



**Tennessee Department of Education
Common Core Leadership Course
Middle School Class 2
Winter 2014**

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Tennessee Department of Education Common Core Leadership Course Middle School Class 2 Winter 2014

Agenda & Table of Contents

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Welcome to Common Core Leadership 202.

Our Goal in this Course:

Support collaborative leadership learning focused on increasing student achievement in the transition to Common Core State Standards.

How Will We Achieve that Goal:

- Peer-Led Discussions and Collaboration
- Direct Applications to Our Classrooms and Schools
- A Focus on Student Work

Course Norms:

- Keep students at the center of focus and decision-making.
- Balance urgency and patience.
- Be solutions-oriented.
- Speak Up!
- We need collective solutions. Be present and engaged.
- Challenge with respect.
- Risk productive struggle.
- Monitor airtime and share your voice.

Earning a living wage has never demanded more skills. This generation must learn more than their parents' to do as well.

Tennessee is on a mission to become the fastest improving state in the nation. Doing so will require hard work and significant learning for all. We must learn to teach in ways we were not taught ourselves.

There is no recipe that will deliver a successful transition. Preparing for Common Core will demand effective leadership focused on student growth.

All children are capable of learning and thinking at a high level. Children in Tennessee are as talented as any in the country and often capable of more than we expect.

Our current education results pose a real threat to state and national competitiveness and security. Improving the skills of our children is vital for the future of Tennessee and America.

PARCC is coming. We need to use the transition wisely to make sure our students and our state are ready.

Notes:

Directors of Schools,

I hope this finds you well. It has been a pleasure to see many of you at PARCC meetings across the state.

This email contains information about upcoming TNCore training offerings for teachers.

This summer we will be offering two types of training for teachers:

1. For the first time this summer, we will offer two “**School Team Training Series.**” These training series will engage a team of “learning leaders” from each school and learning leaders will then redeliver this training to all teachers at the school.
2. We will offer **additional direct training** opportunities for teachers on new content as well as reoffering previous content.

This email includes detailed information about the School Team Training Series and preliminary information about the focus for the direct training offerings.

2014-15 School Team Training Series

This year we will offer two School Team Training Series:

- **Math PARCC Design & Key Instructional Strategies:** The focus of this training will be deepening teacher understanding of the design and expectations of PARCC math sections and developing skill supporting student success with the most challenging math content.
- **Literacy PARCC Design & Key Instructional Strategies:** The focus of this training will be deepening teacher understanding of the design and expectations of the PARCC ELA/literacy sections and developing skill supporting student success with analytic writing.

The school team training series includes summer training and training across the school year. Schools that choose to participate in either School Team Training Series will be expected to hold time during the professional development schedule for their school dedicated to redelivery to all teachers. Additional details about the school team training series specifics are available in Attachment 1 and Attachment 2.

In addition, we seek to offer a menu of direct teacher training options this summer. These offerings will be subject to demand and budget availability. We are exploring training models that will allow access for as many teachers as possible. We will have more information about the training models and specifics soon.

Additional Direct Training Options

- **Reading Intervention Training:** This would focus on reading fundamentals to support tier III instruction and intervention.
- **Math Intervention Training:** This would focus on math intervention strategies to support tier II and tier III instruction in math.
- **Reoffer math training, literacy training and reading training from last summer:** This would be a direct reoffer of previous content and be offered in July targeted for new teachers or teachers who were not able to join.
- **Social Studies Training:** This would focus on the new social studies content standards.

I realize this is an active planning time for district budgets and calendars. The attachments include specifics about the School Team Training Series and we seek to share information about the additional offerings as quickly as we can once our budget is confirmed.

In the meantime, as always, please email or call if you have any questions.

Sincerely,
Emily Barton and the TNCORE Team

2014-15 School Team Training Series

This year we will offer two School Team Training Series for school choice:

- **Math PARCC Design & Key Instructional Strategies:** The focus of this training will be deepening teacher understanding of the design and expectations of PARCC math sections and developing skill supporting student success with the most challenging math content.
- **Literacy PARCC Design & Key Instructional Strategies:** The focus of this training will be deepening teacher understanding of the design and expectations of the PARCC ELA/literacy sections and developing teacher skill supporting student success with analytic writing.

How will this work?	Each school can select a team of “learning leaders.” Learning leaders will be expected to attend summer training and follow up training during the school year and then redeliver the content to all teachers at the school during school level PD time. They are called “learning leaders” because they are not going to be simply sharing information but engaging in their own learning and supporting the learning of others. The learning leaders will essentially serve as core coaches for that school.
When will the training of the school team learning leaders take place?	<p>Learning leaders will engage in a series of trainings.</p> <ul style="list-style-type: none"> - 3 days in June - 1 day in late September / early October (with Friday and Saturday options) - 1 day in late January (with Friday and Saturday options) <p>In addition to the in-person trainings, learning leaders will be expected to attend 2-3 webinar/conference calls throughout the year.</p> <p>The specific dates for learning leader training are included at the bottom of this document.</p>
Where will the learning leader trainings take place?	All learning leader training (the summer and follow up components) will take place regionally, in CORE regions.
When will the trainings of teachers take place?	<p>Learning leaders will be expected to redeliver portions of the content to all teachers in the school.</p> <p>Schools that opt into this training series will be expected to hold this time for redelivery school wide:</p> <ul style="list-style-type: none"> - 1 day prior to the start of the school year - 45 minutes in September - 45 minutes in October - 3 hours in January - 45 minutes in February - 45 minutes in March <p>The training series will be designed to provide just-in-time information about the critical aspects of PARCC and support teacher learning with bridge to practice exercises between sessions.</p>
Where will the teacher training take place?	Learning leaders will conduct the redelivery of the training in your school directly.

