

FINDING EVIDENCE 2

Thursday, November 8, 2018 READ Method for AIR Preparation (Standardized Test Preparation Thursday Program)

EVIDENCE STATIONS

This week, the standardized test prep lesson will have the same focus as last week- finding evidence in passages. Students will complete activities at two stations designed to help them work with evidence and elaboration.

-Arrange the room so that there are several work areas, approximately five for the Station One activity and ten for the Station Two activity. Use the information and resources below to set up the stations. Students will spend 12 minutes at Station One and 24 minutes at Station Two. You can have them travel in assigned groups or simply assign them numbers (1-2) individually so they know at which station number they should begin. You can use the timer at <https://classroomscreen.com> to signal students when to move to the next station. Those who begin at a Station One will move at the 12 minute mark and those who begin at a Station Two will move at the 24 minute mark. (Some of the Station Two areas will have no students during the first 12 minutes and all of the Station One areas will be empty during the middle twelve minutes.)

STATION ONE-FINDING SUPPORTING TEXT

-Place copies of the [FINDING SUPPORTING TEXT INSTRUCTION/ACTIVITY SHEET](#) at each of the STATION ONE work areas. Students should fill in their own activity sheets, but can talk to a neighbor as a scaffold where needed. Here are the answers for the activity. Here is a sample completed chart with possible answers.

BODY PARAGRAPHS	TEXTUAL PHRASES FROM "THE BEST WAY TO DEAL WITH FAILURE" THAT YOU CAN WORK INTO YOUR OWN SENTENCES FOR EVIDENCE
BODY PARAGRAPH 1 POINT: Avoiding negative experiences goes against human nature.	<ul style="list-style-type: none">-played an important role in human evolution and survival-negative emotions tell us to pay attention-signaling that something's wrong — with our body, with our environment, with our relationships.-even though they're unpleasant, we feel negative emotions for a reason
BODY PARAGRAPH 2 POINT: The negative experiences associated with failure can lead to better attitudes and productivity.	<ul style="list-style-type: none">-participants who were previously instructed to focus on the negative emotions following their failure . . . spent nearly 25 percent more time [on their next task]-those who had focused on their failure — rather than dwelling on how they felt — tended to have defensive responses [about their failure]-participants who had spent time parsing their emotions produced thoughts oriented toward self-improvement

STATION TWO-PUTTING EVIDENCE IN YOUR OWN SENTENCES

-Place copies of the [PUTTING EVIDENCE IN YOUR OWN SENTENCES INSTRUCTION/ACTIVITY SHEET](#) at each of the STATION TWO work areas. Students should fill in their own activity sheets, but can talk to a neighbor as a scaffold where needed. Here is a sample of a completed paragraph for the activity.

In “Mercy” by Teri Davis and “Accidents” by Linda Pastan, both authors use imagery to detail negative experiences in hospitals.

-This is the topic sentence of the paragraph; it gives the point to be supported by evidence and elaboration. It must be a point that supports the thesis of the essay.

Davis utilizes many senses to underscore the perspective that people rarely have “good memories of a hospital.”

-This sentence supports the topic sentence and includes textual evidence from the first poem.

She appeals to our sense of touch when she compares the sights and sounds of hushed “hospital shoe covers” and “metallic rungs sweeping privacy curtains closed” to a painful, bothersome “hangnail.”

-This sentence elaborates more on the topic sentence and gives more textual evidence from the first poem.

Moreover, it is the “crisp, medicinal” smell of hospitals that really drives home the idea that hospitals are places “tainted with fear.”

-This sentence elaborates more on the topic sentence and gives more textual evidence from the first poem.

Just like Davis, Pastan has the ability to appeal to multiple senses to explore how the speaker’s negative hospital experience has left her with “no infant.”

-This sentence transitions to giving textual evidence from the second poem.

Pastan appeals to our sense of touch when the speaker of the poem explains that losing her baby has left her “life swaddled in bandages” with nothing to “hold in [her] two arms.”

-This sentence elaborates more on the topic sentence and gives more textual evidence from the second poem.

The emptiness of her arms is contrasted with the sight of life growing “outside the hospital window” where “the first leaves have opened” on a plant or tree letting the reader know the stark difference in the negative, lifeless experience in the hospital and the new life of the “shiny” leaves outside.

-This sentence elaborates more on the topic sentence and gives more textual evidence from the second poem.

Both Davis and Pastan leave the reader with a negative opinion of hospitals because each uses appealing imagery to detail hospitals as places without “mercy” and “compassion” that await the for “new accidents” to happen.

-This sentence ties the point, evidence, and elaboration made in the paragraph to the thesis of the essay.