

TEACHER EDITION: PREFACE

How to use USOE Digital Books for Secondary English Language Arts

USOE Digital Books for secondary English Language Arts are on both the UEN website and the USOE secondary language arts website. These resources are free and available to anyone. The student's edition will include a wide range of complex informational texts by grade bands: six through eight; nine through ten; and eleven through twelve. These texts have been assessed by teacher teams for text complexity by using both *quantitative* lexile level and *qualitative* criteria.

The purpose of the USOE Digital Books is to ensure that teachers and students have access to a wide range of texts. For the 2012-2013 academic year, this edition is focusing on INFORMATIONAL and LITERARY NON-FICTION. USOE Digital Books for secondary English Language Arts are a supplemental DIGITAL resource that will be developed and expanded each year.

USOE Digital Books for secondary English Language Arts:

- ARE NOT intended to take the place of novels or other literary genres that are taught at each grade level based on local district and school resources and criteria.
- ARE NOT curriculum.
- DO NOT currently align to any English course or take the place of a textbook used in schools for **literary** texts.

The Teacher's Edition includes added resources to better support educators as they analyze their current instructional lesson design and adjust teaching to the expectations for more rigorous standards of student performance and cognitive rigor based on the learning needs of the students.

Another goal is to redirect resources used to purchase traditional textbooks so that teachers and students will have access to a wide range of instructional materials in a digital format.

Teachers can use whatever is helpful for them in designing the kind of instruction that will increase each student's capacity to read increasingly complex texts and apply that understanding to writing, specifically argument and expository writing.

The appendices include the following:

Appendix A: The Cognitive Rigor Matrix and samples of constructed response prompts to show the depth of knowledge level and rubrics for students and teachers to assess writing in the Utah Core standards with a focus on argumentation.

Appendix B: A clear explanation of text complexity and rubrics to support teachers in assessing both quantitative and qualitative criteria for text complexity. Other tools will focus on “Knowing the Student as a Reader,” better understanding the needs of a wide range of students.

Legal

The texts included in the USOE Digital-Books for secondary English Language Arts either (1) use an open license; (2) are in the public domain; or (3) qualify for inclusion under the **fair use exemption of 17USC §107**.

Fair use is a fluid and situational standard; helpful guidance is provided in *Circular 21 Reproduction of Copyrighted Works by Educators and Librarians* issued by the US Copyright Office. Over time and with the next generation USOE Digital-Book editions, the goal of the Utah State Office of Education is to include only openly licensed and public domain material, eliminating material that depends on the fair use exemption criteria.

APPENDIX A: COGNITIVE RIGOR

How do we develop instruction that is increasingly more rigorous and supportive?

The Cognitive Rigor Matrix and samples of constructed response prompts to show the depth of knowledge level and rubrics for students and teachers to assess the three kinds of writing in the Utah Core standards: argument, expository, and narrative.

DOK-1 – Recall & Reproduction - Recall of a fact, term, principle, concept, or perform a routine procedure

DOK-2 - Basic Application of Skills/Concepts - Use of information, conceptual knowledge, select appropriate procedures for a

task, two or more steps with decision points along the way, routine problems, organize/display data, interpret/use simple graphs

DOK-3 - Strategic Thinking - Requires reasoning, developing a plan or sequence of steps to approach problem; requires some decision making and justification; abstract, complex, or non-routine; often more than one possible answer

DOK-4 - Extended Thinking - An investigation or application to real world; requires time to research, problem solve, and process multiple conditions of the problem or task; non-routine manipulations, across disciplines/content areas/multiple sources

Comparison Chart

Table 1: A Comparison of Descriptors: Bloom's Original Taxonomy and the Revised Bloom's Taxonomy Cognitive Process Dimensions	
Bloom's Taxonomy (1956)	The Revised Bloom Process Dimensions (2005)
Knowledge Define, duplicate, label, list, memorize, name, order, recognize, relate, recall, reproduce, state	Remember Retrieve knowledge from long-term memory, recognize, recall, locate, identify
Comprehension Classify, describe, discuss, explain, express, identify, indicate, locate, recognize, report, restate, review, select, translate	Understand Construct meaning, clarify, paraphrase, represent, translate, illustrate, give examples, classify, categorize, summarize, generalize, infer a logical conclusion (such as from examples given), predict, compare/contrast, match like ideas, explain, construct models (e.g., cause-effect)
Application Apply, choose, demonstrate, dramatize, employ, illustrate, interpret, practice, schedule, sketch, solve, use, write	Apply Carry out or use a procedure in a given situation; carry out (apply to a familiar task), or use (apply) to an unfamiliar task
Analysis Analyze, appraise, calculate, categorize, compare, criticize, discriminate, distinguish, examine, experiment, explain	Analyze Break into constituent parts, determine how parts relate, differentiate between relevant-irrelevant, distinguish, focus, select, organize, outline, find coherence, deconstruct (e.g., for bias or point of view)
Synthesis Rearrange, assemble, collect, compose, create, design, develop, formulate, manage, organize, plan, propose, set up, write	Evaluate Make judgments based on criteria, check, detect inconsistencies or fallacies, judge, critique
Evaluation Appraise, argue, assess, choose, compare, defend, estimate, explain, judge, predict, rate, core, select, support, value, evaluate	Create Put elements together to form a coherent whole, reorganize elements into new patterns/structures, generate, hypothesize, design, plan, construct, produce for a specific purpose

Bloom's Revised Taxonomy of Cognitive Process	Webb's Depth-of-Knowledge (DOK) Levels			
	Level 1 Recall & Reproduction	Level 2 Skills & Concepts	Level 3 Strategic Thinking/	Level 4 Extended Thinking
Remember Retrieve knowledge from long-term memory, recognize, recall, locate, identify	Recall, recognize, or locate basic facts, ideas, principles Recall or identify conversions: between representations, numbers, or units of measure Identify facts/details in texts			
Understand Construct meaning, clarify, paraphrase, represent, translate, illustrate, give examples, classify, categorize, summarize, generalize, infer a logical conclusion (such as from examples given), predict,	Compose & decompose numbers Evaluate an expression Locate points (grid/, number line) Represent math relationships in words pictures, or symbols Write simple sentences Select appropriate word for intended meaning	Specify and explain relationships Give non-examples/examp les Make and record observations Take notes; organize	Explain, generalize, or connect ideas using supporting evidence Explain thinking when more than one response is possible Explain phenomena in terms of	Explain how concepts or ideas specifically relate to other content domains or concepts Develop generalizations of the results obtained or strategies used and apply them to new
Apply Carry out or use a procedure in a given situation; carry out (apply to a familiar task), or use (apply) to an unfamiliar task	Follow simple/routine procedure (recipe-type directions) Solve a one-step problem Calculate, measure, apply a rule Apply an algorithm or formula (area, perimeter, etc.) Represent in words or diagrams a concept or relationship Apply rules or use resources to	Select a procedure according to task needed and perform it Solve routine problem applying multiple concepts or decision points Retrieve information from a table, graph, or figure and use it	Use concepts to solve non-routine problems Design investigation for a specific purpose or research question Conduct a designed investigation Apply concepts to solve non-routine	Select or devise an approach among many alternatives to solve a novel problem Conduct a project that specifies a problem, identifies solution paths, solves the problem, and reports results
Analyze Break into constituent parts, determine how parts relate, differentiate between relevant-irrelevant, distinguish, focus, select, organize, outline, find coherence, deconstruct (e.g., for bias or point of view)	Retrieve information from a table or graph to answer a question Identify or locate specific information contained in maps, charts, tables, graphs, or diagrams	Categorize, classify materials Compare/ contrast figures or data Select appropriate display data Organize or interpret (simple) data Extend a	Compare information within or across data sets or texts Analyze and draw conclusions from more complex data Generalize a pattern Organize/interpret	Analyze multiple sources of evidence or multiple works by the same author, or across genres, or time periods Analyze complex/abstract themes Gather, analyze, and organize
Evaluate Make judgments based on criteria, check, detect inconsistencies or fallacies, judge, critique			Cite evidence and develop a logical argument for concepts Describe, compare, and contrast solution	Gather, analyze, & evaluate relevancy & accuracy Draw & justify
Create Reorganize elements into new patterns/structures, generate, hypothesize, design, plan, construct, produce	Brainstorm ideas, concepts, or perspectives related to a topic or concept	Generate conjectures or hypotheses based on observations or prior knowledge	Synthesize information within one source or text Formulate an original problem, given a situation	Synthesize information across multiple sources or texts Design a model to inform and solve a real-world, complex, or

PREPARING MIDDLE SCHOOL STUDENTS FOR HIGH SCHOOLS

1.0 SAMPLE LEARNING TASKS WITH A TEXT SET DESIGNED FOR INCREASED COGNITIVE RIGOR: Grades 9-10

Addresses the following Standards:

- 1.1 READING: Key Ideas and Details: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- 1.2 WRITING: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- 1.3 SPEAKING AND LISTENING: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

2.0 TEXT ONE: Appendix B in the Utah Common Core State Standards: Informational Text Exemplars for Grades 9-10

Ronald Reagan. "Address to Students at Moscow University." *The American Reader: Words that Moved a Nation*, 2nd edition, edited by Diane Ravitch. New York: Harper Collins, 2000. (1988)
The explorers of the modern era are the entrepreneurs, men with vision, with the courage to take risks and faith enough to brave the unknown. These entrepreneurs and their small enterprises are responsible for almost all the economic growth in the United State. They are the prime movers of the technological revolution. In fact, one of the largest personal computer firms in the United States was started by two college students, no older than you, in the garage behind their home. Some people, even in my own country, look at the riot of experiment that is the free market and see only waste. What of all the entrepreneurs that fail? Well, many do, particularly the successful ones; often several times. And if you ask them the secret of their success, they'll tell you it's all that they learned in their struggles along the way; yes, it's what they learned from failing. Like an athlete or a scholar in pursuit of the truth, experience is the greatest teacher.

3.0 Learning Task: Analysis DOK 3

3.1 After doing a close reading of the excerpt from Reagan's 1988 speech, decide what claim Reagan is making.

3.2 Talk with the person next to you and be ready to cite the explicit textual evidence from the speech that supports **your** conclusion. AND why you selected this particular evidence! Listen carefully to your partner's selection of evidence and the rationale for selection.

4.0 TEXT TWO: Steve Jobs 2005 Commencement Address at Stanford University

Watch it on You Tube and follow the script:

<http://www.youtube.com/watch?v=UF8uR6Z6KLc>

I am honored to be with you today at your commencement from one of the finest universities in the world. I never graduated from college. Truth be told, this is the closest I've ever gotten to a college graduation. Today I want to tell you three stories from my life. That's it. No big deal. Just three stories.

The first story is about connecting the dots.

I dropped out of Reed College after the first 6 months, but then stayed around as a drop-in for another 18 months or so before I really quit. So why did I drop out?

It started before I was born. My biological mother was a young, unwed college graduate student, and she decided to put me up for adoption. She felt very strongly that I should be adopted by college graduates, so everything was all set for me to be adopted at birth by a lawyer and his wife. Except that when I popped out they decided at the last minute that they really wanted a girl. So my parents, who were on a waiting list, got a call in the middle of the night asking: "We have an unexpected baby boy; do you want him?" They said: "Of course." My biological mother later found out that my mother had never graduated from college and that my father had never graduated from high school. She refused to sign the final adoption papers. She only relented a few months later when my parents promised that I would someday go to college.

