

TEKS Student Expectations

8.11. (A) The student is expected to offer observations, make connections, react, speculate, interpret, and raise questions in response to texts (4–8).

Evaluating

60

LESSON

English Language Learners

See ELL Resource, Level H, for approaches to addressing the following issues.

- Preteach the academic language *evaluating*
- Preteach evaluating the usefulness and timeliness of an article
- Model completing the graphic organizer
- Summarize the passages in Explore and Re-Explore

Explain

Introduce **evaluating** by discussing the results of a recent opinion poll.

What is the topic of this poll? (Answers will vary.)

How do pollsters gather this information? (by asking selected people to answer questions)

What were the results of the poll? (Answers will vary.)

How might some people use the results of the poll? (Answers will vary.)

What is the basic purpose of an opinion poll? (to determine people’s opinions about various topics)

*When you are doing research, you should **evaluate** the resources that you locate. Before you use ideas from a particular source, ask yourself questions about the author, the purpose for writing this text, how reliable the information seems, and whether it contains the latest information about your topic.*

Expand (Overhead Transparency 60)

Use Overhead Transparency 60 as a group minilesson on **Evaluating**. Begin by reviewing the discussion of evaluating in the Explain section.

How do pollsters evaluate people’s opinions? (by asking people to answer questions about specific topics)

How do readers use the skill of evaluating? (by deciding if a research source is reliable and up-to-date)

Call students’ attention to the bullet point on the transparency: **Evaluating a passage involves deciding how well it covers a topic or how useful it is as a source of information.**

Read the passage on the transparency to the students. Then share the first sidebar aloud.

According to the title, what do you learn about this passage? (It was written in a Mandan village on the Upper Missouri River in 1832.)

Read the second sidebar and ask the following questions.

What is the topic of this passage? (the Mandan people)

What point does the author make about these people? (that their appearances differ, that some people seem to be descendants of people who were not Indians)

Why is a name listed at the end of the article? (to let readers know who wrote the article)

Read the third sidebar aloud to students.

60
Evaluating
Expand

• **Evaluating** a passage involves deciding how well it covers a topic and how useful it is as a source of information.

Mandan Village, Upper Missouri River, 1832

A stranger in the Mandan village is first struck with the different shades of complexion, and various colours of hair which he sees in a crowd about him; and is at once almost disposed to exclaim that “these are not Indians.”

The diversity in the colour of hair is also equally as great as that in the complexion; for in a numerous group of these people (and more particularly amongst the females, who never take pains to change its natural colour, as the men often do), there may be seen every shade and colour of hair that can be seen in our own country, with the exception of red or auburn, which is not to be found.

— George Catlin

First, evaluate the title or heading and determine what it tells you about the passage.

Next, read the passage and determine what kinds of information are included and who wrote the text.

Finally, determine how well the author understands the topic and how reliable the information probably is.

Remember: When reading, **evaluate** a passage to determine whether it contains the type of information you are looking for and whether it is a credible source of information.

How can you tell that the author is writing about his own personal experiences? (The passage is written from the first-person point of view.)

Since the author is describing what he has seen with his own eyes, how well can you trust the facts and details that he includes? (They can be trusted very well.)

Based on our evaluation of this passage, would it be a good source about the Mandan people? (yes)

Conclude the minilesson by reading the Remember statement at the bottom of the overhead.

Explore
(Lesson 60 in the Student Practice Binder)

Complete Explore I as a group. Begin with a review of Academic Vocabulary and Heads Up. Use this first exercise as a bridge between instruction and independent practice and to informally evaluate understanding. Encourage students to explain their thinking. Then challenge students to complete the remaining exercise(s) individually, in pairs, or in small groups.

Differentiated Instruction

Extra Support: Provide students the level of support needed to complete the remaining exercise(s). Suggested modifications include holding class discussions concerning examples of similar sources before completing each exercise. Also, for students who are having trouble with the concept of *evaluation*, you might pair them with an adult volunteer or capable peer and have them fill out a graphic organizer for each passage similar to the one in Explore III.

Extend: Choose a topic for students to research in the school library or media center. Have students work in teams and locate various sources about this topic. Instruct each team to list the sources they located and jot down ideas that helped them determine which sources were reliable and which were not. Remind students to explain how they reached these decisions. Then have students share their findings with the class.

APPLY

Everyday Texts: Point out that readers should evaluate the reliability and timeliness of articles they read in newspapers, magazines, and on the Internet. Explain to students that they should look for writer’s bias, adequate support of ideas, citations of trustworthy texts, and other ideas to determine if the details and message are reliable.

Exit Ticket

Use the following questions as well as student work on the Explore activities as formative assessment on **Evaluating**. Discuss students’ answers. Offer them an opportunity to reflect on their understanding.

Which kinds of sources should you use when you are doing research? (You should use sources that seem to be reliable, honest, and up-to-date.)

How do readers determine which sources are the best ones to use? (Readers determine reliable sources by analyzing the details in a text, examining the author’s purpose for writing the text, and deciding if the text contains the latest information available about a topic.)

Pause and Evaluate

Reflect on students’ performances at this point. If they have demonstrated an understanding during instruction and discussion, independent practice, and the Exit Ticket conference, concentrate on implementing ideas such as those presented in Apply to transfer knowledge beyond this skill-specific lesson.

If you feel that students have not demonstrated an understanding, consider

- Reteaching the lesson using different text and examples.
- Reteaching a certain area of confusion.
- Proceeding to the Re-Explore activity for additional practice. Sidenotes are generally included to guide instruction and encourage metacognition on the part of the student.
- Adapting the lesson to fit other learning styles or modalities.
- Using current reading materials and fashioning lessons from the text.

Re-Explore
(Lesson 60 in the Student Practice Binder)

Work with students needing more practice to complete the Re-Explore activity. Read the exercise for the student, but ask the student to determine the answers with as much support as needed. You may also pair students needing more practice with an adult or capable peer to complete the guided exercise on **Evaluating**.

Answer Key

Explore (Lesson 60 in the Student Practice Binder)

Exercise I: 1. c; 2. d

Exercise II: 1. Antarctica; 2. The first paragraph describes the discovery of Antarctica. The other paragraphs discuss Antarctica’s environment. 3. 1820, the 1970s, the 1980s, and 2008; 4. It was probably written in 2008 or later since it talks about a thing that happened then. 5. It was written very recently, so it is up-to-date with some of the most recent information about Antarctica.

Exercise III: *Answers will vary.*

Re-Explore (Lesson 60 in the Student Practice Binder)

1. a; 2. a