ACTIVITY 1.8 continued

28. Have students work with discussion groups to discuss and answer Working from the Text item 9.

29. Review step 10 with students. First, students should generate a research question. Work with students in brainstorming a list of sources.

30. Before students begin research, review generating key words for an online search, evaluating the credibility of those sources, and navigating online databases.

LEVELED DIFFERENTIATED INSTRUCTION

INT. Arrange students into groups and provide them with the Persuasive/Argument Writing Map. Guide students craft a thesis statement: Hunger in my community is a serious issue that needs to be solved. Using their research, have groups complete these sentence frames: One reason I think hunger is a serious issue is because [reason]. For example, in my research, I learned that [evidence]. Have students use their responses to complete the graphic organizer.

31. Next, ask students to synthesize their research and present their findings to a small group.

32. Finally, ask students to respond to the writing prompt and revise their work when they are done. Remind them to cite sources through paraphrasing, summarizing, and quoting.

33. Have students attend to the Independent Reading Link. Instruct students to engage in note-taking in their Reader/Writer Notebooks during their discussions. Students may begin lists of the most effective elements of argumentative texts.

ASSESS

Review students’ arguments and solutions in response to the writing prompt. Students’ arguments should have clear and arguable claims, contain a variety of supporting evidence, and make use of effective rhetorical devices. Check that students have used and cited sources correctly in their responses.

1.8

INDEPENDENT READING LINK

Read and Discuss

Review the notes you have been taking in your Reader/Writer Notebook about your independent reading. In what ways does your selection address the issue of poverty or hunger or another social issue? Collaborate with your peers to discuss the elements of argumentative texts that address social issues. Remember to listen actively during the discussion and respond appropriately and respectfully.

My Notes

Writing Prompt: Argumentative

After researching the issue of hunger in your community, write an essay that elaborates on the problem of hunger, how we can solve it, and why we are responsible for helping. Support your position with evidence from your research. Be sure to:

- Establish a clear, arguable claim. E2.10(C)
- Use specific details, examples, and original commentary to support your claim E2.7(E)(ii)
- Use a clear organizing structure that is appropriate for your purpose, topic, audience, and context. E2.9(B)(i)
- Use rhetorical devices such as appeals or parallelism. E2.8(G)

10. On the Spot Research: Is hunger a problem in your community? Conduct research on the issue of hunger in your community. Connect your research findings to the text in an effort to defend or challenge Shore’s claims.

- First, create a question you would like to answer through your research. Then use available resources to find answers to your question, creating new questions or revising your questions as needed based on your findings:
  - Organize your evidence by form (empirical, logical, anecdotal). Be sure to include at least two pieces of empirical evidence.
  - Finally, synthesize your findings into a brief, informal presentation and then present your information to a small group of your peers. Does your research defend or challenge Shore’s claims? In what ways?

11. Revise Your Work: Once you have drafted your essay, revisit it to see if the organizing structure you chose is effective. Consider whether your evidence and commentary are organized in the most persuasive way possible, and make any necessary revisions to improve your draft.

ADAPT

If students need additional help structuring an argument, have them work with partners to discuss and orally defend their claims. Partners should ask questions of each other that require the use of reasons and evidence, providing feedback about the relevance and sufficiency of the evidence.
ACTIVITY 3.16

Visual Evidence

Learning Targets
• Evaluate and create graphs, charts, and other visuals.
• Conduct additional research to create graphs, charts, and other visuals.

Preview
In this activity, you will examine five different visuals and use your research to create your own visuals.

Analyzing Multimodal Texts
Multimodal texts use more than just text to communicate meaning to an audience. These texts might employ visual, spatial, audio, or gestural modes in addition to or in place of written language. As you read the infographics and listen to presentations in this activity, analyze the characteristics of each multimodal text, such as its use of color, graphics, layout, spoken volume, and gestures.

As You Read
• Jot down questions you have about the information represented. E2.4(I)
• Circle unfamiliar terms and use context or a print or digital resource to confirm their meanings. E2.2(A), E2.2(B)

Infographics
from Single-Use Plastics: A Roadmap for Sustainability

Figure One
Plastics replacing the traditionally used materials

<table>
<thead>
<tr>
<th>Product</th>
<th>Previous typical packaging material</th>
<th>Current typical packaging material</th>
</tr>
</thead>
<tbody>
<tr>
<td>Milk, edible oil</td>
<td>Glass, metal</td>
<td>3 or 5 layer film pouches</td>
</tr>
<tr>
<td>Toiletries (soap/shampoo)</td>
<td>Paper, glass</td>
<td>Plastic pouches or films</td>
</tr>
<tr>
<td>Cement, fertilizer</td>
<td>Jute</td>
<td>PP/HDPE woven sack</td>
</tr>
<tr>
<td>Toothpaste</td>
<td>Metal</td>
<td>Plastic laminate</td>
</tr>
</tbody>
</table>

Learning Strategies
- Graphic Organizer
- Jigsaw
- OPTIC

My Notes

ACTIVITY 3.16

PLAN
Suggested Pacing: 1 50-minute period

TEACH
1 Have students review the Learning Targets and Preview. Explain that students will study several visuals to help inspire ideas for their own visuals. Then read aloud the Analyzing Multimodal Texts section. Model for students how to observe and analyze the characteristics of a multimodal text by conducting a quick think aloud about a poster in the classroom or the first infographic on this page. Ask students to consider how the information would have a different impact if it were conveyed through a simple written paragraph instead of in a tabular layout with headings, bullet points, and graphics. Then review the As You Read with students.

2 FIRST READ: Ask students to read the infographics in pairs. Remind them to mark the infographics for unfamiliar terms and to record questions students have regarding the information presented.

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS

Focus Standards:
E2.5(J) Defend or challenge the authors' claims using relevant text evidence.
E2.7(F) Analyze characteristics of multimodal and digital texts.
E2.10(B) Compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft.

E2.11(B) Critique the research process at each step to implement changes as needs occur and are identified.
E2.11(C) Develop and revise a plan.
E2.11(F) Synthesize information from a variety of sources.

Additional Standards Addressed:
E2.1(A), E2.1(B), E2.1(D), E2.2(A), E2.2(B), E2.4(B), E2.4(I), E2.8(C), E2.11(D)