

# Case 1: Is the screening canceled?

## Content note

The optional film clip from *The Hunger Games* (2012) shows coercion and danger to young people. Preview it before class, or skip it, because students need only the evidence in the story.

## Overview

Students read a short story about a neighborhood screening. A cropped seven-second clip in the crew’s group chat seems to say the event is canceled. Students compare the post with two documents, the coordinator’s meeting transcript and a booking email, and decide what the evidence supports. They then write a short group-chat update that corrects the claim and says which entrance to use.

## Before this case

Students should already be able to:

- find a detail in a short text and point to it
- tell something they saw from something they guessed
- write a complete sentence that answers a question

## Objectives

Students will be able to:

- separate what a post claims from what the original documents confirm

## Objectives, continued

- match a fact, such as the time or the door, to the document that proves it
- write a 3- or 4-sentence update that says whether to come, which door to use and how they know

## Materials

- This chapter, one copy per student
- Evidence A and C on half-pages, one set per pair
- The transcript to read aloud, printed in the educator column of the evidence sheet

## The task in this edition

**Task:** Talk it through, then write a three-sentence group-chat update telling friends whether to come on Friday and which door to use.

**Students make:** Group-chat message, 3—4 sentences

## Pacing

**Opener (page 3):** 8 min. Short on time: 5 min. Read What happened aloud. Skip the discussion of the opening question.

**Key terms (pages 4 and 5):** 8 min. Short on time: 3 min. Read the key terms aloud. Skip Who is involved.

## Pacing, continued

**Look at the evidence (pages 8 and 9):** 18 min. Short on time: 12 min. Read the transcript aloud once. Students fill in only the “What it shows” boxes.

**Key idea (pages 10 and 11):** 8 min. Short on time: 2 min. Read the first paragraph of the key idea aloud. Skip the code of ethics.

**Sort the evidence (page 12):** 10 min. Short on time: 5 min. Do the first row together and stop.

**Practice (page 13):** 8 min. Short on time: skip.

**Your task (pages 14 and 15):** 15 min. Short on time: 15 min.

**Check your work (pages 16 and 17):** 5 min. Short on time: skip. Score the messages yourself with the rubric.

**Questions to discuss (page 18):** 10 min. Short on time: 3 min. Use the first My take frame as an exit ticket.

**Talk about this case at home (page 19):** at home.

**Periods:** full chapter 90 minutes; one period 45 minutes.

## Standards

**RI.6.1** Use evidence from the text to support what it says directly and what you can infer from it.

## Case 1 plan, continued

### Standards, continued

**RI.6.8** Follow an argument in a text and tell which claims are backed by reasons and evidence and which are not.

**W.6.2** Write an informative text that explains a topic by choosing, organizing and analyzing relevant information.

**W.6.1.b** Support a claim with clear reasons and relevant evidence from credible sources.

**SL.6.1.c** Ask and answer specific questions with details that add to the discussion.

**SL.6.1.d** Review the main ideas of a discussion and show you understand other views by reflecting and paraphrasing.

**RI.7.1** Use several pieces of evidence from the text to support what it says directly and what you can infer.

**RI.7.8** Trace an argument in a text and judge whether its reasons and evidence are sound and sufficient.

**RI.7.9** Analyze how two authors writing on the same topic present key information differently through the evidence or interpretations they choose.

**W.7.1.a** State your claim, recognize opposing claims and put the reasons and evidence in a logical order.

**W.7.1.b** Support a claim with logical reasoning and relevant evidence from accurate, credible sources.

### Standards, continued

**SL.7.1.c** Ask questions that draw out more detail, and respond with relevant ideas that bring the discussion back on topic.

**SL.7.1.d** Take in new information from others and change your view when the evidence calls for it.

**RI.8.1** Use the evidence that most strongly supports your analysis of what a text says and implies.

**RI.8.8** Break down an argument, judge whether its reasoning and evidence hold up and spot evidence that does not belong.

**RI.8.9** Find where two texts on the same topic disagree, on facts or on interpretation.

**W.8.1.a** State your claim, show how it differs from opposing claims and put the reasons and evidence in a logical order.