And 17 years later I did go to college. But I naively chose a college that was almost as expensive as Stanford, and all of my working-class parents' savings were being spent on my college tuition. After six months, I couldn't see the value in it. I had no idea what I wanted to do with my life and no idea how college was going to help me figure it out. And here I was spending all of the money my parents had saved their entire life. So I decided to drop out and trust that it would all work out OK. It was pretty scary at the time, but looking back it was one of the best decisions I ever made. The minute I dropped out I could stop taking the required classes that didn't interest me, and begin dropping in on the ones that looked interesting.

It wasn't all romantic. I didn't have a dorm room, so I slept on the floor in friends' rooms, I returned coke bottles for the 5¢ deposits to buy food with, and I would walk the 7 miles across town every Sunday night to get one good meal a week at

the Hare Krishna temple. I loved it. And much of what I stumbled into by following my curiosity and intuition turned out to be priceless later on. Let me give you one example:

Reed College at that time offered perhaps the best calligraphy instruction in the country. Throughout the campus every poster, every label on every drawer, was beautifully hand calligraphed. Because I had dropped out and didn't have to take the normal classes, I decided to take a calligraphy class to learn how to do this. I learned about serif and san serif typefaces, about varying the amount of space between different letter combinations, about what makes great typography great. It was beautiful, historical, artistically subtle in a way that science can't capture, and I found it fascinating.

None of this had even a hope of any practical application in my life. But ten years later, when we were designing the first Macintosh computer, it all came back to me. And we designed it all into the Mac. It was the first computer with beautiful typography. If I had never dropped in on that single course in college, the Mac would have never had multiple typefaces or proportionally spaced fonts. And since Windows just copied the Mac, it's likely that no personal computer would have them. If I had never dropped out, I would have never dropped in on this calligraphy class, and personal computers might not have the wonderful typography that they do. Of course it was impossible to connect the dots looking forward when I was in college. But it was very, very clear looking backwards ten years later.

Again, you can't connect the dots looking forward; you can only connect them looking backwards. So you have to trust that the dots will somehow connect in your future. You have to trust in something — your gut, destiny, life, karma, whatever. This approach has never let me down, and it has made all the difference in my life.

My second story is about love and loss.

I was lucky — I found what I loved to do early in life. Woz and I started Apple in my parents garage when I was 20. We worked hard, and in 10 years Apple had grown from just the two of us in a garage into a \$2 billion company with over

4000 employees. We had just released our finest creation — the Macintosh — a year earlier, and I had just turned 30. And then I got fired. How can you get fired from a company you started? Well, as Apple grew we hired someone who I thought was very talented to run the company with me, and for the first year or so things went well. But then our visions of the future began to diverge and eventually we had a falling out. When we did, our Board of Directors sided with him. So at 30 I was out. And very publicly out. What had been the focus of my entire adult life was gone, and it was devastating.

I really didn't know what to do for a few months. I felt that I had let the previous generation of entrepreneurs down - that I had dropped the baton as it was being passed to me. I met with David Packard and Bob Noyce and tried to apologize for screwing up so badly. I was a very public failure, and I even thought about running away from the valley. But something slowly began to dawn on me — I still loved what I did. The turn of events at Apple had not changed that one bit. I had been rejected, but I was still in love. And so I decided to start over.

I didn't see it then, but it turned out that getting fired from Apple was the best thing that could have ever happened to me. The heaviness of being successful was replaced by the lightness of being a beginner again, less sure about everything. It freed me to enter one of the most creative periods of my life.

During the next five years, I started a company named NeXT, another company named Pixar, and fell in love with an amazing woman who would become my wife. Pixar went on to create the worlds first computer animated feature film, *Toy Story*, and is now the most successful animation studio in the world. In a remarkable turn of events, Apple bought NeXT, I returned to Apple, and the technology we developed at NeXT is at the heart of Apple's current renaissance. And Laurene and I have a wonderful family together.

I'm pretty sure none of this would have happened if I hadn't been fired from Apple. It was awful tasting medicine, but I guess the patient needed it. Sometimes life hits you in the head with a brick. Don't lose faith. I'm convinced that the only thing that kept me going was that I loved what I did. You've got to find what you love. And that is as true for your work as it is for your lovers. Your work is going to fill a large part of your life, and the only way to be truly satisfied is to do what

you believe is great work. And the only way to do great work is to love what you do. If you haven't found it yet, keep looking. Don't settle. As with all matters of the heart, you'll know when you find it. And, like any great relationship, it just gets better and better as the years roll on. So keep looking until you find it. Don't settle.

My third story is about death.

When I was 17, I read a quote that went something like: "If you live each day as if it was your last, someday you'll most certainly be right." It made an impression on me, and since then, for the past 33 years, I have looked in the mirror every morning and asked myself: "If today were the last day of my life, would I want to do what I am about to do today?" And whenever the answer has been "No" for too many days in a row, I know I need to change something.

Remembering that I'll be dead soon is the most important tool I've ever encountered to help me make the big choices in life. Because almost everything — all external expectations, all pride, all fear of embarrassment or failure - these things just fall away in the face of death, leaving only what is truly important. Remembering that you are going to die is the best way I know to avoid the trap of thinking you have something to lose. You are already naked. There is no reason not to follow your heart.

About a year ago I was diagnosed with cancer. I had a scan at 7:30 in the morning, and it clearly showed a tumor on my pancreas. I didn't even know what a pancreas was. The doctors told me this was almost certainly a type of cancer that is incurable, and that I should expect to live no longer than three to six months. My doctor advised me to go home and get my affairs in order, which is doctor's code for prepare to die. It means to try to tell your kids everything you thought you'd have the next 10 years to tell them in just a few months. It means to make sure everything is buttoned up so that it will be as easy as possible for your family. It means to say your goodbyes.

I lived with that diagnosis all day. Later that evening I had a biopsy, where they stuck an endoscope down my throat, through my stomach and into my intestines, put a needle into my pancreas and got a few cells from the tumor. I was sedated,

but my wife, who was there, told me that when they viewed the cells under a microscope the doctors started crying because it turned out to be a very rare form of pancreatic cancer that is curable with surgery. I had the surgery and I'm fine now.

This was the closest I've been to facing death, and I hope it's the closest I get for a few more decades. Having lived through it, I can now say this to you with a bit more certainty than when death was a useful but purely intellectual concept:

No one wants to die. Even people who want to go to heaven don't want to die to get there. And yet death is the destination we all share. No one has ever escaped it. And that is as it should be, because Death is very likely the single best invention of Life. It is Life's change agent. It clears out the old to make way for the new. Right now the new is you, but someday not too long from now, you will gradually become the old and be cleared away. Sorry to be so dramatic, but it is quite true.

Your time is limited, so don't waste it living someone else's life. Don't be trapped by dogma — which is living with the results of other people's thinking. Don't let the noise of others' opinions drown out your own inner voice. And most important, have the courage to follow your heart and intuition. They somehow already know what you truly want to become. Everything else is secondary.

When I was young, there was an amazing publication called *The Whole Earth Catalog*, which was one of the bibles of my generation. It was created by a fellow named Stewart Brand not far from here in Menlo Park, and he brought it to life with his poetic touch. This was in the late 1960's, before personal computers and desktop publishing, so it was all made with typewriters, scissors, and polaroid cameras. It was sort of like Google in paperback form, 35 years before Google came along: it was idealistic, and overflowing with neat tools and great notions.

Stewart and his team put out several issues of *The Whole Earth Catalog*, and then when it had run its course, they put out a final issue. It was the mid-1970s, and I was your age. On the back cover of their final issue was a photograph of an early morning country road, the kind you might find yourself hitchhiking on if you were so adventurous. Beneath it were the words: "Stay Hungry. Stay Foolish." It was

their farewell message as they signed off. Stay Hungry. Stay Foolish. And I have always wished that for myself. And now, as you graduate to begin anew, I wish that for you. Stay Hungry. Stay Foolish. Thank you all very much.

5.0 Learning Task: Analysis (DOK 3)

5.1 How is Jobs speech both LIKE and UNLIKE Reagan's claim? Using textual evidence from Jobs, use a Venn Diagram to compare and contrast Reagan's and Jobs' speeches.

5.2 Which of these responses BEST captures the similarities in Reagan and Jobs viewpoints (more than one answer can be used by citing textual evidence).

5.2.1 Experience is the best teacher

5.2.2 Failure is necessary for success

5.2.3 Only go to classes or do projects that interest you

5.2.4 Technology is the most important economic revolution

5.3 WRITING PROMPT: You are speaking to business leaders who wish to donate money for technology to your school so that every student will have an ipad. Explain your reasons for selecting the BEST response that captures the similarities in Reagan's and Jobs' viewpoints. Use specific evidence from both texts that explain your selection. (Rubric included after Learning Task 6)

6.0 Learning Task (DOK 4): Application and Extension: Considering the current economic conditions of 2012 what evidence could you use to support Reagan’s claim for economic growth? What evidence could you use to support Jobs’ claim for economic growth? What evidence could you use to develop a counterclaim? Or an alternative view to either Reagan or Jobs or BOTH!

Writing Scoring Guide – Three Point Rubric

3	The response provides the essential elements of a complete interpretation of the prompt. It addresses important aspects of the task and provides sufficient relevant evidence to support development. It is focused and organized, addressing the needs of purpose, audience and task. It includes sentences of varied length and structure.
2	The response provides some of the elements of an interpretation of the prompt. It addresses some aspects of the task and provides some evidence to support development. It has a focus but lacks strong organization and inconsistently addresses the needs of purpose, audience and task. It includes sentences of somewhat varied length and structure.
1	The response provides minimal elements of an interpretation of the prompt. It addresses few aspects of the task and provides little relevant evidence to support development. It lacks focus and organization and generally fails to address the needs of purpose, audience, and task. It includes sentences with little variety and structure.
0	The response does not meet any criteria.

APPENDIX B: TEXT COMPLEXITY

How do we determine Text Complexity for our Students?*

The purpose of determining text complexity is to support each student in becoming independent and proficient readers of a wide range of texts, including various literary genres and styles, literary non-fiction like essays, autobiography and biography, and informational text including technical subjects. Both career and college demand stamina to read increasingly complex texts for understanding content and applying that understanding to new situations, whether in the work, academic or everyday life settings.

There are three criteria for determining appropriate text complexity at each grade level band: 1) quantitative, 2) qualitative, and 3) reader and task assignment.

1.0 QUANTITATIVE

Determine the quantitative measures of the text by using the increased rigor of the lexile range for each grade band below and the tools provided at

<http://www.lexile.com/http://www.lexile.com/>

1.1 Quantitative measures ARE determined by:

- Word length
- Word frequency
- Word difficulty
- Sentence length
- Text length
- Text cohesion

1.2 Higher lexile ranges to ensure increasing stamina in reading more complex texts:

Text Complexity Grade Bands	Suggested Lexile Range
6-8	955-1155
9-10	1080-1305
11-12	1215-1355

1.3 Important tools for teachers, students, and parents:

- Texts can be evaluated by using the Lexile Analyzer
- Allows student to receive and estimated lexile score
- Helps students find a book at the appropriate level
- Strategies for parents to support students: <http://www.lexile.com/using-lexile/lexile-at-home/>

*Thanks to Matt Copeland and his team at the Kansas State Department of Education for the work they have done on text complexity and their generosity in sharing it through their website and webinars.

