MISSISSIPPI DEPARTMENT OF EDUCATION

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EXEMPLAR
Units & Lessons
ENGLISH LANGUAGE ARTS

Grade 8

Lesson 2: Understanding Motivation

Focus Standard(s): RI.8.3

Additional Standard(s): RI.8.1, RI.8.2, RI.8.4, W.8.2, W.8.7, SL.8.1, L.8.4

Estimated Time: 5 days

Text(s): "Creating the Conditions for Student Motivation" by Larry Ferlazzo from Edutopia and "Strategies for Helping Students Motivate Themselves" by Larry Ferlazzo from Edutopia

Resources and Materials:
- Handout 1.1: Unit Introduction Activity
- Handout 1.2: Performance Task Motivation Questionnaire
- Handout 1.3: Learning Targets for the Unit
- Handout 1.4: Performance Task Planning Sheet
- Handout 1.5: Investigation Notes- Model
- Handout 1.6: Investigation Notes- Student Copy
- Student copies of the Rubric for the Performance Task
- Optional: Student copies of Performance Task
- Handout 2.1: Analysis Lens 1
- Handout 2.2: Analysis Lens 2
- Handout 2.3: Formative Assessment Data Sheet
- One sticky note placed on each child's desk before class
- GIST Template and/or a Summary Template
- Speaking and Listening Tracker
- Discussion Stems
- Anchor Chart
- Choosing Details to Support a Provided Central Idea Organizer
- Frayer Model (optional)

Lesson Target(s):
- Students will show understanding of the following concepts: See the RI.8.3 "I will understand" section of **Handout 1.3.**
- Students will complete the following actions:
  - Use a graphic organizer to trace the way (techniques) the author makes connections among ideas, events, and people within a text.
  - Articulate the central idea(s) of a text based on the connections made
  - Compose an accurate analysis of a text that includes how the central idea emerges, is shaped, and is refined by specific details.

Guiding Question(s):
- How do authors make connections among or distinctions between ideas, events, and individuals within a text?

Vocabulary

Academic Vocabulary:	**Instructional Strategies for Academic Vocabulary:**
- Analyze - Connection - Distinction - Techniques (to connect or separate ideas, people, or events) (e.g., comparison, analogy, category) - Relationships (between or among ideas, events, or people)	☐ Use an anchor chart to model to help student understand the meaning of words. ☐ Introduce words with student-friendly definition and pictures ☐ Model how to use the words in writing/discussion ☐ Read and discuss the meaning of word in multiple contexts ☐ Students create pictures/symbols to represent words ☐ Students write/discuss using the words
In-ConTEXT Vocabulary: • See Activity 1. **Note:** Words included as in-context are meant to aid in comprehension of the text through the instruction of context clue strategies. When assessing for student mastery of in-context vocabulary, assess students' ability to use strategies. See RL.4	**Strategies for Teaching How to Determine Meaning from Context Clues:** ☐ Model the CPR context clue strategy. ☐ Use an Anchor Chart to model how to use context clues to determine the meaning of words. ☐ Be sure students understand the following concepts: context must be considered when determining the meaning of a word or phrase; words and phrases can be used in multiple ways including figuratively or connotatively; an author's use of words impacts the meaning and tone of a text; techniques for identifying and

AND L.4 in your grade level standards.	understanding analogies; techniques for identifying and understanding allusions; vocabulary terms: meaning, tone, analogy, allusion
	☐ Use these question or statement stems:
	    o What does the word/phrase _____ mean in this selection?
	    o The word/phrase is an example of __.
	    o Without changing the meaning of the sentence, what word can best be used to replace the underlined part?
	    o How does the author's use of repetition of sounds impact the tone of the text?
	    o According to this passage, a(n) _____ is like a(n) _____ because both _____.
	    o The author uses connotation to ____.
	    o What is the meaning of the analogy___?
	    o What does ___allude to?