**W.8.1.b** Support a claim with logical reasoning and relevant evidence from accurate, credible sources.

**W.8.1.c** Use words and phrases that show how claims, counterclaims, reasons and evidence connect.

**SL.8.1.c** Ask questions that connect several speakers' ideas, and respond with relevant evidence and observations.

**SL.8.1.d** Take in new information from others and qualify or defend your view based on the evidence.

### Standards, continued

**D1.5.6-8** Decide which kinds of sources will help answer a question, considering the points of view they represent. In this case: Students decide which kinds of sources could answer “Is the screening canceled?”

**D3.1.6-8** Gather information from several sources, using origin, authority, structure, context and corroboration to choose them. In this case: Students choose sources by origin and authority: the coordinator’s transcript over a forwarded screenshot.

### Codes of ethics

- **SPJ Code of Ethics:** Seek Truth and Report It
- **RTDNA Code of Ethics:** Truth and accuracy above all
- **PRSSA Ethical Principles for PR Students & Professionals (professional values and member pledge):** PRSSA Code of Ethics and Conduct (member pledge)

### Heat map

■□□ **Opener (page 3):** Low

■□□ **Key terms (pages 4 and 5):** Low

■□□ **Look at the evidence (pages 8 and 9):** Low

■□□ **Key idea (pages 10 and 11):** Low

■□□ **Sort the evidence (page 12):** Medium

## Case 1 plan, continued

### Heat map, continued

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■ ■ □ Practice (page 13): Medium

■ □ □ Check your work (pages 16 and 17): Low

### Try it at your school

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**Find out how your school sends urgent updates.**

- Ask a teacher or front-office staff which channel carries official changes (email, app, website)
- Save the official channel so you can check it before reposting
- Next time a screenshot circulates, post “still checking” instead of a verdict
- Suggest to your student council that urgent updates include the original link

**Who to ask:** Front-office staff, a teacher, the student council advisor or a school librarian

**Safety:** Don’t share other people’s names or messages from a private chat. Check any official source with a trusted adult if it asks for personal information.

### Sources

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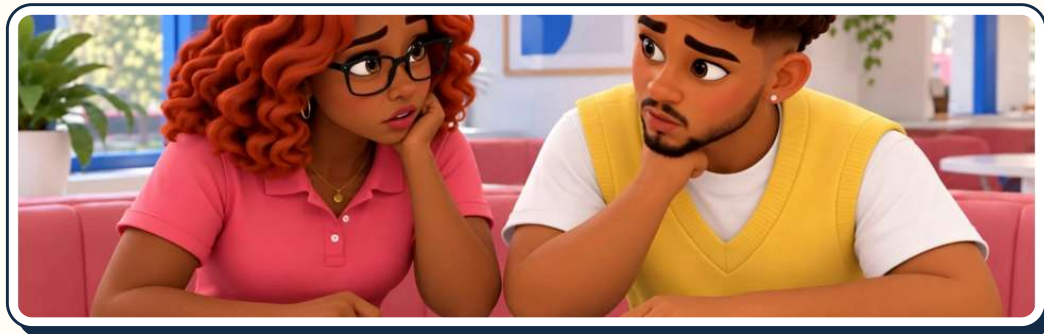
- Scholastic, “Sunrise on the Reaping announcement,” June 6, 2024
- Robert M. Entman, “Framing,” 1993
- Society of Professional Journalists, “SPJ Code of Ethics,” September 6, 2014

# Case 1: Is the screening canceled?

A cropped clip in the group chat seems to cancel the crew's screening, so you check the original documents and write an update.

**On your own** Read What happened. Underline the sentence that worries the crew. About 8 minutes.

**Your role:** You're the one who reads the full transcript before Gia posts. **New skill:** Find the original source.



Gia and Mateo read the message about tonight's screening.

## What happened

It is Friday afternoon at the Common Room, a shared event space inside a bookshop in Fort Greene, Brooklyn. Mateo, 22, booked the room for tonight's 6 p.m. screening, the crew's first in the neighborhood. He has been moving tables and chairs all afternoon.

Gia, 21, is helping between her class and her shift at a café. Jordy is testing the projector and captions. Sami is on her way from the print shop.

At 4:52 p.m., someone forwards a seven-second clip to the group chat. The clip comes from a meeting about the room. Its caption asks whether the screening is canceled.

Gia wants to warn people before they leave home. Mateo hopes the post is wrong. Gia has about ten minutes before she has to leave for work.