2.0 QUALITATIVE

2.1 Analyze the qualitative measure of the text based on a continuum of SEVEN measures:

- **Levels of Meaning:** Single level of meaning TO Multiple levels of meaning
- **Levels of Purpose:** Explicitly stated purpose TO Implicit purpose
- **Structure:**
 - Conventional or familiar TO Unconventional or unfamiliar
 - Chronological order TO non-chronological
 - Simple graphics TO sophisticated graphics
- **Language Conventionality and Clarity**
 - Literal TO Figurative
 - Clear TO Ambiguous
 - Contemporary, familiar TO Archaic, unfamiliar
 - Conversational TO General academic & domain specific
- **Knowledge Demands: Life Experiences**
 - Single theme(s) TO Multiple, Complex or Sophisticated themes
 - Common, everyday experiences TO Experiences different from own
 - Single perspective TO Multiple perspectives
 - Similar perspectives to one's own TO Perspectives different from or in opposition to one's own
- **Knowledge Demands: Cultural/Literary Knowledge**
- **Knowledge Demands: Content/Discipline Knowledge**
 - Everyday knowledge TO Cultural knowledge or Specialized content-specific knowledge
 - Few references or allusions to other texts TO Many references or allusions to other texts

TITLE OF TEXT _____ **AUTHOR** _____ **SOURCE:** _____

1.0 QUANTITATIVE MEASURES FROM APPENDIX A

Please Check Lexile Range (you will use Lexile Analyzer at www.lexile.com)

___ 955-1155 = Grade band 6-8

___ 1080-1305 = Grade band 9-10

___ 1215-1355 = Grade band 11-12

2.0 QUALITATIVE MEASURES FROM APPENDIX A: How to use this rubric: Read the passage for inclusion into the FlexBook, since it will be informational text it should not be too difficult to assess. If you have more than 5 Xs in the MORE COMPLEX column you should raise the complexity on the Lexile continuum.

Dimensions of Text Complexity	LESS COMPLEX	X	MORE COMPLEX	X
Levels of Meaning	Single level meaning		Multiple levels of Meaning	
Levels of Purpose	Explicitly stated purpose		Implicit purpose	
Structure	Conventional or familiar		Unconventional or unfamiliar	
	Chronological Order		Non-chronological order	
	Simple graphics		Sophisticated graphics	
Language Conventionality and Clarity	Literal		Figurative	
	Clear		Ambiguous	
	Contemporary, familiar		Archaic, unfamiliar	
	Conversational		General academic, domain-specific	
Knowledge Demands: Experience	Single Theme		Multiple, complex themes	
	Common, everyday experiences		Experiences different from ones own	
	Single perspective		Multiple perspectives	
	Similar perspective to one's own		Perspectives different from or in opposition to one's own	

Knowledge Demands: Cultural/Literary Knowledge AND Content/Discipline Knowledge	Everyday knowledge		Cultural or specialized, content-specific knowledge	
	Few references or allusions to other texts		Many references of allusions to other texts	

RECOMMENDATION FOR TEXT COMPLEXITY PLACEMENT - Rationale:

GRADE	Less Complex	Middle Range	High Complexity
6			
7			
8			
9			
10			
11			
12			

3.0 READER AND TASK CONSIDERATIONS FOR THE TEACHER: Knowing the Reader – Taken from Appendix A Criteria

4.1 Cognitive:

4.1.1 How does this reader pay attention?

4.1.2 How does the reader remember and understand the key ideas and details in the reading?

4.1.3 How does the reader use critical, analytical thinking skills?

4.1.4 How does the reader use inference to understand the meaning of a text by reading between the lines?

4.1.5 How does the reader use visualization to imagine what is occurring or being described in the text?

4.1.5 How does the reader question the text?

4.1.6 Will this text support the reader in developing the above abilities?

4.2 Motivation:

4.2.1 What topics, subjects, genres, and ideas interest the reader?

- 4.2.2 How does the reader determine a purpose for reading?(that is, skimming to get the gist of text, studying content for purpose of retaining information, close reading for analysis, pleasure)
- 4.2.3 What strategies does the reader use to understand challenging texts?
- 4.2.4 Will the reader be interested in this particular text?

4.3 Prior Knowledge and experience of:

- 4.3.1 Vocabulary considerations:
- 4.3.2 Topic
- 4.3.3 Culture

5.0 READER AND TASK CONSIDERATIONS: THE STUDENT KNOWING SELF AS READER (FOR SELF-ASSESSMENT BY THE STUDENT)

5.1 Cognitive:

- 5.1.1 How do I pay attention?
- 5.1.2 How do I remember and understand the key ideas and details in the reading?
- 5.1.3 How do I use critical, analytical thinking skills? Do I know what these skills are?
- 5.1.4 How do I use inference to understand the meaning of a text by reading between the lines?
- 5.1.5 How do I use visualization to imagine what is occurring or being described in the text?
- 5.1.6 How do I question the text?
- 5.1.7 Will this text support ME in developing the above abilities?

5.2 Motivation:

- 5.2.1 What topics, subjects, genres, and ideas interest me as a reader?
- 5.2.2 How do I determine a purpose for reading?(that is, skimming to get the gist of text, studying content for purpose of retaining information, close reading for analysis, pleasure)
- 5.2.3 What strategies do I use to understand challenging texts?
- 5.2.4 Will I be interested in this particular text?

5.3 Prior Knowledge and experience of:

- 5.3.1 What words might prove challenging? What will I do to understand them?
- 5.3.2 Am I familiar with this particular topic in the text?
- 5.3.3 Am I familiar with the culture that this text represents?

Supporting readers and teachers with Task Assignment OF AN INCREASING AMOUNT OF Literary non-fiction and Informational Texts (Use all the above elements of Text Complexity AND Effort Rubric, and Interest Survey)

Literary non-fiction: A branch of writing that employs the literary techniques usually associated with fiction or poetry to report on actual persons, places, or events.

The [genre](#) of creative nonfiction (also known as *literary nonfiction*) is broad enough to include [travel writing](#), [nature writing](#), [science writing](#) (writing about scientific subject matter, in a non-technical manner for an audience of non-scientists), [biography](#), [autobiography](#), [memoir](#), the [interview](#), and both the [familiar](#) (A short prose composition characterized by the persona quality of writing and distinctive voice of essayist) and [personal essay](#) (a short work of autobiographical nonfiction characterized by a sense of intimacy and a conversational manner).

EFFORT AND ACHIEVEMENT RUBRIC

Purpose: Students do not have a clear idea or even understand the relationship between effort and achievement. This self-assessment rubric is one method to help them be more conscious of that relationship as well as tracking their improved effort (building academic stamina).

Marzano's recommendations for classroom practice include:

- explicitly teach students that effort can improve achievement
- ask students to chart effort and achievement
- establish a rationale for recognition
- follow guidelines for effective and ineffective praise
- use the pause, prompt, and praise technique

Effort Rubric

4: I worked on the learning task until it was completed. I pushed myself to continue working on the task even when difficulties arose or a solution was not immediately evident. I viewed difficulties that arose as opportunities to strengthen my understanding.

3: I worked on the learning task until it was completed. I pushed myself to continue working on the task even when difficulties arose or a solution was not immediately evident.

2: I put some effort into the learning task, but I stopped working when difficulties arose.

1: I put very little effort into the learning task.

Achievement Rubric

4 I exceeded the standards of the learning task.

3 I met the standards of the task learning lesson.

2 I met a few of the standards of the learning task, but did not meet others.

1 I did not meet the standards of the learning task.

Student Reflective Writing after Self-Assessment

1. How has the quality of my work improved?
2. What new goal will I set for myself related to both my effort and my achievement?

INTEREST SURVEY: How do I get to know the students' interests?

There are a variety of student interest surveys that are on the web and free to use. Here is a sample:

From readwritethink:

<http://www.readwritethink.org/professional-development/strategy-guides/assessing-student-interests-strengths-30100.html>

From University of Connecticut:

<http://www.gifted.uconn.edu/siegle/CurriculumCompacting/section11.html>

From education.com

<http://www.education.com/reference/article/assessing-interest-attitude-motivation/>

From Rutgers' Career Services:

<http://careerservices.rutgers.edu/PCCPinterests.shtml>

From National Center for Learning Disabilities:

<http://www.ncld.org/college-aamp-work/in-the-workplace/finding-the-right-job/assessing-interests-a-abilities>

DIGITAL Book: Teacher Edition

Utah English Language Arts Core and Literacy in Social Studies/History and Science

Section 2: Learning Tasks for 6-8 Text Complexity Band

Assessment Claims Addressed in the following Digital Book Learning Tasks:

Reading Claim #1-Students can read closely and critically to comprehend a range of increasingly complex literary and informational texts

Writing Claim #2-Students can produce effective writing for a range of purposes and audiences

Speaking and Listening Claim #3-Students can employ effective speaking and listening skills for a range of purposes and audiences

Research Claim #4-Students can engage appropriately in collaborative and independent inquiry to investigate/research topics, pose questions, and gather and present information

These claims are broad statements that identify a set of knowledge and skills that are drawn from the Utah Core Standards to demonstrate mastery of these standards.

*Note: Watch that complexity of tasks for both reading and writing is monitored so students are not overwhelmed by both high complexity reading tasks and high complexity writing tasks at the same time.

Rationale for Digital Book:

The 6-8 Digital Book student learning tasks included in this document generally focus on building and assessing students' critical reading skills along with argument and expository writing skills. The student learning tasks are organized by theme and complexity, with less complex texts and tasks labeled as 6th grade, and most complex texts and tasks labeled 8th grade. However, it is important to note, that the Utah Core Standards are organized in bands so that teachers can use their professional judgment to determine what is best for *their students*. The texts and tasks in the 6-8 Digital Book may be appropriate to use in any middle level class depending on students' needs.

The thematic organization of the 6-8 Digital Book is meant to support the Utah Core Standards' focus on analysis of multiple texts within a theme. For this reason, a limited amount of

literary texts are also included to support thematic connections among texts. Additionally, a number of the themes included are intended to support content area teachers in implementing the Utah Core Standards in their classes. The Utah Core Standards outline parallel literacy standards for social studies, science, and technical subjects, so students benefit from the connections made between ELA and Content Area classes. Critical literacy skills are necessary across all disciplines, and this Digital Book is meant to promote interdisciplinary literacy.

While the student learning tasks in the 6-8 Digital Book do include some supports and strategies, they are not exhaustive. We suggest that you as the teacher include whatever scaffolding and teaching strategies you feel appropriate to maximize student learning. Part of this support may include instruction of academic vocabulary. With the Utah Core Standards' emphasis on higher level and critical thinking, comes a new set of vocabulary that both teachers and students need to incorporate into the classroom. A glossary of tier three skill words that are used in the Utah Core Standards and the 6-8 Digital Book student learning tasks is included for this reason.

A distinction must be made between the two types of constructed response tasks: extended writing tasks and shorter writing to read tasks. While extended writing tasks are meant to be taken through the entire writing process (prewriting, drafting, editing, revision, and publishing), writing to read tasks are not. Writing to read tasks help students to understand text, and they help teachers assess student comprehension. Therefore, writing to read tasks should not be graded based on grammar and punctuation, but on content and demonstrated understanding of the text. Because of this distinction, the 6-8 Digital Book includes two types of writing rubrics: one for extended writing tasks (included within each learning task) and one for short written response, or writing to read, tasks (included in this explanation).

Lastly, keep in mind that this Digital Book is meant to be a tool for educators, not a curriculum and not a summative assessment. Feel free to use excerpts or to augment the student learning tasks as you feel necessary to best support your students in becoming college and career ready.

