Anchor Standards for Writing, 1](#)

[English Language Arts Standards, Anchor Standards, College and Career Readiness Anchor Standards for Speaking and Listening, 1](#)

[English Language Arts Standards, Anchor Standards, College and Career Readiness Anchor Standards for Speaking and Listening, 4](#)

[English Language Arts Standards, Anchor Standards, College and Career Readiness Anchor Standards for Speaking and Listening, 5](#)

[English Language Arts Standards, Anchor Standards, College and Career Readiness Anchor Standards for Speaking and Listening, 6](#)

[English Language Arts Standards, Anchor Standards, College and Career Readiness Anchor Standards for Language, 1](#)

Procedure

Separate students into E.A.R. groups. Each group should use blank paper to design its PowerPoint/SMART Notebook/other software presentation for the Zoo Board. Each visual presentation should include a title page (see Figure 7 for details), key facts from each research category (habitat, diet, etc.), two advantages and one disadvantage, graphics, a conclusion, and a slogan. Give each group a copy of the visual and oral Presentation Scoring Guides and time to discuss what is expected for the presentation. You may want to model a slogan and graphic using an animal that has not been researched

FIGURE 7. Presentation Scoring Guides

Presentation Scoring Guides			Student Name: _____	
Criteria	3 points	2 points	1 point	0 points
Visual Presentation Scoring Guide (score for the group as a whole)				
Title Page Slide	All introduction items included: animal name, all group members' names, related graphic	Majority of introduction items included: animal name, all group members' names, related graphic	Some (but not a majority) of introduction items included: animal name, group members' names, related graphic	No introduction items included
Key Facts Slide(s)	Key fact(s) from all research categories included: appearance, diet, habitat, survival skills	Key fact(s) from a majority of research categories included: appearance, diet, habitat, survival skills	Key fact(s) from some (but not a majority) of research categories included: appearance, diet, habitat, survival skills	No key facts included
First Advantage Slide	One clear and compelling advantage for bringing animal into the zoo, with supporting detail and graphic	One clear advantage for bringing animal into the zoo, with supporting detail or graphic	One advantage for bringing animal into the zoo, without supporting detail or graphic	No advantage given for bringing animal into the zoo
Disadvantage Slide	One clear disadvantage for bringing animal into the zoo, with supporting detail and graphic	One clear disadvantage for bringing animal into the zoo, with supporting detail or graphic	One disadvantage for bringing animal into the zoo, without supporting detail or graphic	No disadvantage given for bringing animal into the zoo
Second Advantage Slide	One clear and compelling advantage for bringing animal into the zoo, with supporting detail and graphic	One clear advantage for bringing animal into the zoo, with supporting detail or graphic	One advantage for bringing animal into the zoo, without supporting detail or graphic	No advantage given for bringing animal into the zoo
Conclusion Slide	Clear conclusion includes both advantages and minimizes the disadvantage	Clear conclusion includes both advantages and the disadvantage	Conclusion includes either advantage(s) or the disadvantage	No advantages or the disadvantage given
Slogan Slide	Clever slogan to support animal's inclusion in zoo	Slogan to support animal's inclusion in zoo	Slogan does not support animal's inclusion in zoo	No slogan given
Visual Best Practices	Follows all Visual Best Practices listed on anchor chart	Includes all except one or two areas of Visual Best Practices on anchor chart	Includes all except three or four areas of Visual Best Practices listed on anchor chart	Visual Best Practices are not evident in presentation
Mechanics	Few grammar, spelling, punctuation, or capitalization errors in presentation	Some grammar, spelling, punctuation, and capitalization errors in presentation	Several grammar, spelling, punctuation, and capitalization errors in presentation	More than five grammar, spelling, punctuation, and capitalization errors in presentation
Oral Presentation Scoring Guide (score for each group member)				
Students Use Academic Language	All parts of presentation contain domain-specific words	Majority of presentation contains domain-specific words	Most of the presentation lacks domain-specific words	No domain-specific words used in presentation
Volume	All students were easy to hear	Majority of students were easy to hear	Less than half of the students were easy to hear	No students were easy to hear
Eye Contact	All students looked at the audience while presenting	Majority of students looked at the audience while presenting	Less than half of the students looked at the audience while presenting	No students looked at the audience while presenting
Speaking Clearly	All students were easy to understand	Majority of students were easy to understand	Less than half of the students were easy to understand	No students were easy to understand
Understandable Pace	All students spoke at an appropriate pace	Majority of students spoke at an appropriate pace	Less than half of the students spoke at an appropriate pace	No students spoke at an appropriate pace
Voice Inflection	All students used voice inflection that added to the presentation	Majority of students used voice inflection that added to the presentation	Less than half of students used voice inflection that added to the presentation	No students used voice inflection that added to the presentation
Practiced & Polished	Clear evidence of rehearsal	Some evidence of rehearsal	Little evidence of rehearsal	No evidence of rehearsal
Mechanics	No oral grammar errors in presentation	One or two oral grammar errors in presentation	Three or four oral grammar errors in presentation	More than five oral grammar errors in presentation

