

Sample Lesson Plan 2, Day 5

“Giving Advice and Expressing Opinions”

Lesson Overview

During this one-hour English language grammar lesson students will be working on reading, writing, and discussion activities as a whole class, in pairs, and independently. Students will refer to the textbook, *Grammar Dimensions 2*, Unit 10, Giving Advice and Expressing Opinions. The lesson has three connected segments that guide students progressively through different learning activities. Initially, students will discover ways to give advice and express opinions using modal auxiliaries. Next, students will practice using the new grammar with their prior knowledge of modal verbs from Unit 5. Finally, students compare their learning progress with the Unit’s learning goals in a Unit Goal Review discussion.

In the lesson immediately preceding this lesson, students learned to extract, summarize, and communicate relevant campus life information from the university’s print newspaper in an interactive reading and writing activity. Immediately following this lesson, students will select and read opinion/editorials in the university’s online edition of the newspaper and express their own opinions on the campus life topics in a communicative listening and speaking lesson. Strategically, this grammar-focused lesson provides a bridge between these two related lessons by giving students an understanding of, and practice in, grammatical forms used to express opinions.

Resources Used

Wisniewska, I., Riggenbach, H., & Samuda, V. (2007). *Grammar dimensions 2: Form, meaning, and use*. (4th ed.). Boston, MA: Heinle Cengage Learning.

Lesson Objectives

Students will be able to:

- Participate productively in student pairs and whole-class communicative activities.
- Use *must, had better, need to, should, ought to, could, might*, and imperatives to give advice appropriately.
- Use *should, ought to*, and *should not* to express opinions.

The lesson objectives are aligned with the course’s overall goal – to build on students’ academic English language skills by engaging them in listening, speaking, reading, writing, and grammar learning activities that are relevant to real-world encounters in university and professional workplace environments.

Materials and Equipment

Textbook: *Grammar Dimensions 2*

Students’ writing journals.

Procedures - "Giving Advice and Expressing Opinions"

Time	Tasks/Activities	Materials	Procedures	Justification
10 min.	Facilitated class discussion: Students exchange greetings. Introduction to usage of <i>Should</i> , <i>Ought to</i> and <i>Shouldn't</i> .	Attendance list. Focus Chart 1, p. 152 - Giving advice with <i>Should</i> , <i>Ought to</i> , and <i>Shouldn't</i> Unit Goals – p.150 Lesson outline.	<ol style="list-style-type: none"> 1. Exchange friendly verbal greetings with each student as they enter the classroom. 2. Preview the day's Lesson outline and read aloud. Call students' attention to Focus 1, p.152. Read aloud the examples. 3. Teacher mentions a few real imaginary problems and asks students for their advice. Teacher asks and students respond to, "My grades are too low." "I'm always tired." "I don't have enough money." 4. Use their advice to write examples using <i>should</i>, <i>shouldn't</i>, and <i>ought to</i> on the board. 5. Point out the difference between <i>should</i> (advice) and <i>must</i> (obligation). 6. Teacher asks for questions. 	<ol style="list-style-type: none"> 1. Establishes rapport, students produce L2. 2. Helps students focus on planned activities and expectations. L2 listening and reading practice. 3. Students produce L2 to informally give advice. Stimulates prior knowledge. Creates interest in the lesson content. 4. Students visualize their spoken structures on the board. 5. Helps students distinguish between advice and obligation. 6. Check for understanding.
10 min.	Facilitated class discussion: Introduction to usage of <i>need to</i> and imperatives.	Focus Chart 2, p. 153 – Using <i>Need to</i> and Imperatives to Give Advice	<ol style="list-style-type: none"> 1. Teacher calls students' attention to Focus Chart 2, p. 153 and reads aloud the examples. 2. Give examples of situations where stronger advice might be needed. For example: Situation 1: You cut your arm on a piece of glass. It's 	<ol style="list-style-type: none"> 1. Transitions to the next class discussion which builds on the grammar introduced in the previous discussion. 2. Stimulates prior knowledge and gives opportunity to practice new grammatical forms.