<p>How many learning leaders can we send from our school?</p>	<p>The Math Training Series is offered to two learning leaders in each of the following grade bands (K-2, 3-5, 6-8, 9-12).</p> <p>The Literacy Training Series is offered to four learning leaders in literacy in each of the following grade bands (K-2, 3-5, 6-8, 9-12.) Schools are highly encouraged to include science, social studies and CTE teachers as literacy learning leaders in addition to ELA teachers.</p> <p>One school leader per subject per school is invited (though not required) to attend learning leader training. School leaders will be expected to engage as a participant in one content room for the full training. There will not be content specifically designed for leaders. Leaders are not required to attend but they are encouraged, particularly if the leader is not currently participating in Common Core Leadership 202.</p>
<p>Can districts send a team to learning leader training?</p>	<p>The content of this training is designed for a school team to experience. However, districts will also be able to send representatives to participate in learning leader training. District representatives will need to select a grade band and subject area of focus and engage in that area throughout the course. District allocation will be based on size with more information coming on specific district teams. (Note: there will be separate district team meetings focused on PARCC offered by CORE offices in May and August with content about PARCC designed for district leaders.)</p>
<p>How will we register?</p>	<p>Schools will need to register their learning leaders in a registration system for the dates of training. Registration will launch in early April. Specific location information will be shared prior to registration.</p>
<p>Will we get materials?</p>	<p>Learning leader materials will be provided at the training. However, all additional materials for participants and redelivery will be posted online. Schools will be responsible for printing materials required for redelivery.</p>
<p>What is the cost?</p>	<p>There is no cost for learning leader training. The space, content, training and materials for learning leader training will be covered. This does not include any cost for travel or lodging.</p>
<p>Do school teams need to attend together?</p>	<p>Learning leaders from the same school are encouraged, though not required to attend together. At the least, math learning leaders should plan to attend together and literacy learning leaders should plan to attend together.</p>
<p>How do I select my school team?</p>	<p>The Common Core Leadership Council urges thoughtful care in the decision of who you select for learning leaders.</p> <p>Learning leaders should be:</p> <ul style="list-style-type: none"> - Highly effective teachers - Excellent facilitators and communicators - Passionate about the value of high standards and rigorous assessments - Learners open to feedback and continuous improvement - Individuals others teachers will enjoy learning from <p>One of the things consistently rated favorably in all TNCore trainings is the opportunity to learn from peers. Schools are urged to consider peer-led learning. Schools are welcome to design local interview processes to determine selection. The attached rubric (used to select core coaches) can assist school leaders in evaluating learning leader applicants.</p>

Will there be core coaches again this year?	We will engage a small number of TNCore Coaches again this year to train the learning leaders. Core coaches will be selected first from among prior core coaches to ensure alignment of content, however, there may be limited opportunities for additional core coaches. More information about core coach options will be shared in early March.
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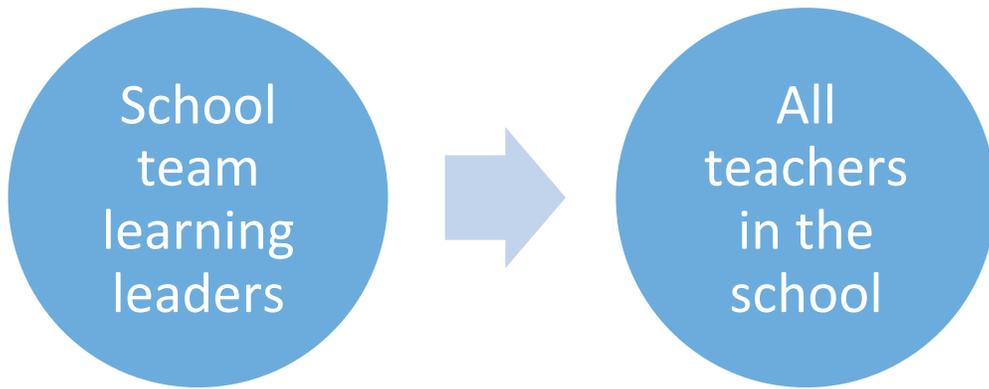
Date Options for Learning Leader Training

Training	Options
Training 1 (summer) 3 days, offered 3 times	- June 10-12 - June 17-19 - June 24-26
Training 2 (fall) 1 day, offered 3 times	- Sept. 26 - Sept. 27 - Oct. 4
Training 3 (winter) 1 day, offered 3 times	- Jan. 24 - Jan. 30 - Jan. 31
Conference Calls	- TBD (December and February)

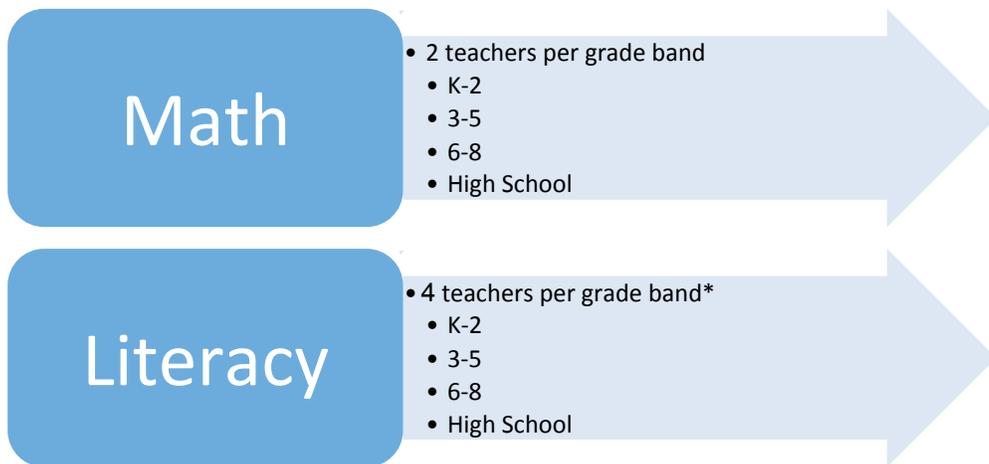
Dates for School Training

School Training Dates	- 1 day prior to the start of the school year - 45 minutes in September - 45 minutes in October - 3 hours in January - 45 minutes in February - 45 minutes in March
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School Team Training Series Model