(e.g., “Choose Giraffes Because They’re Above It All,” accompanying a graphic that shows a giraffe taller than all the other animals, thus indicating it is the better choice). This lesson may take several days, depending on your students’ familiarity with planning visual presentations.

Lesson 28: Recognizing Best Practices for Visual Presentations

Materials

- Sample effective and ineffective visual presentations (effective: www.pppst.com, www.calstatela.edu/faculty/jpark/presentations.ppt; ineffective: www.youtube.com/watch?v=I7EfkCBhANk, www.elmhurst.edu/~jacobh/WorstPresentationEverStandAlone.ppt; others you choose)
- Chart paper
- Presentation designs from previous lesson
- Copies of Presentation Scoring Guides

Objectives

Students will identify best practices in visual presentations.

Common Core State Standards and Learning Goals Achieved

[English Language Arts Standards, Anchor Standards, College and Career Readiness Anchor Standards for Writing, 1](#)

[English Language Arts Standards, Anchor Standards, College and Career Readiness Anchor Standards for Speaking and Listening, 1](#)

[English Language Arts Standards, Anchor Standards, College and Career Readiness Anchor Standards for Speaking and Listening, 4](#)

[English Language Arts Standards, Anchor Standards, College and Career Readiness Anchor Standards for Speaking and Listening, 5](#)

[English Language Arts Standards, Anchor Standards, College and Career Readiness Anchor Standards for Speaking and Listening, 6](#)

[English Language Arts Standards, Anchor Standards, College and Career Readiness Anchor Standards for Language, 1](#)

Procedure

Ask students to identify characteristics of effective and ineffective presentations as you project them. Think

aloud about what works and what doesn’t work in the examples. Work with the class to create an anchor chart of Best Practices for Visual Presentations. Guide the discussion to include formatting issues such as font, color, size, bullet points, amount of text, graphics, mechanical errors, spacing, and organization. Review related sections in the Presentation Scoring Guides. Allow time for students to confer in E.A.R. groups and add notes to their presentation designs to incorporate the identified best practices.

Lessons 29–31: Creating Technology Presentations

Materials

- Research folders
- Designs for Zoo Board presentations from Lessons 27 & 28

Objectives

Students will use best practices to create an effective visual presentation.

Common Core State Standards and Learning Goals Achieved

[English Language Arts Standards, Anchor Standards, College and Career Readiness Anchor Standards for Writing, 1](#)

[English Language Arts Standards, Anchor Standards, College and Career Readiness Anchor Standards for Writing, 6](#)

[English Language Arts Standards, Anchor Standards, College and Career Readiness Anchor Standards for Speaking and Listening, 1](#)

[English Language Arts Standards, Anchor Standards, College and Career Readiness Anchor Standards for Speaking and Listening, 4](#)

[English Language Arts Standards, Anchor Standards, College and Career Readiness Anchor Standards for Speaking and Listening, 5](#)

[English Language Arts Standards, Anchor Standards, College and Career Readiness Anchor Standards for Speaking and Listening, 6](#)

[English Language Arts Standards, Anchor Standards, College and Career Readiness Anchor Standards for Language, 1](#)

Procedure

Divide students into E.A.R. groups to begin transferring their paper plans for the presentations into the teacher-chosen software. It may take several days to complete this process. If students have not had any presentation software experience, they may need some specific, intentional lessons and modeling focused on the technology aspect. Print reference copies of each E.A.R. group's visual presentation.