**Your question:** Is the screening really canceled, and what should the crew tell people?

## ⌚ Pacing

Full chapter: 8 min.

✂ Short on time: 5 min. Read What happened aloud. Skip the discussion of the opening question.

## 💬 Say this

"What would you do if this landed in your chat right now?"  
— Take two or three answers. Do not correct anyone yet.

## 👁 Watch for

**Misconception:** Students decide from the caption alone.

**Listen for:** "It's canceled, obviously." **Then:** Ask which document would prove it. Write "We need to check" on the board.

## 📖 Support

- Read What happened aloud while students follow along.
- Point to the time on the post, 4:52 p.m., and the screening time, 6 p.m.

## 🌡 Heat check

■□□ Low.

## Key terms

**On your own** Read each key term and its example. Then write your first guess in the box. About 8 minutes.

**Claim** A claim is a statement that something is true. You can check a claim with evidence.

En español: afirmación

**In this case:** The caption “Screening canceled?” is a claim. It ends with a question mark, and no document confirms it.

**Context** Context is the information around an event or a quote that you need to understand what it means.

En español: contexto

**In this case:** The full transcript adds the words “through that reader tonight.” Those words show that only the broken side door is closing.

**Framing** Framing is choosing which parts of a situation a message brings forward.

En español: encuadre

**In this case:** The crop and the caption choose what viewers notice: “removing access,” not “through that reader.”

**Holding statement** A holding statement is a short update that says what is known, what is still being checked and when people will hear more.

En español: comunicado provisional

**In this case:** Jordy posts: “We’re checking the original. Hold your plans for a moment.”

## Who is involved



**Mateo**

Booked the room for tonight

“I’ve been moving these tables all afternoon. Please tell me we didn’t cancel this in a group chat.”



**Gia**

Leaving soon for a café shift

“Sami’s already on the train from the print shop. “We’re figuring it out” doesn’t tell her whether to keep coming.”

## ⌚ Pacing

Full chapter: 8 min.

✂ Short on time: 3 min. Read the key terms aloud. Skip Who is involved.

## 💬 Say this

“Write your first guess now. You will come back to it at the end.” — Keep first guesses private unless a student wants to share.

## 👁 Watch for

**Misconception:** Students hear “claim” as “lie.” **Listen for:** “The claim is fake.” **Then:** Reread the definition. A claim can turn out to be true or false; evidence decides.

## 📖 Support

- Pair students who share a language to explain each term in their own words.
- Frame: “A claim is \_\_\_\_\_. In this case, the claim is \_\_\_\_\_.”
- **Cognates:** context (contexto), evidence (evidencia), original (original), correction (corrección), confirm (confirmar), cancel (cancelar), access (acceso), transcript (transcripción).

## 🔥 Heat check

■□□ Low.

## 🔑 Answer key

Any first guess is fine. Students return to it on the My take page.

**Your first guess**

Before you look at the evidence, what do you think is going on?

I think the screening is \_\_\_ because \_\_\_.

👉 I think the screening is canceled because the post says so.

**Notes**

This page continues page 4. The notes for both pages are on the sheet for page 4.

## Reading passage

### Seven seconds of video

**On your own** Read the passage. At each Stop and think box, pause and answer the question in your head or with a partner. About 5 minutes.

#### Words to know

- **Claim:** A claim is a statement that something is true. You can check a claim with evidence.
- **Context:** Context is the information around an event or a quote that you need to understand what it means.
- **Framing:** Framing is choosing which parts of a situation a message brings forward.
- **Holding statement:** A holding statement is a short update that says what is known, what is still being checked and when people will hear more.

### The story: A clip lands in the group chat

It is Friday afternoon at the Common Room, an event space inside a bookshop in Fort Greene, Brooklyn. Mateo has spent hours setting out chairs for the crew's first screening at 6 p.m. Jordy is testing the projector and captions. Gia is helping before her café shift. Sami is on the train from the print shop.

At 4:52 p.m., a seven-second clip lands in the group chat. In it, the room coordinator says, "we are removing access." Then the video stops. The caption asks, "Screening canceled?"

Gia wants to warn everyone, because people are already asking if they should turn around. Mateo hopes the post is wrong. Jordy notices that the clip cuts off in the middle of a sentence. Jordy asks the group to find the rest before anyone reposts.