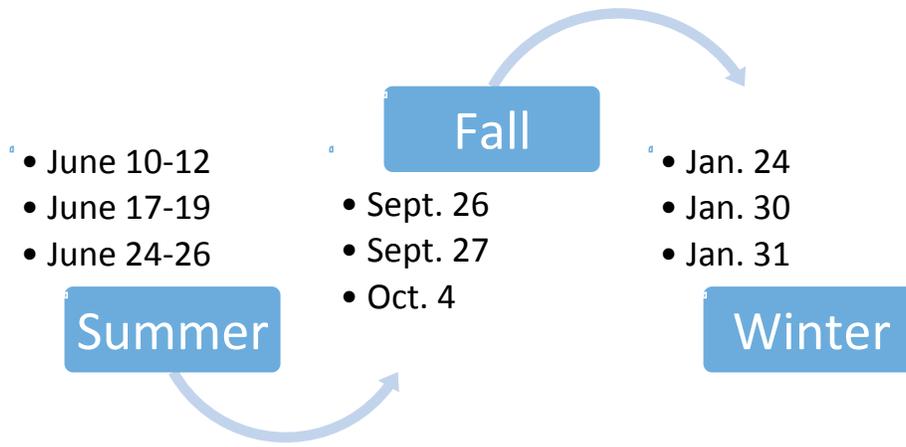


Learning Leaders – Suggested School Team Size



* School leaders are **strongly** encourage to include Social Studies, Science and CTE teachers as literacy learning leaders

Learning Leader Training Options



Redelivery

(Schools would need to hold this time for redelivery)

Summer	• 6 hours (Before School Starts)
Fall	• 45 minutes (September) • 45 minutes (October)
Winter	• 3 hours (January) • 45 minutes (February)
Spring	• 45 minutes (March)

Learning Leaders Should Be

- Highly effective teachers
- Excellent facilitators and communicators
- Passionate about the importance of high standards and rigorous assessments
- Learners: open to feedback and continuous improvement

Learning Leader Rubric (based on TNCore Coach Interview Rubric)

	3	2	1	Notes
Effective educators	<p>Individual TVAAS Level 5 (3 year or most appropriate) in this subject</p> <p>-or-</p> <p>Evidence of dramatic student growth (2 grade levels of gains +)</p>	<p>Individual TVAAS Level 3 or 4 (3 year or most appropriate) in this subject</p> <p>-or-</p> <p>Evidence of strong student growth (1.5-2 grade levels of gains)</p>	<p>Individual TVAAS Level 1 or 2 (3 year or most appropriate) in this subject</p> <p>-or-</p> <p>Evidence of less than expected student growth (.75-1 grade levels of gains)</p>	
Excellent facilitators and communicators	<p>Establishes powerful, inspiring connection with participants</p> <p>Excellent presenter and clear communicator</p> <p>Effectively and thoughtfully responds to challenging situations and questions</p> <p>In your gut, you know this person will be well respected by their peers</p>	<p>Solid presenter and clear communicator</p> <p>Uses clear reason and logic to connect with interviewers and respond to role play</p> <p>Establishes good, meaningful connection</p> <p>Comfortably responds to challenging situations and questions</p> <p>In your gut, you know this person will be well respected by their peers</p>	<p>Concerns about communication</p> <p>Difficult to communicate with in person, difficult to understand</p> <p>In your gut, you know this person would not be taken seriously by peers. Weak or inconsistent presence</p>	

<p>Passionate about the importance of rigorous standards and assessments</p>	<p>Evidence of strong support for change that may be difficult for adults but good for kids</p> <p>Insightful about ways in which rigorous standards and assessments will make a dramatic, positive difference for students lives and Tennessee's future</p> <p>Expresses belief that all students can be successful, relentlessly focused on student learning</p>	<p>No evidence of concerns about fit or beliefs about importance of reform</p> <p>Clear communication of enthusiasm for rigorous standards and assessments and able to articulate specific ways implementation will benefit students</p> <p>Focused on student learning</p>	<p>Evidence of reservation about change, even when it helps students</p> <p>Expresses negative comments about the value of rigorous standards and assessments</p> <p>Not directly focused on student learning</p>	
<p>Learners: open to feedback and continuous improvement</p>	<p>Receives feedback in a positive and professional manner</p> <p>Strong evidence that this candidate continuously and independently reflects on his or her students' academic achievement</p> <p>Changes in his or her instruction drastically and positively impact student academic achievement</p>	<p>Receives feedback in a positive and professional manner</p> <p>Strong evidence that this candidate makes changes in their instruction that directly impact student academic achievement</p>	<p>Receives feedback in an negative or unprofessional manner</p> <p>Reflection is limited and/or unrelated to substantial changes in student gains.</p>	

Promoting Student Growth and Common Core Writing

Tennessee Department of Education
Common Core Leadership Course 202

Literacy Table of Contents

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Course Goals/Objectives

1) Further develop our understanding of the expectations of the standards and PARCC in literacy. Examine student work for strengths and areas for growth.

2) Examine the role of revision, editing, proofreading and feedback in improving student writing.

3) Develop a plan of action to help all students meet expectation by class 3.

