Read and mark text → Plan the response → Write essay

**Missing Piece:** Critical Thinking
Text Dependent Writing

Role of the Reader

- Unpack the prompt
- Establish a purpose for reading
- Read and mark text

Role of the Writer

- Creating a controlling idea
- Plan the response
- Write essay
Dale’s Cone of Experience

People Generally Remember:

10% of what they Read
20% of what they Hear
30% of what they See
50% of what they hear and see
70% of what they say and write
90% of what they do

People Are Able To: (Learning Outcomes)

Define List
Read

Describe Explain
Hear

Demonstrate Apply Practice
View Images
Watch Video
Attend Exhibit/Sites
Watch a Demonstration

Analyze Design Create Evaluate
Participate in Hands-On Workshop
Design Collaborative Lessons
Simulate or Model a Real Experience
Design/Perform a Presentation - Do The Real Thing
Progression of Scaffold to Group Evidence

- Use a matrix and provide categories and criteria for sorting evidence
- Use sorting strips to categorize evidence
- Provide a list of evidence removed from the text
- Evaluate evidence within text
Writing Task

• Write an explanatory essay in which you determine the theme of the two fables and analyze how the theme is developed over the course of the texts, including its relationship to the characters, setting, or plot. Use details from the text to support your response.

• (LAFS.W.8.1.2, LAFS.RL.8.1.2, LAFS.W.8.3.9, LAFS.RL.8.1.1)


<table>
<thead>
<tr>
<th>Criteria #1</th>
<th>Chinese Fable</th>
<th>Greek Fable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criteria #2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Criteria #3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Evidence Scaffold: Sorting Strips

1. Sort evidence into related groups that would support your controlling idea. (look at guiding question 1, 2, 3)

2. On a piece of paper, draw a planning graphic organizer to support the number of paragraphs your essay will include. (This is already done for you, choose a template based on the number of groups/body paragraphs you made)

3. Tape evidence strips onto planning graphic organizer.

4. Write a main idea statement/topic sentence for each group of evidence. (look at guiding question 4 & 5)
Guiding Questions

• Do you see related evidence?

• What connections can you make with the evidence?

• Does this evidence support your controlling idea?

• How is this group of evidence related?

• What point is this group of evidence making?
The common theme found in both fables was that being smart can sometimes triumph over being strong. The pattern of similar events, as well as the conflict of the characters in both fables, contributed to the development of the theme.

**Chinese fable**

- The fox recognized trouble and thought quickly about how to save himself.
- The man let go, and the fox ran away laughing.
- A young man wanted to get a fox skin to please his new bride.
- “I will be happy to do that, but I can’t help you when you hold my tail so tightly. Please let go, and I’ll immediately give you my skin.”

**Greek fable**

- A wolf caught a young goat returning from the pasture.
- The goat knew that he couldn’t escape, but he thought that he could fool the wolf.
- Some dogs heard the music and became curious. They saw the wolf and began to chase him. The wolf knew that he’d been fooled.
- The goat said, “I know that you’ll eat me, my friend, but I’d like just one favor from you. Would you play a tune so that I can dance once last time?”
The common theme found in both fables was that being smart can sometimes triumph over being strong. The pattern of similar events, as well as the conflict of the characters in both fables, contributed to the development of the theme.

**Character Motive**

- A young man wanted to get a fox skin to please his new bride.
- A wolf caught a young goat returning from the pasture.

**Pattern of events**

- The fox recognized trouble and thought quickly about how to save himself.
- The man let go, and the fox ran away laughing.
- The goat knew that he couldn’t escape, but he thought that he could fool the wolf.
- Some dogs heard the music and became curious. They saw the wolf and began to chase him. The wolf knew that he’d been fooled.