Direct Instruction Text Vocabulary: • See references within the lesson. **Note:** Words included for direct instruction are meant to aid in comprehension of the text. Decisions about vocabulary assessments and word walls are to be made based on individual needs of students.	**Instructional Strategies for Direct Instruction Text Vocabulary:** ☐ Introduce words with student-friendly definition and pictures ☐ Model how to use the words in writing/discussion ☐ Read and discuss the meaning of word in multiple contexts ☐ Students create pictures/symbols to represent words ☐ Students write/discuss using the words ☐ Students act out the words or create movements/gestures to represent the meaning of the words

Symbol	Type of Text and Interpretation of Symbol
	Instructional support and/or extension suggestions for students who are EL, have disabilities, or perform/read well below the grade level and/or for students who and/or a more advanced text for students who perform/read well above grade level
✓	Assessment (Pre-assessment, Formative, Self, or Summative)

Instructional Plan

Anticipatory Set/Introduction to the Lesson

Have students answer the following question: Pretend you are a kindergarten teacher. If a kindergarten student didn't want to stop talking, what would you do to get them to stop talking?

T: Write your answer on a sticky note and come stick it on the board to have a discussion. You do not have to put your name on the sticky note.

On the board, chart paper, or other surface, write/type a T-chart with the words *inner* and *outer* at the top of the chart on either side of the line. Explain to students that inner motivations are based on the child stopping his/her talking because it is an inner desire and that outer motivations are based on the child stopping his/her talking because they will gain an outside reward or punishment (such as candy, a spanking, timeout, money, behavior score, etc.). As you read out the sticky notes, ask students to categorize whether their ideas are inner or outer motivations.

Understanding Lesson Purpose and Student Outcomes

> T: We must know more about motivation before all of you can effectively complete your performance task, so we will analyze the several texts to gain some insight into the topic of motivation. While learning about motivation, we will also learn about how authors make connections or distinctions among ideas, events, and people within a text to support and develop specific ideas, including the central idea. We will start with "Creating the Conditions for Student Motivation" by Larry Ferlazzo from Edutopia.

Provide students with a copy of "Creating the Conditions for Student Motivation" by Larry Ferlazzo from Edutopia.

Have students view the Connections section of **Handout 1.3: Learning Targets for the Unit**. Explain to them that they should use this sheet to monitor a) their understanding of how authors make connections or distinctions and b) their completion of the lesson targets as they progress throughout the unit. Direct them to check off a target as they accomplish each target and to highlight the ones they do not think that they mastered.

Activity 1: Reading Instruction

T: Before we read "Creating the Conditions for Student Motivation" by Larry Ferlazzo from Edutopia, we will learn an annotating strategy to help us comprehend the text better. I will model for you how to do this, and you will practice with my support. We will use this code:

◯ = Words you do not know

? = Questions that come to mind

! = Connections you've made to your life, the world, or another text

= ideas that seem connected to one another

Activity 1a: In-ConTEXT Vocabulary Instruction

T: You will practice determining the meaning of words from the context clues in the passage. Using context clues will aid in your comprehension of this text.

Display these words circled in the text and read a sentence in which they are included: intrinsic and extrinsic.

Complete the activities suggested in "Strategies for Teaching How to Determine Meaning from Context Clues" section. Model the first word if students struggle with the strategies.

Model for students how to use the strategies provided to complete the following table:

Unfamiliar Word	Context Clue Type and Example	My Definition	Checking the Definition	Revised Definition

Have students read through and circle other words that are unfamiliar. Here are some words they may choose: chronic absenteeism,

internalized, autonomy, competence, relatedness, relevance. Have them continue completing the chart with the words they circled.
Note: If students choose any words that do not contain context clues, see the "Instructional Strategies for Direct Instruction Text Vocabulary" section for suggested strategies.

✓ Monitor their ability to use the strategies and provide feedback as students are completing their table.

After students have completed the charts, have them divide into six differentiated learning stations:

- Discussion Station: Students audio record themselves discussing possible multiple meanings of the words, synonyms and antonyms of the words, examples of the words, and possible situations or contexts in which they or others may use these words. (Alternative: Students complete the Frayer Model or an anchor chart to depict their discussion ideas.)
- Art Station: Students create pictures/symbols to represent words. These will be hung on the wall to create the word wall.
- Acting Station: Students act out the words or create movements/gestures to represent the meaning of the words.
- Organizational Station: Students create a visual to depict the relationship between these words. (This may be completed on an electronic device.)
- Teacher Station: Students create an activity with the vocabulary words for the class to use in the next lesson. (This may be completed on an electronic device.)
- Technology Station: Students create and type sentences using each word and select images from Google Images to represent the meaning of each word.

> **For students who are EL, have disabilities, or perform/read well below the grade level:**
> - Provide students with Discussion Stems to help them have conversations within their groups.

If time permits, have students share out their ideas.