4) Step back and consider the implications of our work thus far on local planning for the coming year. Understand the available resources to support instructional planning in the coming year.

Score	Development	Focus & Organization	Language	Conventions
4	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> utilizes well-chosen, relevant, and sufficient evidence¹ from the stimuli to insightfully develop the topic. thoroughly and accurately explains and elaborates on the evidence provided, demonstrating a clear understanding of the topic and the stimuli. 	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> contains an effective and relevant introduction. utilizes effective organizational strategies to create a unified whole and to aid in comprehension. effectively clarifies relationships among ideas and concepts to create cohesion. contains an effective and relevant concluding statement or section. 	The writing: <ul style="list-style-type: none"> illustrates consistent and sophisticated command of precise language and domain-specific vocabulary appropriate to the task. illustrates sophisticated command of syntactic variety for meaning and reader interest. utilizes sophisticated and varied transitional words and phrases. effectively establishes and maintains a formal style. 	The writing: <ul style="list-style-type: none"> demonstrates consistent and sophisticated command of grade-level conventions of standard written English.² may contain a few minor errors that do not interfere with meaning.
3	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> utilizes relevant and sufficient evidence¹ from the stimuli to adequately develop the topic. adequately and accurately explains and elaborates on the evidence provided, demonstrating a sufficient understanding of the topic and the stimuli. 	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> contains a relevant introduction. utilizes adequate organizational strategies to create a mostly unified whole and to aid in comprehension. clarifies most relationships among ideas and concepts, but there may be some gaps in cohesion. contains a relevant concluding statement or section. 	The writing: <ul style="list-style-type: none"> illustrates consistent command of precise language and domain-specific vocabulary appropriate to the task. illustrates consistent command of syntactic variety for meaning and reader interest. utilizes appropriate and varied transitional words and phrases. establishes and maintains a formal style. 	The writing: <ul style="list-style-type: none"> demonstrates consistent command of grade-level conventions of standard written English.² contains some minor and/or major errors, but the errors do not significantly interfere with meaning.
2	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> utilizes mostly relevant but insufficient evidence¹ from the stimuli to partially develop the topic. Some evidence may be inaccurate or repetitive. explains some of the evidence provided, demonstrating only a partial understanding of the topic and the stimuli. There may be some level of inaccuracy in the explanation. 	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> contains a limited introduction. demonstrates an attempt to use organizational strategies to create some unification, but ideas may be hard to follow at times. clarifies some relationships among ideas and concepts, but there are lapses in focus. contains a limited concluding statement or section. 	The writing: <ul style="list-style-type: none"> illustrates inconsistent command of precise language and domain-specific vocabulary. illustrates inconsistent command of syntactic variety. utilizes basic or repetitive transitional words and phrases. establishes but inconsistently maintains a formal style. 	The writing: <ul style="list-style-type: none"> demonstrates inconsistent command of grade-level conventions of standard written English.² contains many errors that may significantly interfere with meaning.
1	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> utilizes mostly irrelevant or no evidence¹ from the stimuli, or mostly/only personal knowledge, to inadequately develop the topic. Evidence is inaccurate or repetitive. inadequately or inaccurately explains the evidence provided, demonstrating little understanding of the topic and the stimuli. 	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> contains no or an irrelevant introduction. demonstrates an unclear organizational structure; ideas are hard to follow most of the time. fails to clarify relationships among ideas and concepts; concepts are unclear and/or there is a lack of focus. contains no or an irrelevant concluding statement or section. 	The writing: <ul style="list-style-type: none"> illustrates little to no use of precise language and domain-specific vocabulary. illustrates little to no syntactic variety. utilizes no or few transitional words and phrases. does not establish or maintain a formal style. 	The writing: <ul style="list-style-type: none"> demonstrates limited command of grade-level conventions of standard written English.² contains numerous and repeated errors that seriously impede meaning.

¹ Evidence includes facts, definitions, concrete details, quotations, or other information and examples as appropriate to the task and the stimuli.

² Conventions of standard written English include sentence structure, grammar, usage, spelling, capitalization, and punctuation.



Research Overview —Writing-to-Sources

Key Steps



1. **Prepare:**
 - a.) Analyze the prompt to pose or clarify a question about text(s)
 - b.) Gather and analyze textual evidence
 - c.) Create a thesis. Test it: does it answer the question? Is it supported by evidence?
 - d.) Create an outline
2. **Draft:** Put your ideas into sentences and paragraphs. Explain and support your ideas.
3. **Revise:** Consider your reader's needs and expectations. Have you successfully communicated/argued your point?
4. **Edit:** Correct errors in conventions; ensure correct citation
5. **Publish**

Based on <http://writing.mit.edu/wcc/resources/writers/writingprocess>

GRADES 6–8
ITEM 2
FOCUS AND
ORGANIZATION
ANCHOR

Score:	Focus & Organization
4	<p>In response to the task and the stimuli, the writing:</p> <ul style="list-style-type: none"> • contains an effective and relevant introduction. • utilizes effective organizational strategies to create a unified whole and to aid in comprehension. • effectively clarifies relationships among ideas and concepts to create cohesion. • contains an effective and relevant concluding statement or section.
3	<p>In response to the task and the stimuli, the writing:</p> <ul style="list-style-type: none"> • contains a relevant introduction. • utilizes adequate organizational strategies to create a mostly unified whole and to aid in comprehension. • clarifies most relationships among ideas and concepts, but there may be some gaps in cohesion. • contains a relevant concluding statement or section.
2	<p>In response to the task and the stimuli, the writing:</p> <ul style="list-style-type: none"> • contains a limited introduction. • demonstrates an attempt to use organizational strategies to create some unification, but ideas may be hard to follow at times. • clarifies some relationships among ideas and concepts, but there are lapses in focus. • contains a limited concluding statement or section.
1	<p>In response to the task and the stimuli, the writing:</p> <ul style="list-style-type: none"> • contains no or an irrelevant introduction. • demonstrates an unclear organizational structure; ideas are hard to follow most of the time. • fails to clarify relationships among ideas and concepts; concepts are unclear and/or there is a lack of focus. • contains no or an irrelevant concluding statement or section.