Scoring Rubric for Short Written Responses

Score of 3	Score of 2	Score of 1	Score of 0
<p>The response demonstrates:</p> <ul style="list-style-type: none"> • Complete understanding of the reading concept embedded in the task/question • Information is accurate, complete, and fulfills all the requirements of the task/question • Necessary support and/or examples are included • Information is clearly text based 	<p>The response demonstrates:</p> <ul style="list-style-type: none"> • Partial understanding of the reading concept embedded in the task/question • Information is essentially correct • Information is too general or too simplistic • Some of the support and/or examples may be incomplete or omitted • Information is text-based 	<p>The response indicates:</p> <ul style="list-style-type: none"> • Understanding of the reading concept embedded in the task/question not demonstrated • Information is inaccurate • Insufficient amount of information to determine understanding of the task • Failure to respond to the task/question 	<p>The response does not meet any of the criteria</p>

Glossary of Tier Three Skill Words:

1. **inform** (v) to tell somebody
informative (adj) giving information
informational (adj) facts and data about a subject
2. **evidence** (n) something that gives proof of a fact or helps somebody to come to a conclusion or decision
3. **citation** (n) the act or process of giving someone's ideas or writing credit
cite, citing, cited (v) to give someone credit for their ideas or writing
4. **source** (n) a person, organization, book, or other text that gives information or evidence
5. **paraphrase** (v) to put someone else's words into your own
6. **relevant** (adj) having a logical connection; important
7. **irrelevant** (adj) not related; unimportant
8. **passage** (n) a section of writing
9. **evaluation** (n) an examination of something to judge its value, quality or importance
evaluate (v) to examine something to determine its value, quality or importance
10. **conclusion** (n) a decision made or an opinion formed based on facts
conclude (v) to make a decision or form an opinion based on facts
11. **analysis** (n) an examination of the parts of something in order to understand it better or for drawing conclusions
analyze (v) to study something closely by breaking it into parts
12. **deduction** (n) a conclusion or judgment made from available information
deduce (v) to form a conclusion without all necessary information using what currently known in a logical way
13. **research** (n) an investigation or examination into a subject to discover facts
14. **generalization** (n) a statement or common conclusion that is relevant to all parts of a category or group
generalize (v) to make a statement or to form a common conclusion that is relevant to all members of a category or group
15. **synthesis** (n) the combining of different ideas from many sources into a new format

synthesize (v) to combine different ideas from many sources into a new format

16. **close reading** (v) a thoughtful, systematic reading of a passage of text
17. **annotate** (v) to write notes that explain or critique a text while reading it
18. **argument** (n) a reasoned, logical way of demonstrating that the writer's position, belief, or conclusion is valid (as defined by the Utah Core Standards)
19. **warrant** (n) rules people accept as generally true, laws, scientific principles or studies, and thoughtfully argued definitions* (see Argumentative Writing Flowchart in Preface)
20. **claim** (n) a statement believed to be true based on warrants and evidence, a conclusion (see Argumentative Writing Flowchart in Preface)
21. **criteria** (n) a synonym for warrant** (see Argumentative Writing Flowchart in Preface)
22. **justify** (v) to prove
23. **heterogeneous** (adj) a group of students with varying skill levels
24. **consensus** (n) agreement in judgment or opinion
25. **nonfiction text structure** (n) organization of informational text in one of five patterns: description, sequence, comparison, cause-effect, problem solution.

*Teaching Argument Writing by George Hillocks, Jr. 2011, p. xxiii

** Teaching Argument Writing by George Hillocks, Jr. 2011, p. 42

Table of Contents for Learning Tasks:

Preface: Argumentative Writing Flowchart

1. Space Exploration-6th grade standards
2. Poverty-6th grade standards
3. Wildfires-6th grade standards
4. Olympics-6th grade standards
5. Tsunami-7th grade standards
6. Water Conservation-7th grade standards
7. Indifference-7th grade standards
8. Subatomic Particles-7th grade standards
9. Stereotypes-8th grade standards
10. Solar Flare-8th grade standards
11. Constitution-8th grade standards

**Evidence
Criteria**

Recent

Relative

Trusted



Argumentative Writing Flowchart

Instructions: **First**, Identify evidence by filling researched information into the Evidence boxes below. **Second**, Verify by checking off each of the evidence symbols from the Evidence Criteria box.

Third, Draw an arrow from the evidence to the claim, counterclaim, or trash depending on where it goes.

Evidence here:



Warrant/Rule/Criteria:

Write in your claim:

Evidence here:



Warrant/Rule/Criteria:

Write in your counter/opposing claim:

Evidence here:



Warrant/Rule/Criteria:



1. Space Exploration

Summary/Rationale for Space Exploration Tasks:

These learning tasks focus on completing a close reading of two informational speeches. Students move from less complex tasks associated with reading to more complex tasks involving reading and synthesis writing about the reading. Tasks, also, move from utilizing one text to using two texts. Time is given during the more complex writing tasks to collaborate with others. This is intended to help students organize their thoughts, hear other students' perspectives, and then crystallize their thinking into writing ideas. The writing is in an argument essay format, and the argument claim is concluded after gathering evidence from two informational texts. It is important to model close reading, creating criteria, gathering evidence, generating warrants, and writing claims for students before asking them to do this work independently. You may find it necessary to provide added scaffolding for students depending on their experience with argument writing, their reading levels, and their background knowledge on the topic.

Learning Tasks:

Text: "Message to Congress May 25, 1961 (Part IX)"

Source: jfklibrary.org

Lexile: 1100

Placement: Less Complex

Text: "Address to the Nation on the Explosion of the Space Shuttle Challenger (January 28, 1986)"

Source: reagansheritage.org

Lexile: 820

Placement: Less Complex

Assessment Claims Addressed in Learning Tasks #1, #2, & #3

Reading Claim #1-Students can read closely and critically to comprehend a range of increasingly complex literary and informational texts.

Standards Addressed

6RI.1-Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text

6RI.2-Determine a central idea of a text and how it is conveyed through particular details

6RI.8-Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not

Learning Task #1

Selected Response Question:

DOK: 2 Skills and Concept (summarize)

In his speech following the space shuttle Challenger disaster, which of the following statements best summarizes President Ronald Reagan’s message to the school children of America?

- A. Always do your best
- B. Don’t be afraid to explore unknown worlds
- C. Exploration and discovery can be painful
- D. We don’t understand why this happened

Constructed Response Question:

DOK: 3 Strategic Thinking (justify)

Cite evidence from the text to justify your response to the question above:

Learning Task #2

Selected Response Question:

DOK: 3 Strategic Thinking (cite evidence)

In President Ronald Reagan’s speech following the Challenger disaster he states, “...sometimes painful things like this happen. It’s all part of the process of exploration and discovery.” Circle which statements from the passage are examples of the pain that often accompanies exploration and discovery.

- A. Nineteen years ago, almost to the day, we lost three astronauts in a terrible accident on the ground
- B. We will continue our quest in space
- C. On this day 390 years ago, the great explorer Sir Francis Drake died aboard ship off the coast of Panama while exploring
- D. We’ve grown used to wonders in this century
- E. We’ve grown used to the idea of space, and maybe we forget that we’ve only just begun

Learning Task #3

Constructed Response Question:

DOK: 3 Strategic Thinking (cite evidence)

President John F. Kennedy acknowledged that space exploration would cost money. President Ronald Reagan pointed out how space exploration had cost lives. Despite the stated costs, both Presidents claimed that the United States should continue its space exploration program.

Cite two pieces of evidence from each speech that support these claims:

Assessment Claims Addressed in Learning Tasks #4 & #5

Reading Claim #1-Students can read closely and critically to comprehend a range of increasingly complex literary and informational texts.

Writing Claim #2-Students can produce effective writing for a range of purposes and audiences.

Speaking and Listening Claim #3-Students can employ effective speaking and listening skills for a range of purposes and audiences.

Standards Addressed

6RI.1-Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text

6RI.2-Determine a central idea of a text and how it is conveyed through particular details

6W.1-Write arguments to support claims with clear reasons and relevant evidence

6W.4-Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

6W.5-With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach

6W.6-Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting

6W.9-Draw evidence from literary or informational texts to support analysis, reflections, and research

6SL.1-Engage effectively in a range of collaborative discussions with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly

6SL.6-Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate

Learning Task #4

DOK: 3 Strategic Thinking (synthesis)

Description of Task Setting:

Phase One-Individual reading of one of the two informational texts, small group discussion, individual graphic organizers for reading and discussion

Phase Two-Individual drafting, revising and editing

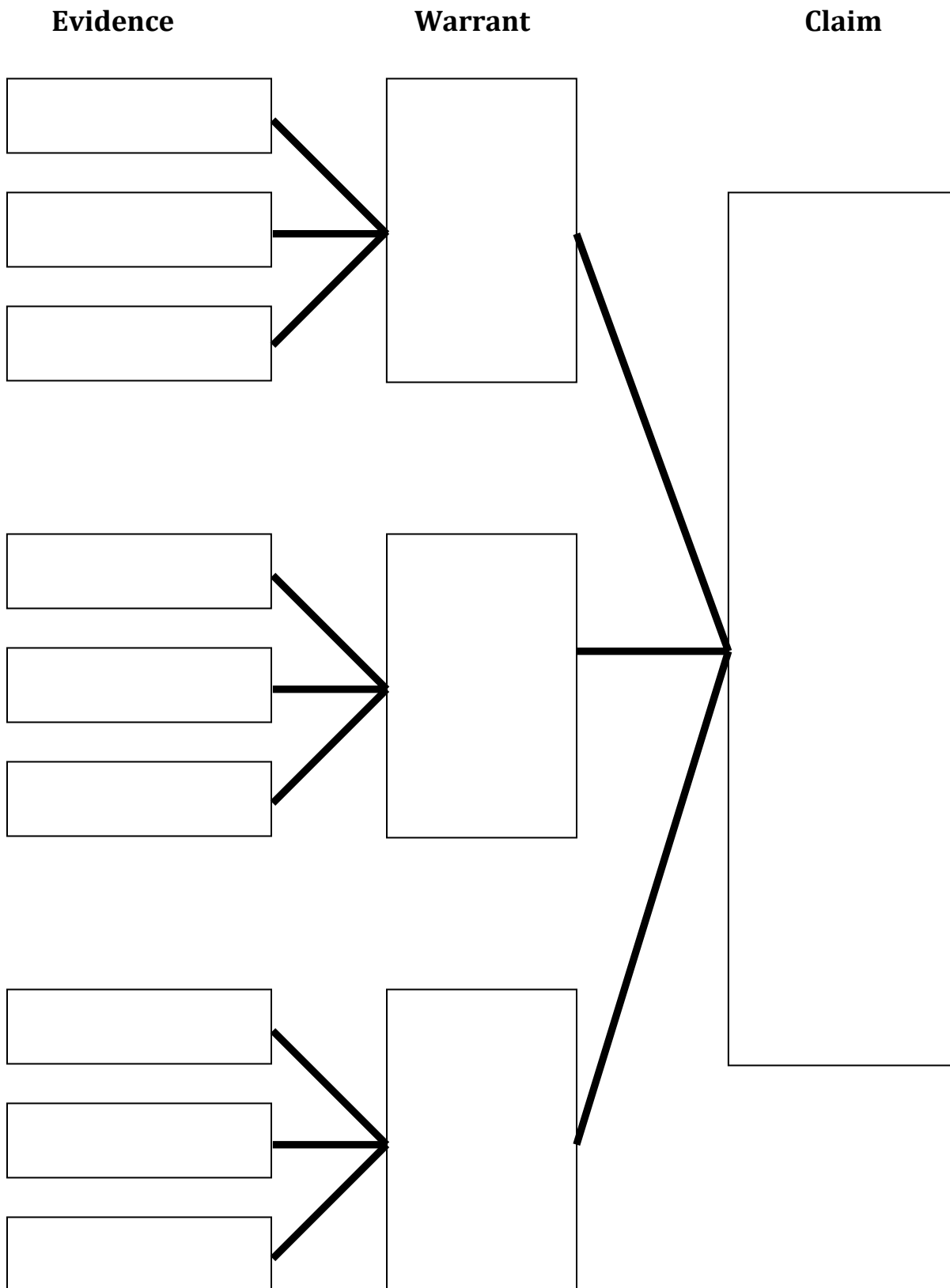
Duration of the Activity: Phase One-1.5 hours; Phase Two-1.75 hours: Total Time-3.25 hours

Materials Required:

Two texts listed above

Graphic organizer for Argumentative Writing

Graphic Organizer for Argumentative Writing



Writing Text Type:

Argumentative

Task Summary:

In Phase One, students do a close reading of one of the Presidential speeches and write a possible claim that the President is making about space exploration with the textual evidence to support the claim. Students meet in small groups with other students who read the same speech to discuss the possible claims and evidence. Then, each student fills out an argumentative writing graphic organizer. In Phase Two, students draft, revise and edit an argumentative paper citing the President's claim with supporting evidence from the text.

