These digital plans have been designed by Georgia educators as examples of what’s working well for their students. When making curriculum decisions for your students, consult the guidelines of your local school and district.

This ten-lesson mini unit introduces students to critical analysis through informational writing. This unit emphasizes information literacy skills through the study of digital media and the analysis of information for accuracy and purpose. Students will actively engage with a variety of information media platforms, and they will write descriptions and analysis that demonstrate critical thinking skills. At the conclusion of the unit, students will use what they have learned to create an infographic, along with a detailed analysis of their own work.

Lesson Four: Locating Information

In this lesson, students will learn how to locate reliable resources that provide accurate information. Students will produce written responses that show an understanding what sources they should use for different needs.

NOTE: This learning plan uses specific texts (e.g., written, performed, illustrated) as concrete examples of standards-based learning activities. These texts are not endorsements. The selection of classroom texts is completely a local decision and subject to local approval processes.
### Learning Targets

<table>
<thead>
<tr>
<th>Learning Targets</th>
<th>Lesson “Small Make(s)”</th>
<th>Unit “Big Make”</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can <strong>determine</strong> the best source for information for a given circumstance.</td>
<td>• Research Tasks by Source</td>
<td>Infographic with accompanying analysis (framed by Lesson Nine Research Guide)</td>
</tr>
<tr>
<td>I can <strong>understand</strong> how identity and bias influence the way individuals view and share information.</td>
<td></td>
<td>Infographic Rubric</td>
</tr>
</tbody>
</table>

### Standard Alignment

**Standard(s):**

ELAGSE6W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate transitions to clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style.
- f. Provide a concluding statement or section that follows from the information or explanation presented.

**WIDA English Language Development Standards for English learners (ELs):**

Teachers of ELs are encouraged to use the resources in the WIDA English Language Development Standards Framework, 2020 Edition, to design language expectations (p.28) specific to the GSE. Examples of the English language needed to support informational writing can be found on pp. 186-187.
Instructional Design

For more information regarding daily routine practices and/or additional information on the unit framework (including materials), please see the Unit Overview.

Various evidence-based practices (EBPs) are identified throughout the lesson below; however, we believe good teaching can be eclectic, “...thoughtfully, intentionally taking some of the best of different teaching methodologies, while always holding onto some research-based, core beliefs, we can help our students flourish in ways that teaching only one way will not” (Roberts, 2018, p. 6). Always feel free to adapt the lesson to meet your professional needs with your specific student population. Ideas for student supports and enrichments can be found in the “Student Learning Supports” section.

Materials
Teacher—computer, projector, Internet access, a free Adobe Creative Cloud account or Canva for Education account could be created at this time for the students’ cumulative project (information guide), John Green’s Crash Course Video on Trusting Sources (2019)
Students—handout, computer/device, Internet access, Informational Writing: Lesson Four Handout (Unplugged), Web Page Description Guide w/ Research Tasks

Disclaimer: The Georgia Department of Education (GaDOE) does not endorse any of the books, resources, websites, programs, products, and other materials that may be featured as part of the Remote Learning Plan units. Any use of books, resources, websites, programs, products and other materials are intended to serve as examples only. All curriculum decisions are made at the local level.

Engage
Opening:
Synchronous/Asynchronous
What makes a source reliable? How do you know who you can trust?
Watch the video about experts by author John Green (Green, 2019).

We learned in the video that it is okay to trust experts. They have the education and experience that we do not have. It is important, however, to know who the experts are. Sometimes it is up to us to determine that, and sometimes we have sources that do the work for us. There are many online resources that have experts in different areas judge information to determine their trustworthiness.
They work like librarians who choose books for a library or a museum curator who selects art for a museum.

**EBP: Increase student motivation and engagement in literacy learning.** [Moderate Evidence] (Kamil et al., 2008); **EBP: Connect and integrate abstract and concrete representations of concepts.** [Moderate Evidence] (Pashler et al., 2007).

**Unplugged/Offline**

1. Have students complete Part I of the **Informational Writing: Lesson Four Handout (Unplugged)**.
2. Provide students with a **Web Page Guide with Research Task Document**.
3. If possible, try to find a way to communicate with students about their thoughts and to provide feedback (even if it is via phone call or Google Voice).

**Explore**

**Synchronous/Asynchronous**

Not all information can be easily located using curated sites. It is usually up to you to navigate the web. Determining what kind of information you want and who you want to provide the information is an important first step to finding trustworthy information. In your Writers Notebook you will find a Website Guide that describes how different kinds of websites and how they are used. Web searching tasks are listed in your notebook and you will need to use the guide to decide which sites to use for the tasks.

Instruct students to access their Writers Notebooks and open the Website Description Guide. Review the main points, and allow students time to read, review, and annotate the guide. After allowing a few moments, let them check their understanding with a partner or share any new insights or connections they have made. They will use the guide to choose websites that match the task descriptions in the next segment of the lesson.

**Unplugged/Offline**

1. Have students complete Part II of the **Informational Writing: Lesson Four Handout (Unplugged)**.
2. If possible, try to find a way to communicate with students about their thoughts and to provide feedback (even if it is via phone call or Google Voice).
Apply
Synchronous/Asynchronous
Students will work on determining the best web pages to use for a search task.

Note: This would be a great time to introduce your students to the online databases that are available to them.