			<p>bleeding a lot and it won't stop. (Possible student response: You need to call the doctor right away. /Go to the hospital right away.) Situation 2: You just received a final payment notice for your phone bill. (Possible student response: You need to pay the bill right away. /Pay the bill right away.)</p> <ol style="list-style-type: none"> 3. Explain the difference in meaning; <i>need to</i> or an imperative is stronger and more urgent than <i>should</i> (but still not as strong as <i>must</i>.) 4. Teacher asks for questions. 	<ol style="list-style-type: none"> 3. Helps students distinguish between the grammar used to give casual advice and urgent advice. 4. Check for understanding.
25 min.	<p>Student pairs activity: Students share advice with partners and the whole class about how to be a better language learner. Students practice grammatical structures explained on</p>	<p>Exercise 2, p.153: Image of book cover – <i>How to be a Better Language Learner</i>, by Thompson Heinle.</p> <p>Instructions for the</p>	<ol style="list-style-type: none"> 1. Organize the class into student pairings. 2. Teacher calls students attention to Exercise 2, p.153. 3. Mention to students that you're thinking about writing a book about learning languages. Ask students to think about their own experiences and give advice about how to be a better language learner. 	<ol style="list-style-type: none"> 1. Encourages peer-to-peer dialogue. 2. Visual image and clear instructions help students focus on the exercise. 3. Stimulates prior knowledge and prompts class discussion.

	Focus Charts 1 & 2.	activity. Students' writing journals.	<ol style="list-style-type: none"> 4. Read aloud the description of the book and the introduction to the exercise. 5. Students record in their journals three important things that they think someone who wants to learn their language should and shouldn't do. 6. Direct students to compare their lists with their partner's. Ask them to look for and discuss similarities and differences in their advice. 7. Ask volunteers to come to the board and write one suggested piece of advice each. 8. When the list on the board is complete, have the whole class decide which advice is the most important. Ask how some of the pieces of advice could be modified to make them stronger or weaker. 	<ol style="list-style-type: none"> 4. Students see and hear the information about the image and the instructions for the exercise for better comprehension. 5. Writing practice as students compose original statements. 6. Peer-to-peer collaboration as students compare their pieces of advice. 7. Whole class engagement as students share, in writing, their advice with the class. 8. Students read and analyze the advice statements created by peers. Apply new grammar knowledge to modify strength or weakness of statements. Students produce L2.
10 min.	Facilitated class discussion: Unit Goal Review Students reflect on their learning at the	Unit 10 – Unit Goals statement. P.150	<ol style="list-style-type: none"> 1. Ask students to look again at the Unit Goals on the opening page of the unit. 2. Ask students to think about their new acquired grammar knowledge compared to the unit's stated 	<ol style="list-style-type: none"> 1. Review of language learning goals helps students recall key 2. Students practice meta-cognitive skills to self-assess learning progress.

	completion of the lesson.		learning goals. 3. Ask students to share parts of the lesson that helped them the most. And parts that need more explanation. 4. Review as needed.	3. Student feedback gives teacher clues to strengths and weakness of lesson/instruction. 4. Brief, selective review supports comprehension of new grammar.
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Assessment and Grading Criteria

Students' success during this class period is measured informally. Students' listening and reading comprehension abilities and speaking fluency are evaluated throughout the lesson as the teacher monitors class discussions, pair interactions, and students' responses to statements by the teacher and peers. Although students compose and write advice statements in their journals and on the board, there is no formal assessment of this specific writing practice. Journal entries will be assessed and assigned grades at the middle and end of the term.

Textbook pages referenced in Sample Lesson 2: Grammar Dimensions 2, pp.152 and 153:

Sample Lesson Plan 3, Day 6

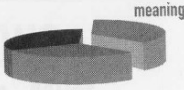
“Express Yourself!”

Lesson Overview

During this one-hour English language speaking lesson students will practice using authentic, conversational language to express their personal opinions on campus life topics. First, students will apply the grammatical structures acquired in the previous lesson to practice expressing their opinions in peer-to-peer interview situations. Next, students will use the internet to read, select, and respond to an opinion/editorial of their choice from the online edition of the university's student newspaper. Finally, in response to the editorial, students compose and express their opinions coherently in an informal debate format.

need. Here are some ideas: sleeping less, eating...