Phase One

1. Students read source material provided and write a possible claim with supporting evidence and warrants on a piece of paper.
2. Students meet in small groups to discuss possible claims with supporting evidence and warrants.
3. Students create an argumentative writing graphic organizer

Phase Two

1. Students write an argumentative paper stating what the President is claiming about space exploration citing supporting evidence from the text to support their claim.

Student Prompt

Your Senator is asking the citizens of Utah for their thoughts about how the Federal Government should view space exploration. He is trying to decide if the Federal Government should fund the space program any longer. You are writing a letter to your Senator explaining a past President's (claim) and citing evidence from his speech to support your position on current and future space exploration.

Learning Task #5**DOK: 4 Extended Thinking (analysis and argument)****Description of Task Setting:**

Phase One-Individual reading of two informational texts, small group discussion, individual graphic organizers for reading and discussion

Phase Two-Individual drafting, revising and editing

Duration of the Activity: Phase One-1.75 hours; Phase Two-1.75 hours: Total Time-3.5 hours

Materials Required:

Two texts listed above
Graphic organizer for Argumentative Writing

Writing Text Type:

Argumentative

Task Summary:

In Phase One, students do a close reading of the Presidential speeches and write possible claims that the Presidents are making about space exploration with the textual evidence to support the claim. Students meet in small groups with other students to discuss the possible claims, warrants and evidence. Then, students fill out a Venn Diagram comparing and contrasting how the Presidents' claims are similar or different. In Phase Two, students use the Venn diagram to complete an argumentative writing graphic organizer. Using this organizer students draft, revise and edit an argumentative paper citing how the Presidents' claims are similar or different with supporting evidence from the text.

Phase One

1. Students read source material provided and write a possible claims with supporting warrants and evidence.
2. Students meet in small groups to discuss possible claims with supporting warrants and evidence.
3. Students create a Venn Diagram comparing and contrasting the two Presidents' claims.

Phase Two

1. Students use the Venn diagram to complete an argumentative writing graphic organizer.
2. Students write an argumentative paper stating how the Presidents' claims about space exploration are similar or different citing supporting evidence from the text to support their claim.

Student Prompt

Recently, The Federal Government has cut the budget for current and future space exploration. Using the two Presidential speeches from past Presidents of the United States, decide each President's claim about the importance of space exploration to the United States, provide evidence from the text to support the claim and decide if the Presidents' claims are similar or different.

Writing Scoring Guide-Three Point Rubric

3	The response provides the essential elements of a complete interpretation of the prompt. It addresses important aspects of the task and provides sufficient relevant evidence to support development. It is focused and organized, addressing the needs of purpose, audience and task. It includes sentences of varied length and structure.
2	The response provides some of the elements of an interpretation of the prompt. It addresses some aspects of the task and provides some evidence to support development. It has a focus but lacks strong organization and inconsistently addresses the needs of purpose, audience and task. It includes sentences of somewhat varied length and structure.
1	The response provides minimal elements of an interpretation of the prompt. It addresses few aspects of the task and provides little relevant evidence to support development. It lacks focus and organization and generally fails to address the needs of purpose, audience, and task. It includes sentences with little variety and structure.
0	The response does not meet any criteria.

2. Poverty

Summary/Rationale for Poverty tasks:

Students will be able to summarize a text. Students will be able to interpret an author's meaning.

Text: Mandela Calls for Steps to End Poverty

Source: <http://www.ebscohost.com/us-middle-schools>

Lexile: 1160

Placement: Middle Range

Text: Make Poverty History

Source: www.makepovertyhistory.org/docs/mandelaspeech.doc

Lexile: 1230

Placement: High Complexity

Assessment Claims Addressed in Learning Tasks #1 & #2

Reading Claim #1-Students can read closely and critically to comprehend a range of increasingly complex literary and informational texts.

Standards Addressed

6RI.1-Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text

6RI.2-Determine a central idea of a text and how it is conveyed through particular details

6RI.8-Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not

Learning Task #1

Selected Response Question:

DOK: 2 Skills and Concepts (summarizing)

In his speech, which of the following statements best summarizes President Mandela's message?

- E. Trade justice is a key to ending poverty.
- F. G7 nations can begin now to help with finances.
- G. We can stop the world's poverty.
- H. Poverty is a problem.

Constructed Response Question:

DOK: 3 Strategic Thinking (citing evidence)

Cite evidence from the text to justify your response to the question above:

Learning Task #2

Selected Response Question:

DOK: 3 Strategic Thinking (cite evidence)

In President Mandela's speech he states, "recognize that the world is hungry for action, not words." Who is this statement for and explain why the statement is jabbing at a certain group for not showing results?

- F. British youth
- G. 7richest countries in the world
- H. British government
- I. African government

Constructed Response Question:

DOK: 3 Strategic Thinking (cite evidence)

Cite evidence from the text to justify your response to the question above:

Assessment Claims Addressed in Learning Tasks #3 & #4

Reading Claim #1-Students can read closely and critically to comprehend a range of increasingly complex literary and informational texts.

Writing Claim #2-Students can produce effective writing for a range of purposes and audiences.

Standards Addressed

6RI.1-Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text

6RI.2-Determine a central idea of a text and how it is conveyed through particular details

6W.1-Write arguments to support claims with clear reasons and relevant evidence

6W.4-Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

6W.9-Draw evidence from literary or informational texts to support analysis, reflections, and research

Learning Task #3

Constructed Response Question:

DOK: 3 Strategic Thinking (evidence, argument)

Jennifer Cunningham writes in her news article on the speech “Looking frail in a black fur hat and a matching wool coat and cane, the 87-year-old former South African president.” In this statement Cunningham could just be making a statement or she could be attempting to explain Mandela’s reputation of knowledge is slipping. Pick one of the claims and create a logical argument citing evidence (at least 2) from the news article.

Learning Task #4

Writing Prompt:

DOK: 4 Extended Thinking (synthesis, problem solving)

Student Prompt

You are writing a letter to your local government official who will be attending meetings soon that will represent your area’s views on poverty. Considering what you now know from Mandela’s speech back up your reasoning for ways in which poverty can be stopped. Include in the letter ways in which you and other youth can assist in this campaign.

Writing Scoring Guide-Three Point Rubric

3	The response provides the essential elements of a complete interpretation of the prompt. It addresses important aspects of the task and provides sufficient relevant evidence to support development. It is focused and organized, addressing the needs of purpose, audience and task. It includes sentences of varied length and structure.
2	The response provides some of the elements of an interpretation of the prompt. It addresses some aspects of the task and provides some evidence to support development. It has a focus but lacks strong organization and inconsistently addresses the needs of purpose, audience and task. It includes sentences of somewhat varied length and structure.
1	The response provides minimal elements of an interpretation of the prompt. It addresses few aspects of the task and provides little relevant evidence to support development. It lacks focus and organization and generally fails to address the needs of purpose, audience, and task. It includes sentences with little variety and structure.
0	The response does not meet any criteria.

3. Wildfires

Summary/Rationale for Wildfires Tasks:

This performance assessment focuses on reading two texts, devising a claim with supporting evidence and warrants, working in a small group and creating a map utilizing the information gleaned from the text, and comparing the end product map with another group's end product map. These activities have ample room for differentiation for skill levels including ESL students by extending or simplifying the activities. It is important to model close reading, identifying claims, evidence, and warrants, how to effectively work in groups, and comparing and contrasting for students before asking them to do this work independently. You may find it necessary to provide added scaffolding for students depending on their experience with argument writing, their reading levels, ability to work with others, and their background knowledge on the topic. It could be fun to make this a competition and give out paper fireman hats to the "winning" team with the best map and scenario.

Text-"Wildfires"

Source: nationalgeographic.com

Lexile: 1250

Placement: Less Complex

Text-"Wildfire Safety Tips"

Source: nationalgeographic.com

Lexile: 1110

Placement: Less Complex

Assessment Claim Addressed

Reading Claim #1-Students can read closely and critically to comprehend a range of increasingly complex literary and informational texts.

Standards Addressed

6RI.1-Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text

6RI.2-Determine a central idea of a text and how it is conveyed through particular details

6RI.8-Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not

Learning Task #1

Selected Response Question:

DOK: 2 Skill and Concepts (compare)

After a close reading of both texts, which of the following are topics covered in *both* texts?

- Most wild fires are caused by humans
- Wildfires promote new forest growth
- Wildfires need fuel, oxygen and a heat source
- Clearing vegetation can slow a fire

Constructed Response Question:

DOK: 3 Strategic Thinking (cite evidence)

Cite evidence from the text to justify your response to the question above:

Learning Task #2

Selected Response Question:

DOK: 3 Strategic Thinking (synthesize information)

In the text, “Wildfires,” the author describes the causes of wildfires and ways that fire fighters fight wildfires. In the text, “Wildfire Safety Tips,” the author reviews ways to protect oneself if caught in a wildfire. Which of the ways that firemen fight wildfires is information that the reader could use as a safety tip if caught in a wildfire?

- Water dousing
- Spraying fire retardants
- Clearing vegetation
- Starting a competing fire or “controlled burning”

Learning Task #3

Constructed Response Question:

DOK: 3 Strategic Thinking (cite evidence, synthesis)

Cite evidence from the text to justify your response to the question above and explain specifically how you use the technique if you were caught in a wildfire:

Assessment Claims Addressed in Learning Tasks #4 & #5

Reading Claim #1-Students can read closely and critically to comprehend a range of increasingly complex literary and informational texts.

Writing Claim #2-Students can produce effective writing for a range of purposes and audiences.

Speaking and Listening Claim #3-Students can employ effective speaking and listening skills for a range of purposes and audiences.

Standards Addressed

6RI.1-Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text

6RI.2-Determine a central idea of a text and how it is conveyed through particular details

6W.1-Write arguments to support claims with clear reasons and relevant evidence

6W.4-Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

6W.5-With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach

6W.6-Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting

6W.9-Draw evidence from literary or informational texts to support analysis, reflections, and research

6SL.1-Engage effectively in a range of collaborative discussions with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly

6SL.6-Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate

Learning Task #4

DOK: 4 Extended Thinking (problem solving)

Description of Task Setting:

Phase One-Individual reading of one of the two informational texts, small group discussion, individual graphic organizers for reading and discussion

Phase Two-Individual drafting, revising and editing

Duration of the Activity: Phase One-1.5 hours; Phase Two-1.75 hours: Total Time-3.25 hours

Materials Required:

Two texts listed above

Graphic organizer for Argumentative Writing

Blank graph paper (for map)

Colored pencils for map drawing and map legend

Chart paper for scenario description

Lined paper for group solution to wildfire scenario

Graphic Organizer for Argumentative Writing

Evidence

Warrant

Claim

Writing Text Type:

Argumentative

Task Summary:

In Phase One, students do a close reading of both of the informational texts. Students will be divided into heterogeneous groups. In these groups students will list safety tips for surviving wildfires by citing the evidence, warrant and claim using the graphic organizer above. The group will come to consensus that their particular list is valid, logical and textually based. The list must include at least 3 ways that one can protect oneself in a wildfire.

