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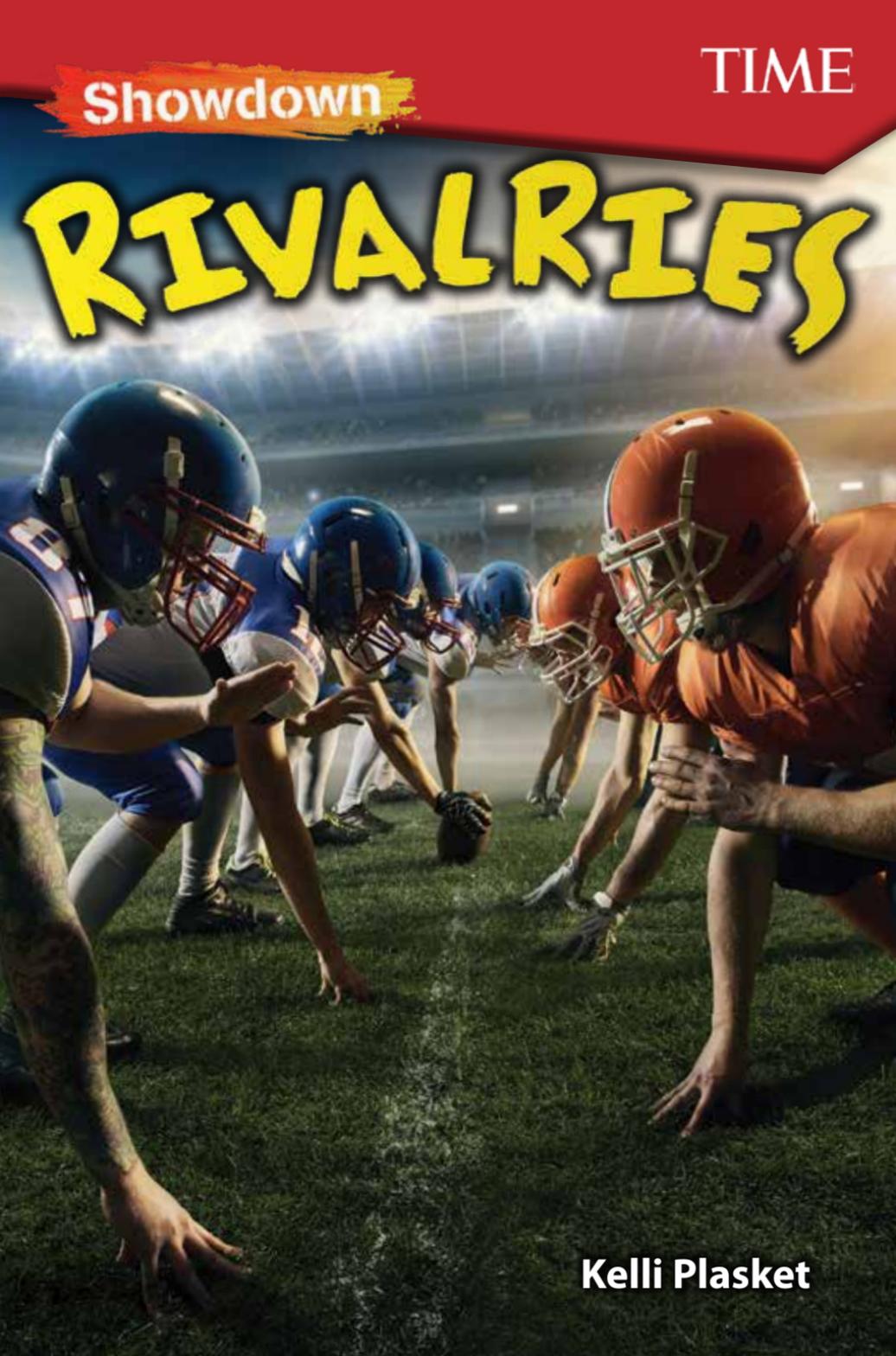
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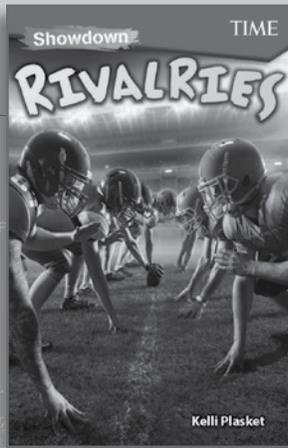
Showdown

TIME

RIVALRIES



Kelli Plasket



Use Evidence

Showdown: Rivalries

Use Evidence

Big Idea

Victory

Essential Question

In what ways can rivalry be both beneficial and harmful?