Activity 1b: Continue Annotating

T: You will continue annotating the questions that come to mind when we read; the connections you've made to your life, the world, or another text; and the ideas that seem connected to one another. We will use this code:

◯ = Words you do not know

? = Questions that come to mind

! = Connections you've made to your life, the world, or another text

= ideas that seem connected to one another

Display the text, model coding and annotating the text, and think aloud for students how to code and annotate the text in the first 2-3 paragraphs. Provide students with a copy of your annotated text, or display it as a model for them to reference as they annotate.

Divide students into pairs, being sure to pair one student (Student A) with another student (Student B) who has a slightly lower fluency level than Student A. Be sure not to pair students with significant differences in reading levels. Designate Student A as the first reader and Student B as the second reader for each echo read. Have students chunk the rest of the text into smaller segments, echo read each part of the text with the partner, and code and annotate the text after each echo read.

Activity 1c: Gist or Summary

Provide students with the GIST Template and/or a Summary Template and have students complete and share the gist of the article. **Note:** You may have students wait until the next lesson to complete a summary, as there will be an opportunity.

> **For students who are EL:**
> - Provide students who are EL with the appropriate translated materials.

Activity 1d: Reflection

Have students pause and help you create an anchor chart that lists the strategies used to comprehend the text.

Option: Have students work in groups to write down one strategy they used that was effective, and write it on a sentence strip. Glue the sentence strips to the anchor chart. Ask them if anything is missing, and add what they did not determine. Reference this chart at other times throughout the unit.

Activity 2: Modeling How to Analyze Connections and Distinctions (RI.8.3)

Provide students with the blank copy of **Handout 2.1: Analysis Lens 1.**

Note 1: A model copy is provided for you. Unless you think it is necessary, be sure to provide students with the blank copy so that they may complete the sections with you.

Note 2: Consider recording your model ahead of time for absent students or for students who prefer to work independently, at their own speed.

Explain to students that they will watch you model how to complete the handout, which will show them how to analyze (which means to discuss how) an author makes connections or distinctions among or between ideas, people, and events. Emphasize that understanding this skill is important because they will be the authors of their performance task and they will need to know how to make connections makes connections or distinctions among or between ideas, people, and events.

Direct them to record their ideas as you record.

> T: Follow along as I provide an expert read of "Creating the Conditions for Student Motivation" by Larry Ferlazzo.

Read the title to students.

> T: Hmmm… The title tells me that the article is about what?
> S: Student motivation.
> T: Great! Let's place that on our handout. It is important to understand the main topic/subject of a text so we can understand how the other ideas, people, or events relate to the main topic/subject.

Read the title and the quote from former U.S. Secretary of Education Terrel Bell to students.

> T: I see the author's name, but this quote is from former U.S. Secretary of Education Terrel Bell. I wonder why the author is mentioning his name and quoting him. I will assume that because he is an expert in his field, the author is using his words to emphasize the importance of motivation in education. Let's write down that information.

Direct students and show them where to record that information based on the model handout. Complete the model by guiding students through the handout questions and provided answers. Continue reading until you reach the name of Sir Ken Robinson.

T: Here is another person he mentions. How does this person connect with student motivation? Why is the author mentioning this?

S: (Students share possible ideas while the teacher guides the conversation.)

T: Great discussion! It is important to not only think about how they are connected to the main topic/subject, but to also think about how it connects to other people, events, or ideas in the text. Since we already have talked about another person, let's see how these ideas might fit together. (Have students work with you to add this person to the first column notes and add to the visual to create a bubble graphic.)

Continue reading until you reach the paragraph about intrinsic and extrinsic motivation.

T: Now these words catch my eye because the main topic/subject is student motivation. And here the author starts talking about intrinsic and extrinsic motivation. Because they have the word motivation in them, I think we should analyze the connection among these terms. Let's read until the end of this section first.

Continue reading until the end of the section. Direct students and show them where to record that information based on the model handout. Complete the model by guiding students through the handout questions and provided answers.

Activity 3: Guided Practice with Partners and Groups

T: Now you will try to analyze (which means to examine closely at how) an author makes connections or distinctions among or between ideas, people, and events in this final section, "Intrinsic Motivation." Here are your focus questions:

- How does the author make connections among the four numbered ideas and the main topic?
- How does the author connect the wood chips to the main topic?