In Phase Two, the group will utilize the graphic organizer they have created and will devise a wildfire scenario for them to analyze and for another team to respond to. This scenario will describe a situation where the group is caught in a wildfire and needs to find a way to protect them and get them away from the burning and heat. The group will describe the topography, wind direction, distance from the fire and any structures and assets the group may have access to. Then the group will draw a map showing all topography, concerns, and assets with labels showing where the wildfire has started, its probable path based upon wind direction, and any structures in the area that may be of use.

Phase One

- Students read source material provided and write a list with at least 3 possible claims with supporting evidence and warrants regarding wildfire safety on a piece of paper.
- Students meet in small groups to discuss possible claims with supporting evidence and warrants.
- Students will come to consensus on at least 3 claims and create an argumentative writing graphic organizer

Phase Two

- Based on the graphic organizer that they have created, and based upon the information in both informational texts, students will create a wildfire scenario complete with a topographical map with labels.

Student Prompt

Using the information found in both texts, and drawing on any background information, the group will plan out what they would do in the situation and how they would protect their lives against the wildfire. For instance: is there a body of water close?, what tools do you have access to, like a shovel, etc?, what structures are near?, how fast is the wildfire moving?, etc. All facts used must be textually based and listed on their graphic organizer. If students need to go back to the text to add more evidence, warrants and claims, they may do so.

Learning Task #5

DOK: 4 Extended Thinking (argument, problem solving)

Description of Task Setting:

Phase One-Individual reading of two informational texts, small group discussion, planning and creating and responding to a wildfire scenario and creating a corresponding map. Students will write out individual responses to their wildfire scenario and compare their answers to the other members of the team. Students will collaborate and write a consensus solution to their wildfire scenario utilizing their individual responses.

Phase Two-Group drafting, planning, drawing, revising, and editing responses to their wildfire maps and comparing their solutions to another group's solution for their wildfire scenarios using a Venn Diagram to compare and contrast their group's solution to another group's solution to their wildfire map and scenario.

Duration of the Activity: Phase One-1.75 hours; Phase Two-1.75 hours: Total Time-3.5 hours

Materials Required:

Two texts listed above
Student created wildfire scenarios and topographical maps
Graphic organizer for Argumentative Writing

Writing Text Type:

Argumentative

Task Summary:

In Phase One, students create a consensus paper responding to their group's wildfire scenario. Then students compare and contrast their answers to their scenario to another group's scenario and answers. Students will discuss the possible claims, warrants and evidence. Then, students fill out a Venn diagram comparing and contrasting how their group responded to the wildfire scenario and another group's response.

In Phase Two, students use the Venn diagram to complete an argumentative writing graphic organizer. Students will use all of the information used in these exercises to write an argumentation paper. Prompt is described below.

Phase One

- Students work within their groups and create a collaborative written response to their wildfire scenario.
- Students compare and contrast their group's consensus response to their wildfire scenario to another group's response.

- Students create a Venn diagram comparing and contrasting the two groups' responses.

Phase Two

- Students use the Venn diagram to complete an argumentative writing graphic organizer.
- Students write an argumentative paper from the prompt perspective described below, citing supporting evidence from the text to support their claim.

Student Prompt

Students will write an argumentation paper from the perspective of a firefighting official reviewing the two different responses. The audience for the argumentation paper is the Firefighting Commission Review Board. The prompt is that one of the team responses deserves a medal based upon the decisions made during the wildfire scenario. Students will use all of the documents generated in this exercise, including the original informational texts, their argumentation graphic organizer, their group's wildfire response and topographical map, and the other group's response, etc. All evidence must include warrants and claims and be textually based.

Writing Scoring Guide-Three Point Rubric

3

The response provides the essential elements of a complete interpretation of the prompt. It addresses important aspects of the task and provides sufficient relevant evidence to support development. It is focused and organized, addressing the needs of purpose, audience and task. It includes sentences of varied length and structure.

2

The response provides some of the elements of an interpretation of the prompt. It addresses some aspects of the task and provides some evidence to support development. It has a focus but lacks strong organization and inconsistently addresses the needs of purpose, audience and task. It includes sentences of somewhat varied length and structure.

1

The response provides minimal elements of an interpretation of the prompt. It addresses few aspects of the task and provides little relevant evidence to support development. It lacks focus and organization and generally fails to address the needs of purpose, audience, and task. It includes sentences with little variety and structure.

0

The response does not meet any criteria.

4. Olympics

Summary/Rationale for Olympics Tasks:

Students are asked to summarize, identify text structure, author's purpose, compare/contrast, and cite evidence to support a claim. Two short texts are included. The first text compares and contrasts ancient Olympics to modern Olympics. The second is a text taken from the 2002 Winter Olympics held in Salt Lake City. It may be necessary to use other texts to give students practice in determining text structure.

Text: "Ancient Olympic Events" Gregory R. Cronc, Editor-in-Chief, Tufts University

Source: www.perseus.tufts.edu/Olympics/sports.html

Lexile: 1300

Placement: Middle Range

Text: "Lighting a Fire Within?"

Source: www.utah.com/olympics

Lexile: 990

Placement: Less Complex

Assessment Claim Addressed

Reading Claim #1-Students can read closely and critically to comprehend a range of increasingly complex literary and informational texts.

Standards Addressed

6RI.1-Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text

6RI.4-Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

6RI.6-Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

6RI.8-Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not

Task #1

Selected Response Question:

DOK: 2 Skills and Concepts (summarize)

The Theme of the 2002 Winter Olympics was “Lighting a Fire Within?” Which of the following statements best summarizes the meaning of this theme?

- I. Many entries make countries appear powerful.
- J. Success and accomplishment of others will inspire us.
- K. Winning brings fame and glory.
- D. A torch was used to light a giant cauldron that stayed lit throughout the 2002 Games.

Task #2

Selected Response Question:

DOK: 1 Recall and Reproduction(identify)

Which of the following text structures identifies the author’s purpose in writing the text, “Ancient Olympic Events”?

- J. Description
- K. Summary
- L. Sequence
- M. Compare/Contrast

Task #3

Constructed Response Question:

DOK: 2 Skills and Concepts (comparing)

Complete the chart by Comparing Ancient Olympics to Modern Olympics. Cite evidence from the text “Ancient Olympic Events.”

Same	Different

Task #4

Constructed Response Question:

DOK: 3 Strategic Thinking (cite evidence)

As stated in the article “Lighting a Fire Within?,” the 2002 Winter Olympics were full of surprises and unforgettable stories. The article claims the games inspired and changed us all.

Cite two pieces of evidence from the article that support this claim.

5. Tsunami

Summary/Rationale for Tsunami Tasks:

Students will be able to understand relationships between various informational texts. They will be able to create definitions based on context clues. Students will be able to create inferences based on reasoning from multiple sources of evidence. They will also be able to solve real world problems. They need to know how to create a claim and back it up with evidence from texts.

Text: “Japan tsunami debris floating toward Hawaii”

Source: <http://www.usatoday.com/news/nation/environment/story/2011-10-25/japan-tsunami-debris-hawaii-usa/50914576/1>

Lexile: 1380

Placement: Middle Range

Text: “Tsunamis Killer Waves”

Source: <http://environment.nationalgeographic.com/environment/natural-disasters/tsunami-profile/>

Lexile: 1300

Placement: High Complexity

Text: “Lesson for Pacific NW: Tsunami death toll could have been worse”

Source: <http://www.kval.com/news/local/Lesson-for-Pacific-Northwest-Tsunami-death-toll-could-have-been-worse-141945403.html>

Lexile: 1210

Placement: Middle Range

Assessment Claims Addressed in Learning Tasks #1, #2, #3, & #4

Reading Claim #1-Students can read closely and critically to comprehend a range of increasingly complex literary and informational texts.

Standards Addressed

7RI.1-Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

7RI.3-Analyze the interactions between individuals, events, and ideas in a text.

7RI.4- Determine the meaning of words and phrases as they are used in a text.

7RI.8-Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not

Learning Task #1

Constructed Response Question:

DOK: 1 Recall and Reproduction (retrieve information)

Explain the process of a tsunami. Include warning signs and cite actual disasters that have occurred.

Learning Task #2

Constructed Response Question:

DOK: 2&3 Skills and Concepts; Strategic Thinking (explain relationships, cite evidence)

Explain the relationship between the tsunami that hit Japan and the problem that will affect Hawaii in 2013. Use evidence from the “Japan tsunami debris floating toward Hawaii” text.

Learning Task #3

Constructed Response Question:

DOK: 3 Strategic Thinking (synthesize information)

Create a definition for the word inundation using context clues from the “Lesson for Pacific NW: Tsunami death toll could have been worse” text.

Learning Task #4

Constructed Response Question:

DOK: 3 Strategic Thinking (evidence, synthesis)

Explain how the tsunami in Japan affected and will affect parts of the USA and even Canada. Back up your response with evidence from multiple texts. Make sure that you talk about several places that will be affected and how they will be affected.

Assessment Claims Addressed in Learning Tasks #5 & #6

Reading Claim #1-Students can read closely and critically to comprehend a range of increasingly complex literary and informational texts.

Writing Claim #2- Students can produce effective writing for a range of purposes and audiences.

Standards Addressed

7RI.1-Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

7RI.3-Analyze the interactions between individuals, events, and ideas in a text

7W.1-Write arguments to support claims with clear reasons and relevant evidence

7W.4-Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

7W.9-Draw evidence from literary or informational texts to support analysis, reflections, and research

Learning Task #5

DOK: 4 Extended Thinking (problem solving)

Writing Prompt:

How would you take action to solve the debris issue? Create a solution that could solve this problem. Make sure that in your response you consider who will assist in this solution and where or what will happen to the debris. Use evidence from the text to back up your reasoning. Follow the rubric below.

Learning Task #6

DOK: 4 Extended Thinking (synthesize multiple sources)

Writing Prompt

The state of Oregon is unsure of the next move dealing with the tsunami in Japan. Decide which claim you would like to argue: Oregon needs to prepare for a tsunami or It's not necessary to use money on a tsunami that might happen. Provide evidence from multiple texts to support the claim.

Writing Scoring Guide-Three Point Rubric

3	The response provides the essential elements of a complete interpretation of the prompt. It addresses important aspects of the task and provides sufficient relevant evidence to support development. It is focused and organized, addressing the needs of purpose, audience and task. It includes sentences of varied length and structure.
2	The response provides some of the elements of an interpretation of the prompt. It addresses some aspects of the task and provides some evidence to support development. It has a focus but lacks strong organization and inconsistently addresses the needs of purpose, audience and task. It includes sentences of somewhat varied length and structure.
1	The response provides minimal elements of an interpretation of the prompt. It addresses few aspects of the task and provides little relevant evidence to support development. It lacks focus and organization and generally fails to address the needs of purpose, audience, and task. It includes sentences with little variety and structure.
0	The response does not meet any criteria.

6. Water Conservation

Summary/Rationale for Water Conservation Tasks:

This performance assessment focuses on writing an argument essay after gathering evidence from a number of informational texts. While six texts are included in this performance task, they may not all be necessary to complete the task. It is important to model close reading, annotating text, summarizing, and gathering evidence for students before asking them to do this work independently, and some of the texts included could be used for that purpose. You may find it necessary to provide added scaffolding for students depending on their experience with argument writing, their reading levels, and their background knowledge on the topic.