While students work, model/conference with individuals or small groups as planned (scheduled times) or spontaneously. EBP: Explicitly teach appropriate writing strategies using a Model-Practice-Reflect instructional cycle. [Strong Evidence] (Graham et al., 2016); EBP: Ask deep explanatory questions. [Strong Evidence] (Pashler et al., 2007); EBP: Provide direct and explicit comprehension strategy instruction. [Strong Evidence] (Kamil et al., 2008).

Unplugged/Offline
1. Have students complete Part III of the Informational Writing: Lesson Four Handout (Unplugged).
2. If possible, try to find a way to communicate with students about their thoughts and to provide feedback (even if it is via phone call or Google Voice).

Reflect
Synchronous/Asynchronous
Time permitting, review their responses as a class. Allow students to share what they chose for certain tasks. They could even meet in partners or small groups, come to a consensus, and then share out. Did they discern appropriate sources for each of the research tasks? If they did not, what common misconceptions were out there?

Ticket-out-the-Door
- What have you learned about using online sources today?
- Did anything surprise or irritate you?

Unplugged/Offline
1. Have students complete Part IV of the Informational Writing: Lesson Four Handout (Unplugged).
2. If possible, try to find a way to communicate with students about their thoughts and to provide feedback (even if it is via phone call or Google Voice).
Evidence of Student Success

Formative Assessment

- Did the students identify appropriate sources for the research tasks? If not, which students might need a bit of additional support during the subsequent lessons?

“More of What’s Meaningful”: Formative Assessments (Serravallo, 2013)

Formative assessment can occur in two ways:

- Conferring [Guidance: Tips for Conferring to Maximize Student Engage]
  - “Supercharge your Conferring: Focus on Goals, Strategies, and Feedback” (Serravallo, 2018)
- Sharing [“How to Create an Inclusive Virtual Classroom” (Kern, 2020)]
  - “8 Strategies to Improve Participation in Your Virtual Classroom” (Minero, 2020)

Student Learning Supports

At all levels, the English Language Arts standards encourage students to become critical thinkers and communicators. The following strategies are designed to support students who are either struggling to meet this lesson’s learning target and/or are exceeding and would benefit from enrichment.

Supports/Scaffolding

- **Conceptual Processing:** Allow additional processing time. Review this content prior to the lesson occurring so that the student will have additional time to formulate responses. Summarize each lesson segment and keep summary accessible for students. Implement scaffolds identified below for various circumstances.
  - **Language:** Prior to beginning of the lesson, explicitly teach vocabulary required to engage with the content. [EBP: Explicit vocabulary instruction [strong] (Kamil, et al., 2008)]
  - **Visual-spatial Processing:** Provide opportunities for students to engage with visual representations and/or manipulatives (virtual or concrete) as they explore concepts of power and communicate ideas.
  - **Organization:** Maintain logical progression of big ideas/lesson segments in the course’s shared virtual space so that students can revisit lesson segments as necessary. Help students bookmark frequently utilized sites (such as Flipgrid) or how to group tabs in Chrome to assist with organization.
  - **Memory:** Maintain logical progression of big ideas/lesson segments in the course’s shared virtual space so that students can revisit lesson segments, as necessary.
**Scaffolds for Specific Lesson:**

Students may need to conference individually or in small groups when they begin determining the best sources for the various tasks.

Students with similar struggles can be grouped for additional supports and/or modeling.

Students could work together on the main search task (in small groups or partners).

**Supports for English learners:**

- Suggestions for this lesson include but are not limited to:
  - Spanish and Arabic Subtitles/Transcripts available for [John Green’s Crash Course Video on Sources](https://www.youtube.com/watch?v=dQw4w9WgXcQ) (2019)
  - Educators may find it valuable to review [WIDA’s Proficiency Level Descriptors](https://www.wida.us) (pp. 210-211) when planning for differentiation based on students’ levels of English proficiency.
  - Teachers of ELs are encouraged to incorporate [high leverage practices](https://www.excell.org/) for teaching EL students and to utilize relevant evidence-based strategies such as those found in Project EXCELL’s downloadable [GO TO Strategies](https://www.excell.org/) (Levine et al., 2013).

**Acceleration/Extension**

**Standard (if different):**

ELAGSE6SL2: Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

**Acceleration/Extension Activity:**

- Students can select an article of their choosing from a news outlet. Then, they can annotate/highlight fact and opinion within the article. After you double-check it, they could then present this article with annotations to the class.
- Students can read the Newsela article at the MAX Lexile presented.

**EBP:** Increase student motivation and engagement in literacy learning. [Moderate Evidence] (Kamil et al., 2008); **EBP:** Connect and integrate abstract and concrete representations of concepts. [Moderate Evidence] (Pashler et al., 2007).
## Engaging Families

Aligning with your district’s family engagement plan to facilitate the most meaningful way to work with your families should remain the focus. At the secondary level, much of the communication occurs with the student serving as a liaison.

**FAMILY ENGAGEMENT:**

- Students can ask their family about what sources they trust to give them accurate information. They could then engage in conversation about what makes them view that source as trustworthy.
- **Engage families of English learners** by encouraging reading of bilingual informational texts (sample online resources for free bilingual books: [Unite for Literacy](https://www.uniteforliteracy.org/), [Global Storybooks](http://globalstorybooks.net)) (Knight, 2018). Families can also encourage writing at home ([English version](https://www.colorincolorado.org/article/how-to-build-collaborative-writing-skills/) / [Spanish version](https://www.colorincolorado.org/article/how-to-build-collaborative-writing-skills-espanol)) with students ([¡Colorín Colorado!](https://www.colorincolorado.org/), 2019).
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