FOCUS 1 Giving Advice with *Should*, *Ought To*, *Shouldn't*




EXAMPLES	EXPLANATIONS
(a) A: I'm so tired. B: You should/ought to get more sleep.	<i>Should/should not</i> and <i>ought to</i> are often used to give advice (to tell someone what you think is a good or bad idea for him or her to do).
(b) A: I can't understand my teacher. B: You ought to/should talk to her about it.	Use <i>should</i> or <i>ought to</i> to show that you think something is a good idea. <i>Ought to</i> is often pronounced as <i>oughta</i> in spoken English.
(c) A: I have a terrible cough. B: You should not (shouldn't) smoke so much.	Use <i>should not (shouldn't)</i> to show that you think something is a bad idea. <i>Ought to</i> is not usually used in negatives or in questions in American English.
(d) Nami works too hard. She should/ought to take a vacation.	<i>Should</i> and <i>ought to</i> are modal auxiliaries. They do not take third person <i>s</i> .
(e) NOT: She shoulds/oughts to take a vacation.	For more information about the form of modals, see Unit 5.

EXERCISE 1

Look at the advice that you and your partner wrote in the Opening Task on page 151. Did you use *should*, *ought to*, *should not*? Check to see if you used them correctly. If you didn't use them at all, rewrite your advice to include them.

Share your advice with the rest of the class. Do not tell your classmates which book you were thinking about when you wrote the advice and see if they can guess correctly.

FOCUS 2 Using *Need To* and Imperatives to Give Advice

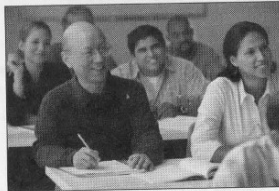


EXAMPLES	EXPLANATIONS
(a) A: My tooth hurts. B: You need to see a dentist.	<i>Need to</i> + base verb can also be used to give advice. It is stronger than <i>should</i> or <i>ought to</i> . <i>Need to</i> is not a modal verb.
(b) A: My tooth hurts. B: You should/ought to see a dentist.	
(c) A: My tooth hurts. B: Go to a dentist.	You can also use an imperative to give advice. An imperative is much stronger and much more direct than <i>need to</i> .
(d) A: I can't sleep. B: Don't drink so much coffee!	If you do not know the person you are addressing very well, it is usually better to use <i>should/shouldn't</i> or <i>ought to</i> .
(e) A: I can't sleep. B: You shouldn't drink so much coffee.	

EXERCISE 2

Thomson Heinle ELT,
A Thomson Learning Company

We are proud to announce an exciting new book,
by language learners for language learners:



HOW TO BE A BETTER LANGUAGE LEARNER

Language learners from all over the world give you advice about ways to learn a second, third, or fourth language. This book will change the way you learn languages...

THOMSON HEINLE

Australia Canada Mexico Singapore New South Africa

You have been asked to contribute to this exciting new “self-help” book. I think about your own experience as a language learner. Then, in your notebook write down a three important things you think someone who wants to learn your language should or should not do together with a partner compare your lists. How many similarities and differences can you find your advice? Share your advice with the rest of class.

This lesson occurs during the early weeks of the course. The listening and speaking skills practiced in this lesson will support progressively more challenging work later in the syllabus. **I believe** the skills needed to electronically access information about the university community through its web-based publications is most valuable when practiced early in students' university experience.

Immediately preceding this lesson, students practiced their English language reading and composition skills using the print version of the university's student newspaper. They discovered standard periodical formatting features, extracted meaningful information from a variety of relevant, self-selected, student-oriented articles, and composed written summaries which were shared verbally with their peers. Following this lesson, students will practice progressively more challenging English language usage in a continuing series of lessons focused on university publications and other authentic texts.