**Resolution**

- “I will be happy to do that, but I can’t help you when you hold my tail so tightly. Please let go, and I’ll immediately give you my skin.”
- The goat said, “I know that you’ll eat me, my friend, but I’d like just one favor from you. Would you play a tune so that I can dance once last time?”
Progression of Scaffold to Group Evidence

1. Use a matrix and provide categories and criteria for sorting evidence
2. Use sorting strips to categorize evidence
3. Provide a list of evidence removed from the text
4. Evaluate evidence within text
## Evidence Scaffold: Comparison Matrix

<table>
<thead>
<tr>
<th></th>
<th>Chinese Fable</th>
<th>Greek Fable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Character</strong></td>
<td>A young man wanted to get a fox skin to please his new bride.</td>
<td>A wolf caught a young goat returning from the pasture.</td>
</tr>
<tr>
<td><strong>Motive</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Pattern of</strong></td>
<td>The fox recognized trouble and thought quickly about how to save himself.</td>
<td>The goat knew that he couldn’t escape, but he thought that he could fool the wolf.</td>
</tr>
<tr>
<td><strong>events</strong></td>
<td>The man let go, and the fox ran away laughing.</td>
<td>Some dogs heard the music and became curious. They saw the wolf and began to chase him. The wolf knew that he’d been fooled.</td>
</tr>
<tr>
<td><strong>Resolution</strong></td>
<td>“I will be happy to do that, but I can’t help you when you hold my tail so tightly. Please let go, and I’ll immediately give you my skin.”</td>
<td>The goat said, “I know that you’ll eat me, my friend, but I’d like just one favor from you. Would you play a tune so that I can dance once last time?”</td>
</tr>
</tbody>
</table>
Use a matrix and provide categories and criteria for sorting evidence

Use sorting strips to categorize evidence

Provide a list of evidence removed from the text

Evaluate evidence within text
Evidence Scaffold: List of Evidence

The fox recognized trouble and thought quickly about how to save himself. **Event**

A young man wanted to get a fox skin to please his new bride. **Motivation**

Some dogs heard the music and became curious. They saw the wolf and began to chase him. The wolf knew that he'd been fooled. **Event**

The goat knew that he couldn't escape, but he thought that he could fool the wolf. **Event**

A wolf caught a young goat returning from the pasture. **Motivation**

"I will be happy to do that, but I can't help you when you hold my tail so tightly. Please let go, and I'll immediately give you my skin." **Resolution**

The man let go, and the fox ran away laughing. **Event**

The goat said, "I know that you'll eat me, my friend, but I'd like just one favor from you. Would you play a tune so that I can dance once last time?" **Resolution**
Progression of Scaffold to Group Evidence

1. Use a matrix and provide categories and criteria for sorting evidence
2. Use sorting strips to categorize evidence
3. Provide a list of evidence removed from the text
4. Evaluate evidence within text
**Evidence Scaffold: Evaluate Evidence in Text**

---

**A Chinese Fable**
A young man wanted to get a fox skin to please his new bride. He searched until he caught a fox by the tail. With great happiness at his success, he said to the fox, “My bride wants a fox coat. Can you give me your skin?” The fox recognized trouble and thought quickly about how to save himself. “I will be happy to do that, but I can’t help you when you hold my tail so tightly. Please let go, and I’ll immediately give you my skin.” The man let go, and the fox ran away laughing.

---

**A Greek Fable**
A wolf caught a young goat returning from the pasture. The goat knew that he couldn’t escape, but he thought that he could fool the wolf. The goat said, “I know that you’ll eat me, my friend, but I’d like just one favor from you. Would you play a tune so that I can dance once last time?” The wolf took out his pipes and played. Some dogs heard the music and became curious. They saw the wolf and began to chase him. The wolf knew that he’d been fooled. He said to the goat, “I got what I deserved; I’m a hunter, not a musician.”
Text Dependent Writing

Role of the Reader

Unpack the prompt
Establish a purpose for reading
Read and mark text

Role of the Writer

Creating a controlling idea
Plan the response
Write essay
Each day you are bombarded with messages that try to influence you—that urge you to buy a particular brand of shoes, to support a particular cause, to vote in an upcoming election, and to see the latest blockbuster film. Dealing with these competing messages requires that you examine ideas, ask questions, challenge arguments, and decide which viewpoints are worth accepting—in other words, that you think critically. Much of the information you absorb in college will be obsolete in a few years, but the critical and analytical skills you develop will serve you the rest of your life.

Chapter 8, How Do You Read and Write Critically