You are at the counter with them. Your job is to read the full record before Gia posts.

**Stop and think.** What words would you want to hear right after "we are removing access"?

### Checking the full record

The caption makes a **claim**. A claim is a statement that something is true. You can check a claim with evidence. The best evidence is the coordinator's meeting transcript: "The side-door reader is broken. We are removing access through that reader tonight. Existing room bookings remain in place. Use the staffed front entrance while we repair it."

## ⌚ Pacing

Reading: about 5 min (468 words). Short on time: read it aloud together, pausing at each Stop and think.

## ❓ Stop and think

1. **After "The story: A clip lands in the group chat":** What words would you want to hear right after "we are removing access"?
2. **After "Checking the full record":** Which words did the clip cut off, and how do they change the meaning?
3. **After "Why this skill matters in real life":** Why might people trust a post because of how it looks?

**Checking the full record, continued**

**Context** is the information around an event or a quote that you need to understand what it means. The clip left out “through that reader.” Only one broken side door is closing. Mateo’s booking email agrees that the screening is on. It lists a step-free front entrance with staff at the desk from 5:30 p.m.

**Framing** is choosing which parts of a situation a message brings forward. The clip brought forward “removing access” and hid the rest. You do not have to prove that anyone meant to trick people. You only need to show what the edit leaves out.

While the crew checks, Jordy posts a **holding statement**: “We’re checking the original. Hold your plans for a moment.” A holding statement is a short update that says what is known, what is still being checked and when people will hear more. Then Gia posts the correction in the same chat as the rumor. It names the time and the front entrance. Sami needs that detail, because she usually comes in the side way.

**?** **Stop and think.** Which words did the clip cut off, and how do they change the meaning?

**Why this skill matters in real life**

In one study, Stanford researchers found that most of 3,446 students judged posts by how they looked. They did not check who made them (Stanford Graduate School of Education, November 18, 2019). Luckily, this skill can be learned. Fact-checkers leave the post, open new tabs and check who made it (CrashCourse, January 22, 2019).

The crew did the same thing with one transcript and one email. This is the first skill in the casebook: find the original source. You will use it again in almost every case that follows.

**?** **Stop and think.** Why might people trust a post because of how it looks?

**Sources**

**Real source** | Stanford Graduate School of Education | November 18, 2019

**High school students are unprepared to judge the credibility of information on the internet, according to Stanford researchers**

**Real source** | CrashCourse (YouTube) | January 22, 2019

**Check Yourself with Lateral Reading: Crash Course Navigating Digital Information #3**

This page continues page 6. The notes for both pages are on the sheet for page 6.

## Look at the evidence

**On your own** Read each document. For each one, write what it shows and what it leaves out. About 18 minutes.

**Evidence A** | **Group-chat** post, Friday 4:52 p.m.

### The post

They're removing access tonight. Screening canceled?" A seven-second clip is attached. In it, the coordinator says "we are removing access," and the clip ends there.

**Look closely:** Which word in the caption goes further than the clip itself?

### What it shows

Someone thinks the screening is canceled.

### One question I still have

What did the coordinator say after "removing access"?

**Evidence C** | **Booking email** to Mateo, sent Tuesday

### The booking email

Friday, 6—9 p.m. Screening confirmed. Front entrance: step-free. Staff member at the desk from 5:30 p.m. Contact the coordinator for arrival support.

**Look closely:** What does this confirm? What does it not say about the side door?

### What it shows

The screening is on Friday from 6 to 9 p.m. The front entrance has no steps.

### One question I still have

Is the side door working?

## Pacing

Full chapter: 18 min.

✂ Short on time: 12 min. Read the transcript aloud once. Students fill in only the "What it shows" boxes.

## Say this

"Listen. Raise your hand at the words the clip cut off: "The side-door reader is broken. We are removing access through that reader tonight. Existing room bookings remain in place. Use the staffed front entrance while we repair it." — Read it twice. Students do not see Evidence B.

## Watch for

**Misconception:** Students call the clip fake. **Listen for:** "It's fake news." **Then:** Ask which word in the clip is wrong. None is. The clip is real; the context is missing.

## Support

- Give each document on its own half-page with the key sentence enlarged.
- Read the transcript aloud and offer a recording for replay.
- **Cognates:** context (contexto), evidence (evidencia), original (original), correction (corrección), confirm (confirmar), cancel (cancelar), access (acceso), transcript (transcripción).