Resources Used

The EIEIO graphic organizer used in Parts 2 and 3 is adapted from:

<http://eslmethods.wikispaces.com/file/detail/EIEIO%20Organizer%20wih%20Sentence%20starters.docx>

The oral presentation rubric used in Part 3 is adapted from:

teacherweb.com/ON/CRMarchant/mrv/Speaking-and-Presentations.pdf

Lesson Objectives

Students will be able to:

- Participate productively in student pairs – collaborating during listening and speaking tasks.
- Obtain meaningful information about campus life from a web-based student publication.
- Orally describe and support their personal opinions on university-related issues.

The lesson objectives are aligned with the course's overall goal - to build on students' academic English language skills by engaging them in listening, speaking, reading, writing, and grammar learning activities that are relevant to real-world encounters in university and professional workplace environments.

Materials and Equipment

Students will navigate several pages of the web-based publication of the university's student newspaper. **The Shorthorn online can be accessed with the following URL:** www.theshorthorn.com.

The pages for this lesson will be in the Opinion/Editorial section represented in the following graphic:

The screenshot shows the website 'The Shorthorn' with the URL 'thorn.com/opinion/editorials/'. The page features the site's logo, a navigation menu with categories like NEWS, OPINION, LIFE+ENTERTAINMENT, SPORTS, MULTIMEDIA, CALENDAR, PUZZLES+CARTOONS, ADS+DEALS, and CLASSIFIEDS. The main content area is titled 'Editorials' and includes a 'TOP STORY' section with the headline 'Editorial: Take advantage of job fair'. Below this is a 'RECENT HEADLINES' section with the headline 'Editorial: Vote no to red light cameras May 9'. On the right side, there are social media icons, a 'Student 2-D ART COMPETITION' graphic, a 'the dallas opera LA BOHEME' advertisement, and a 'STUDENT CONGRESS PRESIDENT' announcement.

Equipment includes a computer terminal with internet access for each student. Additional equipment includes a display (board) that can be clearly seen by the whole class.

Copies of the attached handouts and graphic organizer for each student.

Instructional slides (or transparencies) of sample graphic organizer are attached.

Procedures – “Express Yourself!”

Time	Tasks/Activities	Materials	Procedures	Justification
5 min.	Facilitated class discussion: Greetings. Introduction to the content and context of the lesson.	Attendance list. Lesson outline (agenda)	<ol style="list-style-type: none"> 1. Exchange friendly verbal greetings with each student as they enter the classroom. 2. Preview the day’s lesson outline: display and read aloud. 3. Teacher asks students questions to elicit advice or opinion responses. “What are some controversial issues you’ve heard about on campus?” “How can we learn what other students think about campus issues?” “How can we make our opinions heard?” 	<ol style="list-style-type: none"> 1. Establishes rapport, students produce L2. 2. Helps students focus on planned activities and expectations. L2 listening and reading practice. 3. Students produce L2 to informally express personally relevant opinions. Stimulates prior knowledge. Creates interest in verbal argument. Teacher uses informal language to establish the register/ tone. Segues into lesson activity.
10 min.	Express Yourself, Part 1			
	Student pairs activity: Students participate in	Handouts A and B – Unique instructions	<ol style="list-style-type: none"> 1. Instruct students that they will be working with pre-selected partners. and coming to the front of the 	<ol style="list-style-type: none"> 1. Pair work facilitates communication between partners, allows peer-to-peer