Have students work with one partner to reread the section silently and record their ideas on the handout to support an answer to the focus question so that they may share with the group. Explain to students that you will monitor their speaking and listening skills with the Speaking and Listening Tracker.

Note: A mini-lesson on some of these skills may be necessary.

Divide students into one of the following learning stations, and have them share out their ideas and complete the learning station activity.

✓ Monitor their speaking and listening skills with the Speaking and Listening Tracker. Correct misconceptions and validate

understandings while you monitor. Decide which students may need an intervention before independent work later on.

- Audio Station: Students audio record themselves, podcast style, explaining how this how the author connected these ideas.
- Art and Organizational Station: Students create a visual to represent how the author connected these ideas.
- Physical and Organizational Station: Students create a physical representation (either still or moving) with props to depict how the author connected these ideas.
- Teacher Station: Students write/type a think-aloud that for struggling student to show how authors connect ideas, using this section as an example.
- Technology Station: Students create a Prezi, PowerPoint, or other multimedia presentation to show how the author connected these ideas.

✓ Use **Handout 2.2: Formative Assessment Data Sheet** to collect data about student understanding. Use this data to make decisions about the type of support to provide to students during their independent practice. Vary and individualize remediation activities based on their performance.

T: Determining the connections between the details will help determine the central idea. It seems like the connections between the details are about ___

Activity 4: Guided Practice
Note: Provide students with the option of working individually, in partnerships, or in a teacher-led small group. Show them how to use their data collected (their performance) from the Activity 2 to determine what their needs would be.

Explain to students that they will continue practicing what they have learned with other part of the anchor text: "Strategies for Helping Students Motivate Themselves" by Larry Ferlazzo from Edutopia. Provide students with a copy of the text.

Activity 4a: Annotation

Display this code, and tell students they may begin individually or they can work in a small group with you:

○ = Words you do not know

? = Questions that come to mind

! = Connections you've made to your life, the world, or another text

= ideas that seem connected to one another

T: I modelled it for you previously, but if you need more support, you may work in a small group with me. Like before, first, you will circle the words you do not know and complete the chart. Note that you may find words that you do not know that do not have context clues. List these words on the board and we will review later. Let's complete that now.

Note: You may also offer a recorded step-by-step video guide to help students.

Optional: Teacher-Led Focused Small Group for Fluency and Vocabulary Interventions

Explain to students that fluency and vocabulary are very important to the comprehension of a text, and to read effectively, they must attend to those needs.

Before the small group lesson, determine the sentence(s) or section(s) that your students may struggle to read fluently. Provide a model read of just that sentence or section and have students echo it back right after you read it. Have students discuss why you are reading it in that way (e.g., the dash means…; the colon means…; my voice should do <this> when I read…). Repeat the echo read one more time.

Display the context clues chart and provide students with a copy or have them copy the top part of the chart.

Have students search through the text for words that are unfamiliar to them. If it is a word that has clear context clues, teach students a strategy to determine the meaning of the word from the context clues. See the strategies listed in the **"Strategies for Teaching How to Determine Meaning from Context Clues"** section above the instructional plan. If it is a word that contains no context clues, use one of the strategies from the "Instructional Strategies for Direct Instruction Text Vocabulary" listed in the vocabulary section above the instructional plan.

Note: In Activity 1, the Teacher Group came up with an activity to review the In-ConText Vocabulary words. This

would be an appropriate time have students complete that activity because many of those words will be found in this section as well.

T: Now that you have finished understanding vocabulary. Continue with the other text coding and annotating. Again, if you need to work in a small group with me, please feel free to do that.

Note: You may also offer a recorded step-by-step video guide to help students.

> **For students who are EL, have disabilities, or perform/read well below the grade level:**
> - Provide students with Discussion Stems to help them have conversations within their groups.

Activity 4b: Gist or Summary

Provide students with the GIST Template and/or a Summary Template and have students complete and share the gist of the article.

Note: You may have students wait until the next lesson to complete a summary, as there will be an opportunity.

> **For students who are EL:**
> - Provide students who are EL with the appropriate translated materials.

Activity 4c: Practice to Master RI.8.3

Note: All students complete, regardless of whether they are working individually, in a partnership, or in a teacher-led small group.

Have students skim through the text and choose people, places, or ideas mentioned and that seem relevant to the main topic. Remind students that visually picturing the relationships will help them understand how all of those ideas are connected. Ask students to discuss how they visually organized the information from the first article read in the previous activities.