## Stretch

- Ask which document proves the time and which proves the door, and why the email cannot say anything about the side door.

## Heat check

Low.

This page continues page 8. The notes for both pages are on the sheet for page 8.

## Key idea: framing

**On your own** Read the key idea and the code of ethics. Then answer the question in the box. About 8 minutes.

The clip in the group chat is real, but that only tells you the video is authentic. A **claim** is a statement that something is true. You can check a claim with evidence. **Context** is the information around an event or a quote that you need to understand what it means. Here, the clip stops before the rest of the coordinator's sentence, so the clip alone cannot confirm the caption's claim.

**Framing** is choosing which parts of a situation a message brings forward. Media researcher Robert Entman uses this idea to study what messages select and emphasize. The crop makes “removing access” stand out and hides “through that reader,” the words that limit the change to one broken side door. You do not have to prove that anyone meant to mislead people. You only need to show what the edit leaves out.

A **holding statement** is a short update that says what is known, what is still being checked and when people will hear more. It gives people a next step while the crew checks the documents. The correction that follows needs the time, the door and a contact for arrival help. People who are already traveling need those details before they arrive.

### Professional standards

**Real source** | Society of Professional Journalists (SPJ)

#### SPJ Code of Ethics: Seek Truth and Report It

“Verify information before releasing it. Use original sources whenever possible.”

**In plain words:** Journalists who follow the SPJ code check a claim against the original source before they share it.

**Question:** What does the full meeting transcript say right after the point where the seven-second clip ends?

### Your answer

Right after the clip ends, the transcript says \_\_\_\_.

➞ Right after the clip ends, the transcript says “through that reader tonight.” Only the side door is closing.

### ⌚ Pacing

Full chapter: 8 min.

✂ Short on time: 2 min. Read the first paragraph of the key idea aloud. Skip the code of ethics.

### 💬 Say this

“A frame is what a message chooses to show. What did this clip choose?” — Accept “the scary part” and ask for the exact words.

“The SPJ code says to use original sources whenever possible. Which document here is the original?” — Wait for the transcript.

### 👁 Watch for

**Misconception:** Students treat the SPJ code as a law.

**Listen for:** “They could get arrested for that.” **Then:** Say: “A code of ethics is a standard a profession sets for its own members. The SPJ code is not a law.”

### 📖 Support

- Read the code card aloud. Point out the label: it is a quotation from a real code.

### 🔗 Stretch

- Read the RTDNA line about going viral. Ask what Jordy can tell Sami right now that they know is accurate.

### 🔥 Heat check

■□□ Low.



**Real source** | CrashCourse (YouTube) | January 22, 2019  
**Check Yourself with Lateral Reading: Crash Course Navigating Digital Information #3**  
 Shows the move the crew makes: leave the screenshot, open new tabs and check who made it and what other sources say.



### Check Yourself with Lateral Reading: Crash Course Navigating Digital Information #3

Shows the move the crew makes: leave the screenshot, open new tabs and check who made it and what other sources say.



## Viral image shows fake story from The Atlantic about Biden

A real fact-check of a fabricated news screenshot: the image looked official, but the outlet never published it.

## This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

This page continues page 10. The notes for both pages are on the sheet for page 10.

## Sort the evidence

**On your own** Compare each piece of evidence with each claim. Write supports, challenges or neither in each box. About 10 minutes.

Draw an arrow from each piece of evidence to the claim it supports or challenges. Which claim is left standing, and which gap still needs a check before you post?

| Evidence                                                                                                 | Claim 1<br>The screening is canceled. | Claim 2<br>The screening is on; use the staffed front entrance. |
|----------------------------------------------------------------------------------------------------------|---------------------------------------|-----------------------------------------------------------------|
| <b>1</b> The clip: “we are removing access...” ends mid-sentence.                                        | Supports                              | Neither                                                         |
| <b>2</b> The transcript: access is removed “through that reader,” and existing bookings remain in place. | Challenges                            | Neither                                                         |
| <b>3</b> The booking email: Friday 6—9 p.m., screening confirmed, step-free front entrance.              | Challenges                            | Supports                                                        |

### Still open

- Can every visitor use the temporary entrance?