	<p>structured peer-to-peer conversations expressing and inquiring about personal opinions.</p>	<p>for each partner.</p> <p>Handout 3 - Opinion statement prompts.</p>	<p>class for this activity. Arrange two chairs face-to-face, approx. 6 ft. apart at front of classroom.</p> <p>2. Teacher models the activity with one student volunteer. To model the activity, the student is Partner A and the teacher is Partner B. The teacher selects one opinion statement of interest – thinking out loud about the choice. Partner A begins by asking Question 1 from the instructions. Teacher responds; expanding on Sentence Starter 1 from the instructions. Continue through Q3. Then teacher asks Partner A to express his/her opinion about the selected statement.</p> <p>3. Teacher calls on first student pair. to come forward and take seats in the facing chairs. Handout A to Partner A and Handout B and Opinion Statements sheet to Partner B.</p> <p>4. First student pair completes the activity, returns to seats, and next pair is called. Continue until all student pairs have participated. If there is extra time, ask partners to</p>	<p>support.</p> <p>2. Observing the demonstration helps students interpret instructions and improves their success in completing the activity.</p> <p>3. Face-to-face configuration simulates authentic peer-to-peer dialog. Handouts guide students through dialog with suggested sentence starters.</p> <p>4. Students practice expressing their personal opinions and eliciting the opinions of others in a structured, but</p>
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			switch A/B roles and continue the activity.	authentic, dialog.
10 min.	Understanding opinion texts online			
	<p>Student pairs activity: Students practice online pre-reading skills.</p>	<p>Website - http://www.theshorthorn.com/opinion/</p> <p>Handout 4 - EIEIO graphic organizer</p> <p>Slide 1 - sample graphic organizer with highlighted entries.</p>	<ol style="list-style-type: none"> 1. Teacher instructs students to open the "Opinion" section home page, hands out EIEIO organizer, and reads instructions aloud. 2. Teacher models the activity - selecting an editorial and completing the first "Evidence and Interpretation" sections of the sample organizer. Display Slide 1. 3. Student pairs collaborate to scan the pages within the section and select one editorial, opinion column, or cartoon of mutual interest to analyze with their partners. Teacher circulates to assess understanding, participation, and to help settle disputes. 4. Independently, students read, then copy or paraphrase, their editorial's heading or the author's opinion in the space provided on the organizer. 	<ol style="list-style-type: none"> 1. Students read and listen to L2 instructions for better understanding. 2. Demonstration helps students improve their success through observation. 3. Decision-making task encourages students to engage in dialog and negotiation. Students choose a personally relevant text. 4. Focuses students' attention on the editorial's heading which provides clues to the author's

			<p>5. Students identify and transcribe key evidence and write their interpretations in spaces provided. Remind students that the EIEIO Organizer is a guide to help them organize information. They are not required to fill in all the blanks.</p>	<p>opinion.</p> <p>5. Analysis of textual evidence to infer meaning in L2 helps students develop their personalized responses.</p>
35 min.	Express Yourself! Part 2			
10 min.	Student pairs activity: Students collaborate on an editorial's meaning and respond by developing their personal opinions.	<p>http://www.theshorthorn.com/opinion/</p> <p>Handout 4 – EIEIO graphic organizer.</p>	<p>1. Instruct student pairs, "Tell (but don't show) your partner the evidence and interpretations you wrote on your organizer. Your partner will listen and write what you say on his/her organizer."</p> <p>2. Students synthesize information from the heading and important evidence to formulate a brief response statement expressing an opinion with one or two supporting arguments. Each student in the pair agrees with their partner to argue a different side of the issue.</p>	<p>1. Peer-to-peer dictation builds students' listening, speaking, and writing skills. Comparing evidence reveals meaning.</p> <p>2. Scaffolded synthesis using the graphic organizer helps students develop a response based on their own interpretations and peer collaborations. Requires higher-order thinking.</p>
25 min.	Pairs and whole class activity: Student pairs present their	Handout 4 – EIEIO graphic organizer.	<p>1. Display Slide 2. Using the sentence starters in the last section of the sample EIEIO organizer, the teacher models the</p>	<p>1. Demonstration shows students the interactive progression of the activity.</p>

	<p>personal responses to editorials (1 to 2 minutes per student).</p> <p>Class members listen and vote, “agree” or “disagree” with the positions presented.</p>	<p>Slide 2 – sample graphic organizer with highlighted entries.</p>	<p>presentation activity by orally presenting a 1 to 2-minute opinion response to the editorial. Say, for example: “<u>From this I learned</u> about Native American students and the Pow Wow event. <u>Now I understand why</u> Native Americans are an important part of the UTA student community. <u>I agree with the author because I think students should learn about other students’ cultures.</u>”</p> <p>Ask the class “Do you agree with me?” Count hands. “Do you disagree with me?” Count hands.</p> <p>2. First student pair is called on to come to front of class. Students take positions in face-to-face chairs. Addressing each other, each member of a student pair presents a 1 to 2-minute response to their selected editorial. <u>One student agrees, and the other student disagrees, with the author’s position.</u></p> <p>3. Class members are called on to vote by agreeing or disagreeing with the presenters.</p>	<p>2. Students practice authentic listening and speaking skills in a structured debate-type format.</p> <p>3. Students listen to and respond orally to peers’ spoken opinion statements.</p>
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Assessment and Grading Criteria