Learning Tasks:

Text: “Drinking Water: Bottled or From the Tap”

Source: Kids National Geographic

<http://kids.nationalgeographic.com/kids/stories/spacescience/water-bottle-pollution/>

Lexile: 930

Placement: Less Complex

Text: “Water Conservation”

Source: The Glen Canyon Institute

<http://www.glencanyon.org>

Lexile: 1070

Placement: Middle Range

Text: “Disposable bottle ban sparks battle in Utah national parks”

Source: ksl.com

Lexile: 1190

Placement: Middle Range

Text: “Water capacity in Utah’s reservoirs declining for first time”

Source: ksl.com

Lexile: 1000

Placement: Middle Range

Text: “How Should I Use It? (Under Same Text Listing as “Water capacity in Utah’s reservoirs declining for first time”)

Source: Utah.gov

Lexile: 1000

Placement: Middle Range

Text: “Per capita water usage/We live in a desert”? (Under Same Text Listing as “Water capacity in Utah’s reservoirs declining for first time”)

Source: conservewater.utah.gov

Lexile: 1000

Placement: Middle Range

Assessment Claims Addressed

Reading Claim #1-Students can read closely and critically to comprehend a range of increasingly complex literary and informational texts.

Writing Claim #2-Students can produce effective writing for a range of purposes and audiences.

Speaking and Listening Claim #3-Students can employ effective speaking and listening skills for a range of purposes and audiences.

Standards Addressed

7RI.1- Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

7RI.2- Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

7W.2- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

7W.4-Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

7W.5-With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach

7W.6-Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting

7W.9-Draw evidence from literary or informational texts to support analysis, reflections, and research

7SL.1-Engage effectively in a range of collaborative discussions with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly

7SL.6-Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate

Writing Text Type:

Informational/Explanatory (Summarizing)

Argumentative

Task Summary:

In Phase One, students do a close reading of the informational texts while annotating the text. After reading each text students will summarize the reading. Students meet in small groups with other students who read the same texts to discuss possible ways that schools could have a positive impact on water conservation. In Phase Two, students independently draft an argumentative essay about the importance of water conservation and some ways their school could have a positive impact with supporting evidence from the text, then they will meet in groups to revise and edit each other's essays.

Phase One

1. Students read and annotate source material provided. After reading each text students write a summary the text.
2. Students meet in small groups to discuss possible ways that schools could have a positive impact on water conservation.

Phase Two

1. Students write an argumentative essay about water conservation and some ways their school could have a positive impact with supporting evidence from the text.
2. Students meet in peer editing groups to critique each other's arguments and evaluate the strength of the evidence used to support the argument.

Student Prompt

Water conservation is an important issue for people living in the Western United States. Your Principal is asking the students of your school for their thoughts about how to conserve water at school. He is collecting proposals with supporting information to decide how to have a positive impact on the school's water usage. Write an essay that outlines ways that your school can have a positive impact on water conservation. You must support your proposal with relevant information from at least three of the source materials. Additionally, your proposal must include organizing external text features such as subheadings and visual elements.

DOK: 2&4 Skills and Concepts (organize, classify); Extended Thinking (problem solving)

Description of Task Setting:**Phase One**

1. Students read and annotate source material provided. After reading each text students write a summary the text.

2. Students meet in small groups to discuss possible ways that schools could have a positive impact on water conservation.

Duration of the Activity: Phase One-2.5 hours

Materials Required:

The texts listed above
Annotation Instructions
Summary Instructions

Writing Text Type:

Informative/Explanatory (summary)

Task Summary:

In Phase One, students do a close reading of the informational texts while annotating the text. After reading each text students will summarize the reading. Students meet in small groups with other students who read the same texts to discuss possible ways that schools could have a positive impact on water conservation.

Annotating the Text

It is important to annotate the text you read to help you better understand what you read and keep track of important ideas. Sometimes you can't write on the text, so use post-it notes instead!



- Underline important parts
- Circle important words
- Put a * next to main idea
- Ex = examples/anecdotes

- F = fact
- Q = expert quote
- # = statistics
- ? = don't understand

Summarizing a Text

REMEMBER: A summary is not just a retelling of everything you remember about what you read—there are specific things you need to include and do in a good summary.



YOU NEED A...

1. Main idea statement
2. Important details...which ALL support the main idea

YOU NEED TO...

- Paraphrase, or put it in your own words
- Be able to put the info into different forms

Description of Task Setting:

Phase Two

1. Students write an argumentative essay about water conservation and some ways their school could have a positive impact with supporting evidence from the text.
2. Students meet in peer editing groups to critique each other's arguments and evaluate the strength of the evidence used to support the argument.

Duration of the Activity: Phase Two-2.5 hours

Materials Required:

Writing Rubric
Peer Revision Sheets

Writing Text Type:

Argumentative

Task Summary:

In Phase Two, students independently draft an argumentative essay about the importance of water conservation and some ways their school could have a positive impact with supporting evidence from the text. Then students meet in groups to revise and edit each other's essays.

Student Prompt

Water conservation is an important issue for people living in the Western states. Your Principal is asking the students of your school for their thoughts about how to conserve water at school. He is collecting proposals with supporting information to decide how to have a positive impact on the school's water usage. Write an essay that outlines ways that your school can have a positive impact on water conservation. You must support your proposal with relevant information from at least three of the source materials. Additionally, your proposal must include informative organizing text features such as subheadings and visual elements.

Writing Scoring Guide-Three Point Rubric

3	The response provides the essential elements of a complete interpretation of the prompt. It addresses important aspects of the task and provides sufficient relevant evidence to support development. It is focused and organized, addressing the needs of purpose, audience and task. It includes sentences of varied length and structure.
2	The response provides some of the elements of an interpretation of the prompt. It addresses some aspects of the task and provides some evidence to support development. It has a focus but lacks strong organization and inconsistently addresses the needs of purpose, audience and task. It includes sentences of somewhat varied length and structure.
1	The response provides minimal elements of an interpretation of the prompt. It addresses few aspects of the task and provides little relevant evidence to support development. It lacks focus and organization and generally fails to address the needs of purpose, audience, and task. It includes sentences with little variety and structure.
0	The response does not meet any criteria.

Peer Revision Checklist

Writer's Name _____ Reader's Name _____

1. yes/no Does the essay address ALL parts of the writing prompt?

2. yes/no Does the essay have a clear claim? If 'yes' write it below.

3. yes/no Does the essay provides sufficient relevant evidence to support the claim? If 'yes' write 3 pieces of supporting evidence below.

* _____ *

_____ *

4. yes/no Is the writing focused and organized? If 'no' put a ? next to any parts that are confusing or unclear.

5. Is the writing appropriate to purpose, audience and task?

a. To whom is the essay written? _____

b. Describe the tone of the writing. _____

6. Does the writing include sentences of varied length and sturcture? Write one very well written sentence below.

* _____

7. Indifference

Summary/Rationale for Indifference Tasks:

This performance assessment focuses on critical reading of informational texts. The texts included in this student learning task are informational. However, an additional literary text, *Terrible Things*, is suggested as a scaffold for the complex texts and challenging concept of indifference. If you are unable to obtain the picture book, the text can be found online. The most complex text of those included is “Perils of Indifference...and of Action” which requires some background knowledge of the conflict in Kosovo to fully understand. To decrease the complexity of the task this text could be removed, but it would diminish the emphasis on multiple view-points. Because there are both informational and literary text included in the learning tasks, the list of standards addressed is quite large, however many of the skills between the genres are common. It is important to model close reading, annotating text, summarizing, and gathering evidence for students before asking them to do this work independently. You may find it necessary to provide added scaffolding for students depending on their experience with argument writing, their reading levels, and their background knowledge on the topic.

Definition of Indifference (Text not in FlexBook Section 1)

Source: Dictionary.com

in-dif-fer-ence in'difərəns,-'difrəns **noun** **1.** lack of interest or concern: *We were shocked by their indifference toward poverty.*

Text: “The Perils of Indifference”

Speech delivered by Eli Wiesel on April 12, 1999

Source: thehistoryplace.com

Lexile: 940

Placement: Middle Range

Text: “Perils of Indifference...And of Action”

Article by Clarence Page, written April 14, 1999

Source: Chicago Tribune

Lexile: 1280

Placement: Middle Range

Text: “First They Came...”

Poem by Martin Neimoller

Source: United States Holocaust Memorial Museum
<http://www.ushmm.org/wlc/en/article.php?ModuleId=10007392>

Lexile: 880

Placement: Middle Range

Text: Terrible Things: An Allegory of the Holocaust (Text not in FlexBook)

Children's book by Eve Bunting

Source: Not attached, to be read aloud to class by teacher

Lexile: 660

Placement: Middle Range

Assessment Claims Addressed

Reading Claim #1-Students can read closely and critically to comprehend a range of increasingly complex literary and informational texts.

Speaking and Listening Claim #3-Students can employ effective speaking and listening skills for a range of purposes and audiences.

Standards Addressed

7RL.1- Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

7RL.2-Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

7RL.5- Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

7RL.9- Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

7RI.1- Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

7RI.3- Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

7RI.4- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

7RI.5- Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

7RI.6- Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

7RI.7- Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

7RI.8- Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

7RI.9- Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

7SL.2-Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

Learning Task #1

Selected Response Question:

DOK: 2 Skills and Concepts (hypothesize)

In paragraph 7 of his speech, Elie Wiesel states, “Indifference can be tempting—more than that, seductive.” Which act from the passage do you think is the best example of indifference?

- L. Being grateful to the American soldiers for their rage, and also for their compassion
- M. They no longer felt pain, hunger, thirst. They feared nothing. They were dead and did not know it.
- N. He mobilized the American people and the world, going into battle, bringing valiant and brave soldiers to fight fascism.
- O. The St. Louis, which held 1000 Jews, was already on the shores of the U.S. and was sent back to Nazi Germany by President Roosevelt.

Constructed Response Question:

DOK: 3 Strategic Thinking (cite evidence)

Explain why you chose the answer you did as the best example of indifference. Use evidence from the text to support your answer.

Learning Task #2

Selected Response Question:

DOK: 2 Skills and Concepts (give examples)

In Clarence Page's article he warns of the dangers of, "failing to act with intelligence." Which of the following is an example of acting with intelligence, in Page's opinion?

- A. Sending ground troops to Kosovo
- B. Hoping bombs would force Milosevic to back off.
- C. Offering aid to the KLA
- D. Calling for a settlement that takes the history of the region into account

Constructed Response Question:

DOK: 3 Strategic Thinking (cite evidence)

Use evidence to explain why you chose the answer you did as an example of acting with intelligence.

Learning Task #3

Constructed Response Question:

DOK: 3 Strategic Thinking (respond to evidence)

At the beginning and the end of his speech, Eli Wiesel refers to a young Jewish boy. Who is this Jewish boy, and what effect is his story meant to have on the reader? Use evidence from the text to support your answer.

Learning Task #4

Constructed Response Question:

DOK: 4 Extended Thinking (synthesize multiple sources)

In his article responding to Eli Wiesel's speech, Clarence Page makes the argument that, "Indifference holds many perils, but so does failure to act with intelligence." Do you agree with his claim? Use evidence from his article, "Perils of Indifference...And of Action" or from Wiesel's speech to support your answer.

Learning Task #5

Constructed Response Question:

DOK: 4 Extended Thinking (synthesize multiple sources, problem solving)

How does Eve Bunting's allegory, Terrible Things, support Eli Wiesel's claim that indifference is an inhumane and ineffective way to escape problems? Use evidence from both texts to support your response.