## Whose perspective is missing?

Whose view is missing from these documents? What would you ask them?

The view that is missing is \_\_\_\_\_. I would ask \_\_\_\_\_.

Sami’s view is missing. I would ask her if the front entrance works for her.

### Pacing

Full chapter: 10 min.

Short on time: 5 min. Do the first row together and stop.

### Say this

“Draw an arrow from each piece of evidence to the claim it supports or challenges.” — Model the first row together.

### Watch for

**Misconception:** Students mark the clip as challenging the cancellation claim. **Listen for:** “The clip is against canceled.” **Then:** On its own, the clip supports claim 1. That is why people believed it. The transcript narrows it.

### Support

- Let students write S or C in each box before writing sentences.

### Heat check

**Medium.** The missing-perspective question can turn to disability access.

**Cool-down:** Keep it about the characters. No student speaks for a group. Return to what the booking email says about arrival support.

## Practice: choose a response

**On your own** Choose the message you would send and explain why. Then fix the two marked lines.  
About 8 minutes.

The post arrived a few minutes ago, and nobody has checked the original yet. What do you send to the group chat?

☐ A Cancel your plans before you travel.

☒ B We're checking the original. Hold your plans for a moment.

☐ C The post is fake. Ignore it.

Why I chose it

➤ B. It says the crew is checking and asks people to wait. It does not say the screening is canceled or that the post is fake.

## Improve a draft

### A student's first draft

Hey everyone, so there was a clip going around that said the screening was canceled but **1** that is NOT true lol. Someone didn't watch the whole thing and posted it anyway which is kind of annoying. I checked with Mateo and he said the booking is still good. They are just removing access through one door so everything is fine and **2** you can come like normal. The event is still happening Friday. Bring snacks if you want, Jordy is doing the projector. See you there!! Also if you have questions ask Mateo.

Rewrite each marked phrase so it says only what the evidence supports.

Rewrite phrase 1

➤ The clip is real, but it stopped before the coordinator said which door.

Rewrite phrase 2

➤ Please use the front entrance. The side door is closed tonight.

## ⌚ Pacing

Full chapter: 8 min.

✂ Short on time: skip this page.

## 💬 Say this

“Nobody has checked the original yet. Which message do you send?” — Vote first.

## 👁 Watch for

**Misconception:** Students choose “The post is fake.” **Listen for:** “Just ignore it.” **Then:** Ask for a false word in the clip. There is none.

## 🔗 Heat check

■ ■ □ **Medium.** Students may guess why the clip was posted.

**Cool-down:** Say the documents do not show why. Go back to the options.

## ➤ Answer key

**A revised version:** Update on Friday's screening: it is still on, 6—9 p.m. The clip going around cut off mid-sentence. The full update from the coordinator says the side-door card reader is broken, so that door is closed tonight, but existing bookings are still in place. Please use the staffed front entrance, which is step-free. Staff will be at the desk from 5:30. I checked the coordinator's transcript and Mateo's booking email. If you need help arriving, message the coordinator before you leave. Thanks for waiting while we checked. Jordy is still confirming arrival support with the coordinator.

## Other notes on the draft:

- “Someone didn't watch the whole thing and posted it anyway” This guesses at the poster's motive. The sources don't tell us what they knew.

## Grades 6—8

## Your task

**On your own** Read the steps. Fill in the planner boxes before you start your draft.

Talk it through, then write a three-sentence group-chat update telling friends whether to come on Friday and which door to use.

**Use:** The screenshot and the booking email only, with the transcript read aloud by the teacher.

**You'll make:** Group-chat message, 3—4 sentences

**Time:** 45 minutes

- 1 Read the post in Evidence A. Circle the word that goes further than the clip.
- 2 Listen as your teacher reads the full meeting update. Raise your hand at the words the clip cut off.
- 3 Match each fact to its proof. Write which document gives the time and which gives the door.
- 4 Tell a partner what your message will say.
- 5 Write a group-chat message of 3 or 4 sentences in the Your draft box.
- 6 Check your message for the time, the door and the proof.

**Show it your way**

**Write it:** Write the 3—4 sentence group-chat message with the frame “The post says \_\_. The email says \_\_. So \_\_.”

**Say it:** Record a 30-second voice note for the chat that says whether the screening is on, which door to use and how you know.