EXPLANATION OF FOCUS & ORGANIZATION RUBRIC TERMS

“In response to the task and stimuli”

- **As you assess focus and organization in a student’s response, remember that you are scoring based upon how the student focuses on the task and organizes in response to the task and the stimuli. If a response does not address the task, organization would be considered irrelevant due to a lack of focus on the task.**

“organizational strategies”

- **Organizational strategies are techniques the student utilizes throughout in order to create a unified response and order information appropriately. These strategies can include the use of paragraphs to group related information, use of transitional words and phrases to connect ideas, and the use of comparison and contrast.**

“unified whole”

- **A successful response should demonstrate the ability to remain focused throughout and should be organized appropriately to help the reader clearly understand the student’s ideas.**

“relationships among ideas and concepts”

- **It is the responsibility of the student to explain how ideas and concepts are related throughout his or her response. If ideas and concepts are disconnected, the score will be affected.**

“focus”

- **Focus refers to the student’s ability to remain on-task. The student’s ideas and concepts should always be connected to the task and stimuli and the student’s central idea, thesis, or claim. If they are not, the response becomes irrelevant to the given task.**

“concluding statement or section”

- **The concluding statement or section refers to the conclusion. The relevance of a student’s conclusion depends upon his or her ability to appropriately bring ideas to a close and his or her ability to relate closing statements to the overall focus of the response.**

You will now review 8 individual student responses, scored only in Focus & Organization, along with annotations to help you internalize the use of the rubric for this trait.

Focus & Organization Anchor: Response #1

When Lincon became presedint Harriet was frusterated because he didn't make slavery illegal. But she still told a freind that slaves would be free. Even though blacks and women could not be in the army she still fount away to help United States. She started a fund for the war effort. When that was over her fame had grown. People started to compare her to moses a person that helped his people escape slavery in Egypt. She know inteval from Boston, New York, and Philadelfia by talking to citizens. Though her abolintion freinds she met the govner of Macattucets. John the govner was strongly against slavery. Once Tubman was done talking she realized she could help even more with her experience on the under ground railroad. She said to her self that she could lead black spies behind enemy lines by going through swamps and woods. That helped alot because more slaves were saved. That's made her realy famous.

SCORE POINT: 1

Focus & Organization Anchor: Response #1

Annotations

SCORE POINT: 1

In response to the task and stimuli:

- **The student provides no introduction. Rather, the student launches into a summary of the second text. The author’s purpose is not given. The fact that the response addresses only the second text indicates a lack of response to the task.**
- **The student demonstrates an unclear organizational structure. The response consists of a single paragraph that relies on a mostly sequential summary of the second text for an organizational strategy. The response addresses only the second text.**
- **The student fails to clarify relationships among ideas and concepts. Since the student has not responded to either part of the task, no ideas about the text that meaningfully relate to each other are provided. Without the author’s purpose to focus the response, the response lacks connections between the ideas and concepts.**
- **The student provides an irrelevant concluding statement:**
 - *That’s made her really famous.*

Focus & Organization Anchor: Response #2

I am truly shocked, leading 150 soldiers into enemy grounds, a nother amazing feat by Tubman. I did not know that she was a spy maby she is the frist female spy.

She inspiers me so much! We wemen are changing history. I one day could be an amazing artst! Maby I am small now, but Harriet was 15 when she ran away.

Harriet Tubman, slave to spy. She had a bad start but she had a cuse for everything she did.

I want to start a book club called "America heros" for children my age.

In my openon Harriet Tubman was a graet American hero.

SCORE POINT: 1

Focus & Organization Anchor: Response #2

Annotations

SCORE POINT: 1

In response to the task and the stimuli:

- **The student provides no introduction.**

- *I am truly shocked . . . a nother amazing feet by Tubman.*

The student launches into the response with a personal reaction to the text. Neither author’s purpose is given.

- **The student demonstrates an unclear organizational structure; ideas are hard to follow most of the time. Even though the student uses paragraphs, no clear organizational structure is evident. The student does not create a unified whole.**

- **The student fails to clarify relationships among ideas and concepts; concepts are unclear and focus is lacking. For example:**

- *I am truly shocked, leading 150 solders into enemy grounds, a nother amazing feet by Tubman. I did not know that she was a spy maby she is the frist female spy.*
- *“She inspiers me so much! We wemen are changing history. I one day could be an amazing artst! Maby I am small now, but Harriet was 15 when she ran away.”*
- *“I want to start a book club called “America heros” for children my age.”*

The student presents ideas randomly and does not connect them to each other. A lack of focus on the task is evident.

- **The student provides a limited concluding statement:**

- *In my openon Harriet Tubman was a graet American hero.*

Focus & Organization Anchor: Response #3

In the passages there were some similarities and some differences. They had different author's purposes but, they were written about the same person.

The author's purpose in the first passage is to entertain. I believe it's to entertain because it is a story about Harriet Tubman's life. It was in a story-like manner. It was also a little entertaining.

The second passage's author's purpose was to inform. It was a little more informative than the first passage. I believe it was informative because it wasn't entertaining and it told facts about Harriet Tubman.

To compare these passages, they are both about Harriet Tubman. They both are about freeing the slaves. They both tell us that Harriet Tubman helped free the slaves. They both also talk about Harriet Tubman's parents.