During their multiple reads, have students individually complete **Handout 2.1** with your support. Individually, have students decide how they want to show their understanding of how the author makes connections and distinctions among and between ideas. They can complete an activity similar to one of the learning station activities in Activity 1c.

✓ Monitor students' level of mastery with **Handout 2.3**. Provide feedback and support for students. Determine the type

of support students need to move them to the next level.

Activity 4d: Reflecting on Practice

Have students view the Connections section of **Handout 1.3**. Direct them to check off each target they feel that they have mastered and highlight the ones they do not think they mastered. Explain to students that they need to determine their next steps for improving if necessary. Option: Have students depict their understandings in a visual, poem, song, collection of quotes, etc.

Activity 5: Performance Task

  T: How can we apply what we learned about motivation from both texts we read to our performance task?

Direct students to place ideas to their **Handout 2.2: Analysis 2**. Model one or two examples for students.

Direct students back to their **Handout 1.4.** Explain that they may need to have research to help them make the best decisions for their performance task. If this is determined, they should start discussing what sources they should use to gather information.

In their research groups, have students start to consider the following: what data and research are needed, how/with what instrument would they collect that data, how long it may take to complete the performance task, and whether their suggestions would improve motivation or cause more motivation problems. For students who struggle, provide them some ideas of a project that is related but not exactly like theirs. For example, if they are completing Task A, you could provide them with an example of another school's rewards and consequences plan and think-aloud how you would use the information learned to evaluate their plan.

Direct students again to place any additional ideas to their **Handout 2.2**, if necessary.

Reflection and Closing
- ✓ Have students reflect on the following:
  - How well they accomplished targets.
  - How well they think they can complete the performance task. (Perhaps, provide another motivation survey.)
  - Which documents they can compile from this lesson for a study guide to help them on the cold-read assessment focused on RI.8.3.
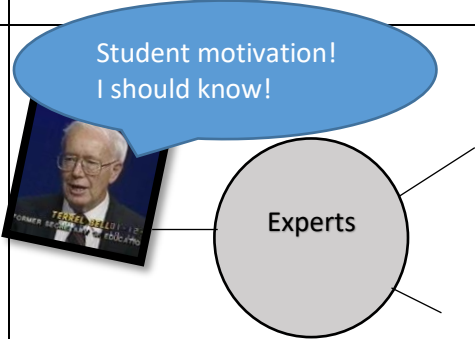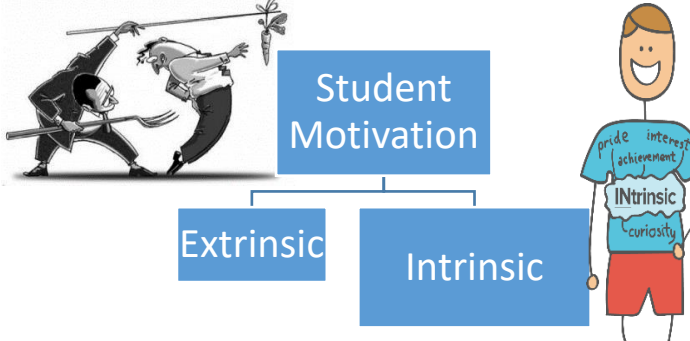
Homework

Students will begin collecting information or developing instruments to collect information about their problem statement.

Handout 2.1: Analysis Lens 1- How the author makes connections among and distinctions between individuals, ideas, or events

Model Copy

List the text title and author. →	"Creating the Conditions for Student Motivation" by Larry Ferlazzo	"Creating the Conditions for Student Motivation" by Larry Ferlazzo
What is the main subject or focus of this text? Identify the person/people, event(s), and/or idea(s).	Student Motivation	Student Motivation
What person/people, event(s), and/or idea(s) has the author connected or distinguished?	Person: Terrel Bell, former U.S. Secretary of Education and student motivation (List other's names as you encounter them.)	Intrinsic and Extrinsic Motivation and student motivation
What technique(s) does the author use to make the connection or distinction? Be specific about each connection.	Quote- "There are three things to remember about education. The first is motivation. The second one is motivation. The third one is motivation."	Metaphor: "Edward Deci… recognizes that there are going to be times when **carrots or sticks**…" Data/evidence: "A recent study of 200,000 employees found that that those who were more intrinsically motivated were *three times* more engaged in their work than those who focused more on external rewards" Transition: "emphasizing intrinsic motivation… **instead of** extrinsic motivation" Definitions: See Paragraph 6 parenthesis.
Draw a sketch to represent the relationship or interaction between/among these connections or distinctions?		