**Show it:** Draw two phone screens side by side: the cropped post, then your update, with an arrow to the words the crop cut off.



Prefer typing? Scan to open the online workspace.

## ⌚ Pacing

Full chapter: 15 min.

✂ Short on time: 15 min.

## 💬 Say this

“Your friends need three answers from you: is it on, which door, and how do you know?” — Write the three questions on the board.

“Read your message as if you are on the train. Do you know what to do next?” — Have partners read each other’s message aloud.

## 👁 Watch for

**Misconception:** Messages call the poster a liar. **Listen for:** “Whoever posted that lied.” **Then:** Point to the fourth success check: correct the post, not the person.

**Misconception:** Messages tell people to come like normal. **Listen for:** “Everything’s fine, just come.” **Then:** Ask which door Sami would use. Name the entrance.

## 📄 Support

- Frame: “The post says \_\_. The email says \_\_. So \_\_.”
- Teacher reads the transcript aloud twice
- Word bank: claim, original, entrance, confirmed
- Partner talk before any writing

## 🔗 Stretch

- Add one question the crew still can’t answer, like whether everyone can use the front entrance.

## Your task, continued

The word that goes too far

➤ canceled

The time, and the document that shows it

The time is \_\_\_\_\_. It comes from \_\_\_\_\_.

➤ Friday, 6—9 p.m. It comes from the booking email.

The door to use, and the document that shows it

Use the \_\_\_\_\_. It comes from \_\_\_\_\_.

➤ Use the front entrance. It comes from the meeting update.

**Your draft**

The post says \_\_\_\_\_. The email says \_\_\_\_\_. So \_\_\_\_\_.

➤ The post says the screening is canceled, but the full meeting update says only the side door is closed. The booking email says the screening is on Friday from 6 to 9 p.m. Use the front entrance, which is staffed from 5:30. I checked the email and the meeting update.

**Notes**

This page continues page 14.

### ☑ Standards

**Common Core, grade 6:** RI.6.1; RI.6.8; W.6.2; W.6.1.b; SL.6.1.c; SL.6.1.d.

**Common Core, grade 7:** RI.7.1; RI.7.8; RI.7.9; W.7.1.a; W.7.1.b; SL.7.1.c; SL.7.1.d.

**Common Core, grade 8:** RI.8.1; RI.8.8; RI.8.9; W.8.1.a; W.8.1.b; W.8.1.c; SL.8.1.c; SL.8.1.d.

**C3 Framework:** D1.5.6-8; D3.1.6-8.

The Case plan sheet gives each code in plain words.

### ➤ Answer key

#### A strong response:

- States that the screening is still on, with the time
- Names the front entrance change
- Points to the email or transcript as proof
- Does not call anyone a liar

#### What to notice in the sample:

1. Gives the time and names the document that shows it.
2. Names the door, so nobody goes to the broken side door.

## Check your work

**On your own** Answer the Check your work questions and mark your level in each rubric row. Then write one change you made. About 5 minutes.

|                                                                 |                                         |                             |
|-----------------------------------------------------------------|-----------------------------------------|-----------------------------|
| Does your message say the screening is still on, with the time? | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| Does it name the front entrance?                                | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| Does it say which document shows this?                          | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| Does it avoid calling anyone a liar?                            | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

### How your work is scored

Mark one box in each row.

| Skill                         | Beginning                                                                         | Developing                                                                              | Proficient                                                                                      | Advanced                                                                                                  |
|-------------------------------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|
| <b>Evidence</b>               | <input type="checkbox"/> Repeats the screenshot's claim or ignores the documents. | <input type="checkbox"/> Mentions a source but not the detail that changes the meaning. | <input type="checkbox"/> Uses the transcript or email to correct the claim accurately.          | <input type="checkbox"/> Uses both documents and names what they still cannot confirm.                    |
| <b>Reasoning</b>              | <input type="checkbox"/> Treats the clip as fake or as final.                     | <input type="checkbox"/> Corrects the claim but adds a guess about motive.              | <input type="checkbox"/> Explains the difference between an entrance change and a cancellation. | <input type="checkbox"/> Explains how the crop produced the wrong conclusion and avoids inventing motive. |
| <b>Audience &amp; purpose</b> | <input type="checkbox"/> Message would not help someone decide whether to leave.  | <input type="checkbox"/> Gives the verdict but leaves out time or entrance.             | <input type="checkbox"/> Gives time, entrance and a contact.                                    | <input type="checkbox"/> Anticipates access needs and people who saw only the original post.              |

## Pacing

Full chapter: 5 min.