Lesson 32: Recognizing Best Practices for Oral Presentations

Materials

- Sample effective and ineffective oral presentations (effective: www.youtube.com/watch?v=aweX1AadnDE; ineffective: www.youtube.com/watch?v=WI5jMK8_HCI; others you choose)
- Chart paper
- Presentation Scoring Guides

Objectives

Students will identify best practices for oral presentations.

Common Core State Standards and Learning Goals Achieved

[English Language Arts Standards, Anchor Standards, College and Career Readiness Anchor Standards for Speaking and Listening, 1](#)

[English Language Arts Standards, Anchor Standards, College and Career Readiness Anchor Standards for Speaking and Listening, 4](#)

[English Language Arts Standards, Anchor Standards, College and Career Readiness Anchor Standards for Speaking and Listening, 6](#)

[English Language Arts Standards, Anchor Standards, College and Career Readiness Anchor Standards for Language, 1](#)

Procedure

Watch some examples of effective and ineffective oral presentations and lead discussion about what works and what doesn't work. Create an anchor chart of Best Practices for Oral Presentations. Guide the discussion to include volume, pace, voice inflection, clarity, eye contact, and so on. Review related sections in Presentation Scoring Guides. Separate into E.A.R. groups. To review

practices and to prepare for the Zoo Board presentations, students will use presentation voices to share with other group members at least two best practices from the Visual and Oral Presentation anchor charts.

Lessons 33–34: Planning, Practicing, and Polishing Oral Presentations

Materials

- E.A.R. visual presentations
- Reference copy of E.A.R. visual presentation for each group member
- Best Practices anchor charts from previous lessons

Objectives

Students will use best practices to create an effective oral presentation.

Common Core State Standards and Learning Goals Achieved

[English Language Arts Standards, Anchor Standards, College and Career Readiness Anchor Standards for Speaking and Listening, 1](#)

[English Language Arts Standards, Anchor Standards, College and Career Readiness Anchor Standards for Speaking and Listening, 4](#)

[English Language Arts Standards, Anchor Standards, College and Career Readiness Anchor Standards for Speaking and Listening, 6](#)

[English Language Arts Standards, Anchor Standards, College and Career Readiness Anchor Standards for Language, 1](#)

Procedure

Briefly review the context for the Zoo Board presentation, the expectation that all group members will speak, and best practices for oral presentations. Instruct E.A.R. groups to determine what information each group member will present. Write a group member's name next to each designated slide on the reference copy. Guide students to apply best practices as they rehearse their E.A.R. presentations.

Lesson 35: Rehearsing Zoo Board Presentation

Materials

- E.A.R. visual presentations

- Reference copy of E.A.R. visual presentation for each group member
- Video-recording device (digital is suggested)
- Notebook paper
- Presentation Scoring Guides

Objectives

Students will rehearse and record Zoo Board presentation.

Common Core State Standards and Learning Goals Achieved

[English Language Arts Standards, Anchor Standards, College and Career Readiness Anchor Standards for Speaking and Listening, 1](#)

[English Language Arts Standards, Anchor Standards, College and Career Readiness Anchor Standards for Speaking and Listening, 4](#)

[English Language Arts Standards, Anchor Standards, College and Career Readiness Anchor Standards for Speaking and Listening, 6](#)

[English Language Arts Standards, Anchor Standards, College and Career Readiness Anchor Standards for Language, 1](#)

Procedure

Instruct E.A.R. groups to rehearse their presentation as a warm-up. Reconvene class and review the Presentation Scoring Guides. Give each E.A.R. group the opportunity to present to a live audience while the teacher video-records the presentation. (*Note:* Make a separate video file for each group’s presentation.) After each presentation, other E.A.R. groups should use notebook paper to document feedback based on Presentation Scoring Guides. After all groups have presented, give written feedback to E.A.R. groups and allow them time to read and reflect.