The passages contained some similar items and some different items. The authors had different purposes for writing but, they both were based on Harriet Tubman.

SCORE POINT: 2

Focus & Organization Anchor: Response #3

Annotations

SCORE POINT: 2

In response to the task and stimuli:

- **The response contains a limited introduction:**
 - *In the passages there were some similarities and some differences. They had different author's purposes but, they were written about the same person.*

The student provides a minimal preview of the response.

- **The student demonstrates an attempt to use organizational strategies to create some unification, but the ideas are hard to follow at times. The student organizes the response in a compare/contrast format, with related information and ideas correctly grouped. The student also utilizes transitions to help signal the grouping of ideas at the start of each paragraph.**
- **The student clarifies some relationships among ideas and concepts. For example:**
 - *To compare these passages, they are both about Harriet Tubman. They both are about freeing the slaves. They both tell us that Harriet Tubman helped free the slaves. They both also talk about Harriet Tubman's parents."*

While all of these statements serve to clarify the similarities between the two texts, there is no clarification of individual ideas and the student does not connect the ideas to the authors' purposes.

- **The student provides a limited concluding statement:**
 - *The passages contained some similar items and some different items. The authors had different purposes for writing but, they both were based on Harriet Tubman.*

The conclusion is a rewording of the introduction.

Focus & Organization Anchor: Response #4

Text one is about Harriet at the beginning of her journey. She starts as a slave before making the decision to escape, and courageously sneaks into other fields to save more slaves. 75,000 slaves were brought to freedom by Harriet Tubman.

Text two is about her progress later on. Even though she wasn't allowed to enlist in the Army, she still did everything she could to help the country. She worked under Colonel James Montgomery. In June 1863, he asked Harriet to help led soldiers up Combahee River. They brought back 700 to 800 slaves working in nearby fields.

Both texts tell important parts and events in Harriet's life. Both wrote about events that happened in the mid-1800's. They also both compared her to Moses, who led his people out of Egypt to freedom, like she led her people out of the South to freedom.

"The Woman Called Moses" occurred in the late 1840's to early 1850's. Most events written here happened in the slave south. Harriet wasn't very well known.

"Leaders of the Civil War Era: Harriet Tubman" on the other hand, occurred in the 1860's. Most events took place in the North, or leading slaves to the North from the South. Harriet was well known through out the country, with a lot of help from abolitionist friends, and people against slavery.

SCORE POINT: 2

Focus & Organization Anchor: Response #4

Annotations

SCORE POINT: 2

In response to the task and stimuli:

- **This response contains no introduction. The student launches directly into a discussion of the first text. The response lacks a reference to the authors' purposes.**
- **The student demonstrates an attempt to use organizational strategies to create some unification, but the ideas are hard to follow at times. The student organizes the response in a compare/contrast format, with related information and ideas correctly grouped into paragraphs. However, the student's organizational strategy to contrast the two texts at the beginning, compare the texts, and then contrast the texts again at the end of the response is inadequate. This strategy does not create a unified whole to aid the reader's comprehension.**
- **The student clarifies some relationships among ideas and concepts. For example:**
 - *Text one is about Harriet at the beginning of her journey. She starts as a slave before making the decision to escape, and courageously sneaks into other fields to save more slaves. 75,000 slaves were brought to freedom by Harriet Tubman.*
 - *Text two is about her progress later on. Even though she wasn't allowed to enlist in the Army, she still did everything she could to help the country. She worked under Colonel James Montgomery. In June 1863, he asked Harriet to help led soldiers up Combahee River. They brought back 700 to 800 slaves working in nearby fields.*

Ideas within the paragraphs are cohesive. The student also uses vocabulary that clarifies the link between the paragraph about text one and the paragraph about text two.

Continued on the next page . . .

Focus & Organization Anchor: Response #4

However, there are lapses in focus. For example:

- *The Woman Called Moses” occurred in the late 1840’s to early 1850’s. Most events written here happened in the slave south. Harriet wasn’t very well known.*
- *Leaders of the Civil War Era: Harriet Tubman” on the other hand, occurred in the 1860’s. Most events took place in the North, or leading slaves to the North from the South. Harriet was well known through out the country, with a lot of help from abolitionist friends, and people against slavery.*

The student has chosen three contrasting ideas—the time period, location, and Harriet Tubman’s renown. Because the student attempts to contrast across two separate paragraphs, the individual paragraphs become list-like, weakening cohesion.

- **The student does not provide a concluding statement.**

Focus & Organization Anchor: Response #5

In Harriet Tubman it was more about escaping the south. In “Civil War Era: Harriet Tubman” alot of people had escaped, and it was just about stoping slavery for good.

“Civil War Era: Harriet Tubman” tells about what she did after she was free. She meet the govenor of Massachusetts. She also helped out during the Civil War.

Harriet Tubman is more about her escaping, and trying to free others. She became free, but went back to help others become free. She even walked some people heself through the underground railroads.

Both were about the same person. Although the were very different stories. They both did a good job though.

I thought both stories were informational and fun to read. They both talked about how Harriet Tubman was a very brave and loving person.

SCORE POINT: 2

Focus & Organization Anchor: Response #5

Annotations

SCORE POINT: 2

In response to the task and stimuli:

- **This response contains a limited introduction. The student provides a limited preview to outline the organizational plan for the response; however, the student does not follow the stated plan. For example:**

- *The preview indicates, In Harriet Tubman it was more about her escaping the south.*

However, much of the text evidence provided centers on Harriet Tubman’s efforts to free others.

- *The preview also indicates, In “Civil War Era: Harriet Tubman” alot of people had escaped, and it was just about stoping slavery for good.*

However, the student does not give text evidence to support this statement.