 Short on time: skip this page. Skip this page. Score the messages yourself with the rubric.

## Say this

“Mark your level honestly. Then make one change and say why.” — Circulate and ask for one added fact or one removed guess.

## Watch for

**Misconception:** Students make surface edits only. **Listen for:** “I fixed the spelling.” **Then:** Point to the Revision row. Ask for one added fact or one removed guess.

## Support

- Let students mark rubric levels with a partner before they revise.

## Heat check

 Low.

## Answer key

**How to assess:** The educator checks the update against the four success criteria and listens during partner talk for one piece of named evidence.

### Proficient looks like:

- Evidence:** Uses the transcript or email to correct the claim accurately.
- Reasoning:** Explains the difference between an entrance change and a cancellation.
- Audience & purpose:** Gives time, entrance and a contact.
- Revision:** Adds a missing fact or removes an unsupported claim.

| Skill    | Beginning                                          | Developing                                   | Proficient                                                                    | Advanced                                                                      |
|----------|----------------------------------------------------|----------------------------------------------|-------------------------------------------------------------------------------|-------------------------------------------------------------------------------|
| Revision | <input type="checkbox"/> No change after feedback. | <input type="checkbox"/> Surface edits only. | <input type="checkbox"/> Adds a missing fact or removes an unsupported claim. | <input type="checkbox"/> Explains why each edit makes the update more usable. |

I changed \_\_\_ because \_\_\_\_.

✎ I changed “come like normal” to “use the front entrance” because the side door is closed.

## This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

This page continues page 16. The notes for both pages are on the sheet for page 16.

## Questions to discuss

**On your own** Write a short answer to each question. Then finish My take. About 10 minutes.

**1** The clip is real. How did it lead people to the wrong conclusion?

➤ The clip stopped before the coordinator said which door. Then the caption added the word “canceled.”

**2** Should the crew say why they think the clip was posted? Why or why not?

➤ No. The documents do not say why it was posted. A guess could start a new argument.

## My take

I think the crew should \_\_\_ because \_\_\_.

➤ I think the crew should tell people the screening is on because the booking email says so.

The evidence that changed my first guess is \_\_\_.

➤ The meeting transcript changed my first guess. It says only the side door is closed.

One question I still have is \_\_\_.

➤ One question I still have is whether everyone can use the front entrance.

## Pacing

Full chapter: 10 min.

✂ Short on time: 3 min. Use the first My take frame as an exit ticket.

## Say this

“Answer with a detail from a document, not a feeling about the poster.” — Post the question numbers and call on one student per question.

## Stretch

- Map how the rumor would travel through three different chats and who would miss the correction.
- Going further: Ask who has already changed plans because of the post, and how the crew can reach them. Then write two truthful captions for the correction. What does each one make a reader notice first?
- Going further: Trace the clip back to the full meeting transcript. When you share the clip, keep the sentence before it and the words that come right after it.
- Going further: Make a 20-second correction video with readable captions and a link to the source.
- Going further: Ask a teacher or someone in the front office which channel carries official changes, such as email, an app or the school website. Save that channel so you can check it before you repost a screenshot.

## Heat check

 **Question 2: Medium.** Students may guess at the poster’s motive or bring up people they know who post rumors.

**Cool-down:** Ask what the documents say about why it was posted. They say nothing. Write “unknown” on the board and return to the evidence.

## Talk about this case at home

### Case 1: Is the screening canceled?

In this case, a short video clip in a group chat makes a group of friends think their movie night is canceled. Your student compared the clip with the full meeting notes and a booking email, then wrote a message that corrects the mix-up.

#### Questions to talk about

- 1 What would you check before you share a screenshot?
- 2 Where does your school post official updates, such as closings?
- 3 What makes a correction easy to trust?

Nobody needs to share personal stories or private information to talk about this case.



See the case online.

## Case 1 | Talk about this case at home

### | Grades 6—8 educator edition

#### Pacing

At home: this page takes no class time.

#### Say this

“Take this page home or read it with someone you trust.” —  
Nobody needs to share a personal story to complete it.