Learning Task #6

Constructed Response Question:

DOK: 4 Extended Thinking (compare and contrast multiple sources)

The texts by Eli Wiesel, Martin Niemöller, and Eve Bunting all comment on indifference. Each author uses a different genre to communicate this theme. Choose at least two of the three texts to compare and contrast how the forms of the texts affect the message conveyed. Use evidence to support your answer.

8. Subatomic Particles

Summary/Rationale for Subatomic Particles Tasks:

These learning tasks focus on completing a close reading of two informational science texts. Students focus on finding the central/main ideas in each text, citing evidence to support central/main ideas, comparing and contrasting the different central/main ideas, and synthesizing information to agree with contemporary scientific thinking.

Text: “Elementary Particles”

Source: New Book of Popular Science

Lexile: 1050

Placement: Less Complex

Text: “How Atom Smashers Work”

Source: HowStuffWorks.com

Lexile: 1230

Placement: High Complexity

Assessment Claim Addressed

Claim #1: Students can read closely and critically to comprehend a range of increasingly complex literary and informational text.

Standards Addressed

7R.1 Cite specific textual evidence to support analysis of science and technical text.

7R.2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

Learning Task #1:

Selected Response:

DOK: 3 Strategic Thinking (generalize)

Which statement below best describes our current understanding of matter?

a. Matter is made up of earth, fire, air and water.

- b. Atoms are too small to see.
- c. Matter is made up of components even smaller than an atom.
- d. Atoms are the smallest component of matter.

Learning Task #2:

Constructed Response:

DOK: 3 Strategic Thinking (cite evidence)

After doing a close reading of Elementary Particles, determine the central idea of the text.

Talk with the person next to you and be ready to cite the explicit textual evidence from the passage that supports your conclusion AND be able to tell why you selected this particular evidence. After you have shared, listen carefully to your partner's conclusion and his/her selection of evidence and the rationale for selection.

Learning Task #3:

Selected Response:

DOK: 1 Recall and Reproduction (construct meaning)

What do particle accelerators do?

- a. Speed up particles and crash them into other particles.
- b. Heat up particles.
- c. Shoot cosmic rays back into space.
- d. Help put broken things back together.

Learning Task #4:

Constructed Response:

DOK: 3 Strategic Thinking (compare and contrast)

Using textual evidence from both articles, use a Venn diagram to compare and contrast what was understood about atoms in 1802 to what was understood in 1930. If you prefer, you may organize your information in a graphic organizer of your choice, rather than using a Venn diagram.

Learning Task #5:

Selected Response:

DOK: 3 Strategic Thinking (evaluating, explaining)

Which of these responses BEST captures the main idea of the two articles? Be prepared to explain your reasons for selecting the BEST response to your classmates. (More than one answer can be used by citing textual evidence.)

- a. Atoms are very small.
- b. Atoms are made up of sub-atomic particles.
- c. What we understand to be true today might change based on tomorrow's discoveries.
- d. It is likely that atoms are more complex than our current understanding.

Learning Task #6:

Writing Prompt/Focus Question:

DOK: 4 Extended Thinking (synthesis)

Both articles illustrate how scientific advances led to new understandings. These articles deal with atoms, but experiments in many areas have changed the way we currently think about nutrition, health, global climate, weather, land formation and the diversity of life. Using a thought process like: "We used to think...But then we learned...Now we think...", write about some parallel events and discoveries that have happened during your lifetime.

Writing Scoring Guide – Three Point Rubric

3	The response provides the essential elements of a complete interpretation of the prompt. It addresses important aspects of the task and provides sufficient relevant evidence to support development. It is focused and organized, addressing the needs of purpose, audience and task. It includes sentences of varied length and structure.
2	The response provides some of the elements of an interpretation of the prompt. It addresses some aspects of the task and provides some evidence to support development. It has a focus but lacks strong organization and inconsistently addresses the needs of purpose, audience and task. It includes sentences of somewhat varied length and structure.
1	The response provides minimal elements of an interpretation of the prompt. It addresses few aspects of the task and provides little relevant evidence to support development. It lacks focus and organization and generally fails to address the needs of purpose, audience, and task. It includes sentences with little variety and structure.
0	The response does not meet any criteria.

9. Stereotypes

Summary/Rationale for Stereotypes Tasks:

This section provides two articles that provide opportunities for students to examine how stereotypes show up in everyday life. There are selected response questions that check understanding and comprehension. The constructed response questions provide opportunities for deeper thinking and reflection through writing. These articles would also provide a foundation for interesting and insightful class discussion.

Text: “Will Jeremy Lin’s Success End Stereotypes?”

Source: CNN.com

Lexile: 1310

Placement: High Complexity

Assessment Claim Addressed

Claim #1: Students can read closely and critically to comprehend a range of increasingly complex literary and informational texts.

Standards Addressed

8RI.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

8RI.2: Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

Selected Response Questions:

DOK: 1 Recall and Reproduction (define)

Text: “Will Jeremy Lin’s Success End Stereotypes?”

What is the Jeremy Lin effect?

- A. Now, many Asian-American kids want to play professional basketball.
- B. Fans shout racial taunts at players.
- C. Racial slurs about Asian-Americans that used to be ignored are now condemned.
- D. The New York Knicks are now a successful basketball team.

Constructed Response Questions:

DOK: 3 Strategic Thinking (cite evidence, explain)

Text: “Will Jeremy Lin’s Success End Stereotypes?”

Explain the author’s bias. Cite three quotes from the text that show this bias.

10. Solar Flare

Summary/Rationale for Solar Flare Tasks:

The two articles in this section give basic information about solar flares, explain how solar flares have affected the earth in the past, and discuss how they could affect the earth today. The selected response questions check comprehension, while the constructed response questions ask students to think critically and write their responses.

Text: “Monster Magnetic Storm Sideswipes Earth”

Source: WorldBookOnline.com

Lexile: 1410

Placement: High Complexity

Text: “Solar Flare: What If Biggest Known Sun Storm Hit Today?”

Source: NationalGeographic.com

Lexile: 1320

Placement: High Complexity

Assessment Claims Addressed:

Claim #1: Students can read closely and critically to comprehend a range of increasingly complex literary and informational texts.

Claim #2: Students can produce effective writing for a range of purposes and audiences.

Standards Addressed:

8RI.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

8RI.3: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

8RI.10: By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.

Selected Response Questions:

DOK: 1 Recall and Reproduction (basic facts)

Text: “Monster Magnetic Storm Sideswipes Earth”

Which of the following statements about CME’s is not a fact from the article?

- A. CME’s are the strongest type of solar eruptions.
- B. CME’s produce displays of northern lights much farther south than usual.
- C. CME’s disrupt many communications systems.
- D. CME’s do not cause magnetic storms.

DOK: 2 Skills and Concepts (inference)

Text: “Solar Flare: What If Biggest Known Sun Storm Hit Today?”

Which of the following forms of communication would not be disrupted by a solar flare?

- A. Conversation
- B. Check-out scanners at the grocery store
- C. Email
- D. Credit card machines

Constructed Response Questions:

DOK: 3 Strategic Thinking (compare, explain, cite examples)

Identify connections between the two articles and explain how they relate. Cite specific quotes from the text to support your answers.

DOK: 4 Extended Thinking (problem solving)

In “Solar Flare: What If Biggest Known Sun Storm Hit Today?”, the author discusses 1859 solar storm and its impact on society at that time. Think of today’s world. Describe the possible impact of a solar flare/solar storms on today’s society and the electronic devices that people use daily. Give three specific examples and explain each one.

11. Constitution

Summary/Rationale for Constitution Tasks:

This section provides three texts—one from the Constitution and two that connect to the Constitution. Because 8th graders study American History, these texts present an opportunity for curriculum integration with social studies. There are selected response and constructed response questions that check comprehension and critical thinking. The performance task asks students to construct an essay that examines a quote from a text, explains ideas from the texts, and cites examples from the texts.

Text: “This Land Was Made for You and Me: The Life and Songs of Woody Guthrie”

Source: Text Exemplars, Utah Common Core Standards

Placement:

Text: “Words We Live By: Your Annotated Guide to the Constitution”

Source: Text Exemplars, Utah Common Core Standards

Placement:

Text: “Preamble and First Amendment to the United States Constitution”

Source: Text Exemplars, Utah Common Core Standards

Placement:

Assessment Claims Addressed

Claim #1: Students can read closely and critically to comprehend a range of increasingly complex literary and informational texts.

Claim #2: Students can produce effective writing for a range of purposes and audiences.

Standards Addressed

8RI.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

8RI.2: Determine the central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

8RI.6: Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

8W.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

8W.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

8W.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

Learning Task #1

Selected Response Question:

DOK: 2 Skills and Concepts (inference)

Text: “Preamble and First Amendment to the United States Constitution”

Which of these actions is not protected under the First Amendment?

- A. Protesting a war by blowing up a building
- B. Protesting a war by marching to the capitol building
- C. Protesting a war by holding up anti-war signs at military funerals
- D. Protesting a war by writing anti-war songs

Constructed Response Question:

DOK: 3 Strategic Thinking (justify)

Text: “Preamble and First Amendment to the United States Constitution”

Look at the protest actions listed in the previous question. Explain why three of them are protected by the First Amendment and the other one is not.

Learning Task #2

Selected Response Question:

DOK: 2 Skills and Concepts (inference)

Text: “Words We Live By: Your Annotated Guide to the Constitution”

When the Constitution was written, who was included in the phrase “We the People?”

- A. Everyone
- B. All white people
- C. All white men
- D. All white men who owned property

Constructed Response Question:

DOK: 3 Strategic Thinking (synthesize single source)

Text: “Words We Live By: Your Annotated Guide to the Constitution”

“Through the Amendment process, more and more Americans were eventually included in the Constitution’s definition of ‘We the People.’” What is the central idea of this quote? How does it apply to real-life situations? Cite at least two examples from the text to support your ideas.

Learning Task #3

DOK: 2 Skills and Concepts (inference)

Text: “This Land Was Made for You and Me: The Life and Songs of Woody Guthrie”

Based on the text, which of the following statements describes Woody Guthrie?

- A. He was a restless wanderer who traveled the country.
- B. He was not a songwriter.
- C. He always created his own tunes but often borrowed lyrics from other sources.
- D. He liked songs that made people think they were born to lose.

Learning Task #4

DOK: 4 Extended Thinking (synthesize multiple sources)

Description of Task Setting:

Individual reading of the three texts followed by prewriting (using graphic organizer), drafting, revising, and editing

Duration of the Activity: 90 minutes, spread over two days

Materials Required:

Three texts listed above

Graphic organizer listed below

Writing Text Type:

Expository

Student Prompt

“I hate a song that makes you think that you’re not any good. I hate a song that makes you think you are just born to lose. I am out to fight those kind of songs to my very last breath of air and my last drop of blood.”

In this quote, Woody Guthrie displays a very American way of thinking. His words reflect the American dream—that each person is valuable and can choose to be successful. Write a multi-paragraph essay explaining Guthrie’s meaning, why it is so American, and how it reflects the American dream. Along with “This Land Was Made for You and Me: The Life and Songs of Woody Guthrie,” support your ideas by citing the two companions texts, “Words We Live By: Your Annotated Guide to the Constitution” and “Preamble and First Amendment to the United States Constitution.” Use the organizer below to plan your essay.

Main Idea/Thesis/ Claim



Guthrie's Meaning



Why It Is an American Way of Thinking



How It Reflects the American Dream