- **The student demonstrates an attempt to use organizational strategies to create some unification. The student organizes the response in a compare/contrast format, with related information and ideas correctly grouped into paragraphs. In the first and second body paragraphs, the student contrasts the texts, followed by a paragraph that compares the texts.**
- **The student clarifies some relationships among ideas and concepts. For example:**
 - *Harriet Tubman is more about her escaping, and trying to free others. She became free, but went back to help others become free. She even walked some people heself through the underground railroads.*

Continued on the next page . . .

Grade 6–8

Focus & Organization Anchor: Response #5

- **The student provides a limited concluding statement:**
 - *I thought both stories were informational and fun to read. They both talked about how Harriet Tubman was a very brave and loving person.*

The student alludes to the authors' purposes as *informational*, but because the student does not link it to any ideas within the response, it is unclear whether the student is using it as a descriptive term or a reference to the task. The conclusion abruptly introduces two new ideas, *brave* and *loving*.

Focus & Organization Anchor: Response #6

Harriet, as shown in these two passages, is an extremely strong-willed person. She would not just take a seat and accept slavery, she fought against it. Harriet Tubman believed in her rights as a human being and helped in different ways, and these authors showed that, but they told it in the different ways that she helped.

In 'The Woman Called Moses' the author talked more about Harriet's life. How she grew up in slavery, and how she disliked the fact of it. The author also wrote of how she had escaped through the Underground Railroad. After the woman escaped she knew that she had to save her family.

A year later Harriet Tubman helped her family escape also through the Underground Railroad. After many years she has personally saved over seventy-five-thousand slaves. Harriet could also proudly say that she had never had the life of any of those seventy-five-thousand killed or lead astray.

The author that wrote 'Leaders of the Civil War Era' took a different look or perspective of Harriet. This perspective was the Civil War angle of her her life. She showed how Harriet helped the Union Army in the Civil War.

Harriet, in the Civil War, raised funds for the Union Army. Harriet was also a big help, because since she was a former slave she had enemy intellegence. Since she gave information she was rewarded with one hundred dollars. Tubman used this to get other slaves to give information about the Confederates. Soon enough she led troops to a plantation and destroyed it.

The authors both showed how she was a huge part to the end of slavery. These authors informed me on how she was a great leader and a great person. I think everybody should live up to a life like Harriet Tubman to be bold and brave. The question is that do you feel the same way.

SCORE POINT: 3

Focus & Organization Anchor: Response #6

Annotations

SCORE POINT: 3

In response to the task and the stimuli:

- **The student provides a relevant introduction:**
 - *Harriet, as shown in these two passages, is an extremely strong-willed person. She would not just take a seat and accept slavery, she fought against it. Harriet Tubman believed in her rights as a human being and helped in different ways, and these authors showed that, but they told it in the different ways that she helped.*
- **The student utilizes adequate organizational strategies to create a mostly unified whole. The student uses paragraphs to group related information and ideas to help aid in comprehension. The student uses consistent transitions to order information to aid in comprehension.**
- **The student clarifies most relationships among ideas and concepts. For example:**
 - *A year later Harriet Tubman helped her family escape also through the Underground Railroad. After many years she has personally saved over seventy-five-thousand slaves. Harriet could also proudly say that she had never had the life of any of those seventy-five-thousand killed or lead astray.*
 - *Harriet was also a big help, because since she was a former slave she had enemy intellegence. Since she gave information she was rewarded with one hundred dollars. Tubman used this to get other slaves to give information about the Confederates. Soon enough she led troops to a plantation and destroyed it.*

The student clarifies the relationship between Harriet Tubman’s activities in each passage and the introductory statement, “*She would not just take a seat and accept slavery, she fought against it. Harriet Tubman believed in her rights as a human being and helped in different ways . . .*”

Continued on the next page . . .

Focus & Organization Anchor: Response #6

However, there is a gap in cohesion. For example:

- *In ‘The Woman Called Moses’ the author talked more about Harriet’s life. How she grew up in slavery, and how she disliked the fact of it. The author also wrote of how she had escaped through the Underground Railroad.*

The student begins this paragraph with the idea that the text centers on Tubman’s life and then changes the focus to how she escaped slavery.

- **The student provides a relevant conclusion that includes a rhetorical question to engage the reader:**
 - *The authors both showed how she was a huge part to the end of slavery. These authors informed me on how she was a great leader and a great person. I think everybody should live up to a life like Harriet Tubman to be bold and brave. The question is that do you feel the same way.*

The student alludes to the authors’ purposes, but because the student does not link it to any ideas within the response, it is unclear whether the student is using it as a descriptive term or a reference to the task.

Focus & Organization Anchor: Response #7

After reading “The Woman Called Moses” and “Leaders of the Civil War Era: Harriet Tubman,” I am now very educated on Harriet. Both stories were moving. There was a lot of information. They were very different though. One was mainly about Harriet and only her. The other was about the Civil War and Abraham Lincoln.

The author’s purpose of “The Woman called Moses” is to inform. As the author states: “From the spoken and written words of Harriet Tubman . . .” implying that the upcoming quote was directly from her. It also states: “She told of how much Freedom meant to her”. This, as the 1st statement, means that Tubman said the words that followed. It also uses data, such as: “. . . some 75,000 were personally brought to safety by Harriet Tubman”. This data can be proven factual, along with every other quote, data, and dates.

The author’s purpose of “Leaders of the Civil War Era: Harriet Tubman” is also to inform. It is fact after fact after fact. It is all historical, so you can prove it. It uses specific dates, like “July 10, 1863” and “June 2”, along with certain years. Such as 1862 and 1863. Another big thing is the real people. These include: Harriet Tubman, Abraham Lincoln, Frederick Douglas, Governor John Andrew, and Colonel James Montgomery. These little details help a lot in determining facts from fiction. That’s how I know it is informing.