Students' success during this class period is measured both formally and informally. Students' listening and reading comprehension abilities and speaking fluency are evaluated throughout the lesson as the teacher monitors class discussions, pair interactions, and students' responses to statements by the teacher and peers. Skills practiced and evaluated include scanning an online text for relevant information, reading and understanding context clues, and making inferences. Ultimately, students will be successful when they formulate and orally present their personal opinion responses to their peers. By frequently giving students opportunities to ask clarifying questions, the teacher is able to continually check for understanding.

The students' success in the Express Yourself! Part 1 activity is determined by the students' ability to follow verbal and written instructions and coherently express their personal opinions orally to their peers.

Later, students communicate with each other to complete the pre-reading task. The students' ability to use L2 to collaboratively select and analyze a relevant editorial, identify evidence, and draw conclusions from the text, is revealed by the students' successful completion of the graphic organizer.

For the oral presentation assignment in Express Yourself! Part 2, a formative assessment of the students' oral presentations is accomplished by means of a simple rubric (attached) that measures students' ability to present a fluent paraphrasing of the author's opinion and a logical, comprehensible, personalized response. Productive speaking and active listening are also evaluated in the final whole-class activity. **Evidence of active listening skills is observed in students' appropriate (but not necessarily fluent) responses to peer's opinion statements.** Additionally, when students listen to and evaluate their peers' presentations, they self-evaluate their own work.

Handout A

Express Yourself!

Partner A - Instructions

- ✓ You go first.
- ✓ Ask your partner questions 1-3, wait for his/her answer to each question.

Question 1

"Which opinion statement did you choose?"

Question 2

"That's interesting! What does it say?"

Question 3

"What do you think?"

- ✓ Next, answer your partner's question. (You may use the sentence starter to help you answer the question.)

Sentence Starter 1

"I (agree or disagree) because I think _____."

Handout B

Express yourself!

Partner B -Instructions

- ✓ Choose one interesting opinion statement from the list.
- ✓ Answer your partner's 3 questions. You may use the sentence starters to help you answer the questions.

Sentence starter 1

"I chose one about _____."

Sentence starter 2

"It says _____."

Sentence starter 3

"I think _____."

- ✓ Next, ask your partner Question 1, wait for his/her answer.

Question 1

"What do you think?"

(From "The Shorthorn" online opinion section.)

Choose one:

1. Students should be allowed to bring guns to class.
2. Students should not be allowed to bring guns to class.
3. Marijuana should be illegal.
4. Marijuana should be legal.
5. Red-light cameras at intersections are good.
6. Red-light cameras at intersections are bad.

Handout 4

EIEIO Organizer with sentence starters

Predicting the	
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<p>author's opinion</p> <p>Copy or paraphrase the editorial's heading.</p>	<hr/> <hr/> <hr/>
<p>E (Evidence)</p> <p>Write brief notes about important details and quotes. The sentence starters may help you get started.</p>	<p>According to the text, _____.</p> <p>The author states that _____.</p> <p>A quote in the text is _____.</p> <p>In the text, it said _____.</p>
<p>I (Interpretation)</p> <p>Write brief notes about what the evidence means to you. The sentence starters may help you get started.</p>	<p>This reminds me of _____.</p> <p>From this I learned _____.</p> <p>To me this means _____.</p> <p>This tells me that _____.</p> <p>I think the author means _____.</p>
<p>E (Evidence)</p> <p>Write your <u>partner's</u> notes to the right.</p>	<p>According to the text, _____.</p> <p>The author states that _____.</p> <p>A quote in the text is _____.</p> <p>In the text, it said _____.</p>
<p>I (Interpretation)</p> <p>Write your <u>partner's</u> notes to the right.</p>	<p>This reminds me of _____.</p>