Objectives

- › Use text structure to comprehend a variety of texts.
- › Identify evidence that supports the argument.
- › Use major points in the text to draw conclusions or make and confirm predictions.

Materials

- › copies of *Showdown: Rivalries*
- › student practice pages
- › chart paper, sticky notes

Unit Overview

Use Evidence

Throughout this unit, students will learn and practice three strategies that will help them find and use evidence. They will distinguish fact from opinion, identify evidence, and evaluate the validity of the evidence. As students read *Showdown: Rivalries*, they will use scales as a reminder to weigh different ideas in order to find the strongest evidence.

Text Summary

Pepsi vs. Coke, Steve Jobs vs. Bill Gates, Batman vs. Superman—these are all long-running rivalries. How do rivalries form, what does it take to become a rival, and what effect do rivalries have? Learn all this and more as you face off against rivalries.

Key Words

altruistic	ideological
career grand slam	intuitive
disarmament	market share
emerging	satirical

Text Measurement

Lexile: 950L

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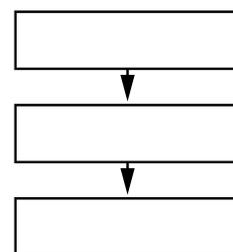
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Text Structure: Sequence

Structure Vocabulary

first, next, then, last, before, after, during

Structure Organizer



Day 2: Use the Strategy

Showdown: Rivalries



Review Text

Have students use the graphic organizer on student practice page 11 to review the sequence text structure and record information learned during the previous day's lesson.

Introduce New Text

1. Explore important features on reader pages 14–23.
 - › What do the pictures tell us about the topic?
 - › How do the headings help us predict the content?
2. Use student practice page 12 to review the words *disarmament* and *altruistic* on reader pages 17 and 21. Have students rate their knowledge of each word. Briefly discuss each word. Students can use the glossary in the back of the reader or write their own definitions.

Intermediate or Advanced Language Learners:

Have students read the “Dual Olympic Boycotts” sidebar on page 17. Discuss words such as *boycott*, *invasion*, and *retaliate*. Let students share their opinions about boycotting as a method of protesting. Discuss how these decisions might have affected other people (e.g., athletes, business owners, journalists).



Model

1. Review the scale and how it helps us use evidence. Say, “Remember, when we read, we use our scale to help us distinguish fact from opinion.”
2. Introduce today's focus: Identify Evidence. Say, “After we know what is fact and what is opinion in a text, we can begin to identify evidence. Not every fact will help strongly support an idea. We need to look for strong details that can be used as strong evidence.”
3. Explain the concept of a Dig Deeper. Say, “This book includes a Dig Deeper. It usually isn't read like body text because it isn't a continuation of the previous page. Its purpose is to allow readers to dig deeper into a topic that has already been mentioned in the book.” Read pages 14–17 aloud, modeling fluent reading. After reading, pause to model how to identify evidence. Say, “The text says that the United States and the Soviet Union were in a ‘space race.’ As I read the Dig Deeper, I identified a lot of evidence to support that idea. The entire time line was a back-and-forth list of space accomplishments for both countries. They were obviously trying to outdo each other. The dates and statistics strongly support the title of the Dig Deeper, helping prove the author's point.”

Words to Know

Directions: Before studying each word, assess your background knowledge.



Self-Rating	Word	Definition
	satirical (page 4)	
	ideological (page 12)	
	disarmament (page 17)	
	altruistic (page 21)	
	career grand slam (page 28)	
	market share (page 30)	
	emerging (page 36)	
	intuitive (page 37)	

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This word is brand new to me.

1

I've seen this word before, but I don't know what it means.

2

I kind of know what this word means.

3

I could teach this word to a friend.