Lesson 36: Assessing Visual and Oral Presentations

Materials

- E.A.R. visual presentations
- Reference copy of E.A.R. visual presentation for each group member
- Video recordings from previous day
- Copies of Presentation Scoring Guides

Objectives

Students will analyze and self-evaluate their presentation.

Common Core State Standards and Learning Goals Achieved

[English Language Arts Standards, Anchor Standards, College and Career Readiness Anchor Standards for Speaking and Listening, 1](#)

[English Language Arts Standards, Anchor Standards, College and Career Readiness Anchor Standards for Speaking and Listening, 4](#)

[English Language Arts Standards, Anchor Standards, College and Career Readiness Anchor Standards for Speaking and Listening, 6](#)

[English Language Arts Standards, Anchor Standards, College and Career Readiness Anchor Standards for Language, 1](#)

Procedure

Ask students to recall and share best practices for both visual and oral presentations. Review Presentation Scoring Guides and explain that each group member will assess his or her group’s presentation individually, then compare ratings. Provide an opportunity for each E.A.R. group to view their video-recorded presentation, using the Presentation Scoring Guides to self-assess. Group members should use classmates’ feedback and self-assessments to refine the presentation. Give E.A.R. groups time to implement changes and rehearse.

Lesson 37: Presenting to the Zoo Board

Materials

- E.A.R. visual presentations
- Reference copy of E.A.R. visual presentation for each group member
- Presentation Scoring Guides for teacher use
- Selected Zoo Board members
- Students’ published newspaper articles, compiled by E.A.R. group and copied for each Zoo Board member

Objectives

Students will present visually and orally to Zoo Board.

Common Core State Standards and Learning Goals Achieved

[English Language Arts Standards, Anchor Standards, College and Career Readiness Anchor Standards for Speaking and Listening, 1](#)

[English Language Arts Standards, Anchor Standards, College and Career Readiness Anchor Standards for Speaking and Listening, 4](#)

[English Language Arts Standards, Anchor Standards, College and Career Readiness Anchor Standards for Speaking and Listening, 6](#)

[English Language Arts Standards, Anchor Standards, College and Career Readiness Anchor Standards for Language, 1](#)

Procedure

Each E.A.R. group presents to the Zoo Board. Following the presentations, Zoo Board members should meet privately to decide which endangered animal should be added to the zoo. The Zoo Board should present their decision, along with rationale, to the class.

Assessments

Sticky-Note Checklist: Teacher completes in Lesson 6 to provide students with feedback on their note-taking and paraphrasing progress.

My Notes About _____, My References About _____: These student resource pages are used beginning in Lesson 8 and continuing throughout the unit until Lesson 22. Teachers could use these resources as another formative assessment if desired.

Text-Graphic-Internet Features Scoring Guide: Teacher uses during Lessons 8–11 when conferring with students to document which features students can recognize.

Note-Taking & References Scoring Guide: Teacher uses in Lessons 12 as a summative assessment to document student performance with note-taking, recording references, identifying powerful quotes, and defining domain-specific terms.

Newspaper Article Scoring Guide: Students and teacher use in Lessons 15 through 18 to emphasize important elements of the newspaper article. Through student self-assessment and teacher conferencing, students will be given feedback on the skills of paragraph development, appropriate use of text features, insertion of graphic features, and proper writing conventions.

Presentation Scoring Guide: Students and teacher use in Lessons 27, 28, 32, and 35–37 to emphasize important elements of the visual and oral presentation. Students will engage in both self- and peer assessment. Teacher uses during the final presentation to the Zoo Board.

About the Authors

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