	<p>From this I learned _____.</p> <p>To me this means _____.</p> <p>This tells me that _____.</p> <p>I think the author means _____.</p>
<p>Oh!</p> <p>As you read the editorial, did you form an opinion?</p> <p>Write brief notes about your opinion.</p>	<p>From this I learned _____.</p> <p>Now I understand why _____.</p> <p>I agree/disagree with the author because _____.</p> <p>For these reasons I believe _____.</p>

**Oral Presentation Rubric: Expressing Opinion in
L2
(Student Pair Presentations – Each student is
assessed independently)**

Student Name: _____

CATEGORY	4	3	2	1
Pair Participation	Each member of the pair describes the author's opinion and expresses their own opinion on the topic.	Each member of the pair expresses their own opinion on the topic.	Each member of the pair says something meaningful about the topic.	Neither member of the pair says anything meaningful about the topic.
Volume	All students (the audience) can hear all the time.	All students (the audience) can hear 75% of the time or more.	All students (the audience) can hear between 65% and 75% of the time or more.	Students (the audience) usually can't hear speakers.
Speaks Clearly	Student always speaks clearly and is easy to understand.	Student usually speaks clearly and is easy to understand 75% of the time.	Student sometimes speaks clearly and is easy to understand 50% of the time.	Student does not speak clearly and is not easy to understand.
Content (Vocabulary & Grammar)	Speaks in complete sentences most of the time with correct grammar.	Speaks in complete sentences most of the time with correct grammar some of the time.	Speaks in complete sentences some of the time with correct grammar some of the time.	Rarely speaks in complete sentences with correct grammar.

Slides 1 and 2 – Sample EIEIO Organizer with highlighted teacher annotations.

<p>Predicting the author's opinion</p> <p>Copy or paraphrase the editorial's heading.</p>	<p><u>Celebrate Native Americans – Student association reaches out</u></p>
<p>E (Evidence)</p> <p>Write brief notes about important details and quotes. The sentence starters may help you get started.</p>	<p>According to the text, <u>the Association's annual Pow Wow educates people about Native Americans</u>.</p> <p>The author states that <u>the Native American Students' Association is active on campus</u>.</p> <p>A quote in the text is <u>"This year's Pow Wow is slated to be the biggest yet."</u></p> <p>In the text, it said <u>all UTA students should attend</u>.</p>
<p>I (Interpretation)</p> <p>Write brief notes about what the evidence means to you. The sentence starters may help you get started.</p>	<p>This reminds me of <u>International Week at UTA</u>.</p> <p>From this I learned <u>about the Pow Wow event</u>.</p> <p>To me this means <u>Native Americans are another interesting cultural group on campus</u>.</p> <p>This tells me that <u>it should be a popular event</u>.</p> <p>I think the author means <u>that Native American students have important information to share with other UTA students</u>.</p>

<p>E (Evidence)</p> <p>Write your partner's notes in the spaces to the right.</p>	<p>According to the text, <u>the Pow Wow has popular dancing and drumming contests for everyone</u>.</p> <p>The author notes that _____.</p> <p>A quote in the text is _____.</p> <p>In the text, it said <u>the Native American Language Lab is hosting a #WohotLanguage video contest</u>.</p>
<p>I (Interpretation)</p> <p>Write your partner's notes in the spaces to the right.</p>	<p>This reminds me of <u>EU language and culture activities</u>.</p> <p>From this I learned <u>music is important to the Native American community</u>.</p> <p>To me this means <u>Native American languages will be demonstrated</u>.</p> <p>This tells me that _____.</p> <p>I believe the author means <u>all UTA students should try to attend the Pow Wow</u>.</p>
<p>DH</p> <p>As you read the editorial, did you form an opinion? Write brief notes about your opinion.</p>	<p>From this I learned <u>about Native American students and Pow Wow</u>.</p> <p>Now I understand why <u>Native Americans are an important part of UTA student population</u>.</p> <p>I agree/disagree with the author because <u>I think all students should learn about other students' cultures</u>.</p> <p>For these reasons I believe <u>The Pow Wow will be a fun way to learn about Native American culture. I'll go to the Pow Wow and I'll tell my friends!</u></p>