What idea/message is the author trying to convey about the relationship between/among the connected elements? (In other words, how is _____ related to/different from _____?) Is it implied or stated directly?	Implied relationship Expert on the topic for emphasis Even the former secretary of education, an expert in the field of education, emphasizes the importance of student motivation.	Explicit relationship Comparison/Contrast and Categorical There are two types of motivation: extrinsic and intrinsic. Extrinsic motivations, which are based on tangible rewards and punishments, are not as effective as intrinsic motivations, which are based on students' internalized goals. Though extrinsic rewards can be effective in some situations, intrinsic motivation should be emphasized more.
What is the purpose of the connection: to aid comprehension, add interest, and/or shift perspective, etc.? Provide an explanation.	To add interest or shift perspective	To aid in comprehension and to shift perspective
How does this connection impact the author's message/idea about factors that motivate people?	It helps develop the message that educators should be concerned about creating conditions that foster student motivation.	It helps develop the following message/idea: Two types of motivation can be used to motivate students, but intrinsic motivations are more likely to lead to a student performing a desired behavior than extrinsic motivations in most situations/contexts.

Blank Student Copy

List the text title and author. →		
What is the main subject or focus of this text? Identify the person/people, event(s), and/or idea(s).		
What person/people, event(s), and/or idea(s) has the author connected or distinguished?		
What technique(s) does the author use to make the connection or distinction? Be specific about each connection.		
Draw a sketch to represent the relationship or interaction between/among these connections or distinctions?		

What idea/message is the author trying to convey about the relationship between/among the connected elements? (In other words, how is _____ related to/different from _____?) Is it implied or stated directly?		
What is the purpose of the connection: to aid comprehension, add interest, and/or shift perspective, etc.? Provide an explanation.		
How does this connection impact the author's message/idea about factors that motivate people?		
What is the main subject or focus of this text? Identify the person/people, event(s), and/or idea(s).		

Handout 2.2: Analysis Lens 2- Author's information about factors that contribute to a person's motivation to perform a behavior

What factors contribute to a person's motivation to perform a behavior?	Which text(s)/author(s) make this claim? (Provide page, paragraph, time stamp, or section identification.)	Which text(s)/author(s) agree? Explain.	Which text(s)/author(s) provide conflicting information? Explain. Is the disagreement on matters of fact or interpretation?	How can you apply this to your performance task?

Handout 2.3: Formative Assessment Data Sheet

Focus Standard(s): RI.8.3

Additional Details: Write an analysis of the development of the central idea

Evidence of Understanding Scale

- o 4-Performing Above Standard: Evaluates how well the author makes connections among ideas; or analyzes one of the more difficult connection, such as how one of the hyperlinked resources connects to student motivation
- o 3- Met Standard: Shows understanding (through discussion, visual representations, etc.) that the connection among *autonomy, competence, relatedness, relevance* is that they are subgroups/categories of intrinsic motivation, which is a subgroup of motivation (as depicted in the second modelled example) and that it contributes to the idea mentioned in the second modelled example
- o 2- Approaching the Standard: Can somewhat explain the connection among *autonomy, competence, relatedness, relevance* but lacks ability to fully communicate ideas with much support. (Probe to discover what concepts they possess or lack. See Handout 1.3 for guidance on conceptual understanding.)
- o 1- No Understanding: Attempts but cannot explain the connection among *autonomy, competence, relatedness, relevance* at all. (Probe to discover what concepts they possess or lack. See Handout 1.3 for guidance on conceptual understanding.)
- o 0- Did Not Attempt: Does not attempt/No response (Make a note if they were absent.)

Student Name	Scale					Comment
	4	3	2	1	0	
	4	3	2	1	0	
	4	3	2	1	0	
	4	3	2	1	0	
	4	3	2	1	0	
	4	3	2	1	0	
	4	3	2	1	0	
	4	3	2	1	0	
	4	3	2	1	0	
	4	3	2	1	0	
	4	3	2	1	0	

	4	3	2	1	0	
	4	3	2	1	0	
	4	3	2	1	0	
	4	3	2	1	0	
	4	3	2	1	0	
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	4	3	2	1	0	
	4	3	2	1	0	
	4	3	2	1	0	

For training or questions regarding this unit,
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