These two stories are both informative. They are also about Harriet Tubman and the slaves in the 1860’s. “Leaders of the Civil War Era: Harriet Tubman” is all history, and doesn’t get into depth on Harriet’s background. But, “The Woman Called Moses” gets into her personal life and history. I like it better, as well, because of that. I love the quotes put into it, because it really helps spice it up. The second story was boring and too technical. I wish it was more about Harriet, like the first one, other than just facts about the Civil War.

Both stories are informative, great, and truly touching. They are both reliable sources. I love those stories. I would read them again if I could! They both opened my eyes and helped me realize how far America has come since the 1800s.

SCORE POINT: 3

Focus & Organization Anchor: Response #7

Annotations

SCORE POINT: 3

In response to the task and the stimuli:

- **The student provides a relevant introduction that includes a reference to the authors' purposes:**
 - *After reading "The Woman Called Moses" and "Leaders of the Civil War Era: Harriet Tubman", I am now very educated on Harriet. Both stories were moving. There was alot of information. They were very different though. One was mainly about Harriet and only her. The other was about the Civil War and Abraham Lincoln.*

The student reiterates the purpose in every paragraph of the response while analyzing the techniques the authors use to create an informative text.

- **The student utilizes adequate organizational strategies to create a mostly unified whole, and uses paragraphs to group related information and ideas. The student also uses consistent transitions to order information and paragraphs to group related information with ideas to aid in comprehension.**
- **The student clarifies most relationships among ideas and concepts, but a gap in cohesion remains. For example:**
 - *These two stories are both informative. They are also about Harriet Tubman and the slaves in the 1860's. "Leaders of the Civil War Era: Harriet Tubman" is all history, and doesn't get into depth on Harriet's background. But, "The Woman Called Moses" gets into her personal life and history. I like it better, as well, because of that. I love the quotes put into it, because it really helps spice it up. The second story was boring and too technical. I wish it was more about Harriet, like the first one, other than just facts about the Civil War.*

The paragraph begins with a compare/contrast format, but the response loses focus when it lapses into a personal reaction to the texts.

Continued on the next page . . .

Focus & Organization Anchor: Response #7

- **The student provides a relevant conclusion:**
 - *Both stories are informative, great, and truely touching . . . They both opend my eyes and helped me realize how far America has come since the 1800s.*

The conclusion ties the reader back to the introduction, creating a more unified whole.

Focus & Organization Anchor: Response #8

Throughout history there have been people who strived to make a difference in the world, with varying degrees of success. Harriet Tubman was one of the people that made big changes for many people. These articles are both written to inform, to share with the reader different things about Harriet Tubman. In the first article, “The Woman Called Moses,” the author’s purpose is to inform the reader about Harriet Tubman’s early life, the years before her escape from slavery and then the years she worked as part of the Underground Railroad to free others. The second article, “Leaders of the Civil War Era: Harriet Tubman,” informs the reader about Harriet’s involvement in the Civil War when she was older. Although the articles inform about different phases in Harriet Tubman’s life, they both tell of how, through her bravery and perseverance, Harriet saved both herself and others from slavery.

In the first article, “The Woman Called Moses” the author gives information that lets one get to know Harriet Tubman as a person and how she felt about slavery. It describes how she lived with her parents, “. . . a 15-year-old black girl lay awake on the dirt floor of the windowless, one-room cabin she shared with her parents in the slave quarters.” One night Harriet stood looking at the stars and vowed to escape slavery and live freely. This explains that, yes she was a slave, but she had determination to break free. Tubman swore that either she would be free or die trying! Tubman worked for 14 more years before she had the opportunity to reach freedom. She had to endure slavery for 29 years before she got a chance to be free! During those years she persevered, she worked long hours in cotton fields but never lost sight of her goal . . . freedom. Tubman escaped with help from the Underground Railroad and made her way to the North. Once there, she realized that she could not truly enjoy her freedom while others, like her family and friends, were still slaves. After a year, she returned and led her family to safety, again with the help of the Underground Railroad. In the eight years after that she made many more trips back to the South to save more slaves. She, along with about 3,000 helpers, helped free 75,000 slaves (200 she led to freedom by herself) through the Underground Railroad. Again, through her bravery and perseverance, Harriet Tubman saved many other slaves.

Continued on next page . . .

Focus & Organization Anchor: Response #8

While the first article tells of Tubman’s early life and her time working for the Underground Railroad, the second article, “Leaders of the Civil War Era: Harriet Tubman,” gives information about Tubman’s work during the Civil War. She was a free woman in this article, but would still not give up her mission to free others. Later in her life Harriet Tubman was still displaying perseverance! In this article she was acting as a “soldier.” Since Tubman could not “officially” be part of the Union Army, she started by raising funds for the effort. While that was helping the war financially, Tubman still wanted to do more! Later, she became part of Quaker volunteers who were going to help fugitive slaves in South Carolina and on the Sea Islands. This was a risk; she was still being hunted for escaping! But, she accepted that risk bravely and kept pursuing her goal of freeing others. Her involvement in the war escalated. She called on her experiences with the Underground Railroad to help others once again. She was good at disguising herself and was brave enough to go behind enemy lines to lead others to safety. At the same time, as a spy, she was able to bring back information about Confederate activities and strengths. In June 1863, Tubman guided forces behind Confederate lines to destroy Confederate supplies and free nearly 800 slaves. Tubman was a valuable “soldier” during the Civil War! Throughout these years, she demonstrated the bravery and perseverance she had as a younger woman.

Both passages serve to inform the reader. The purpose is somewhat different, however, because “The Woman Called Moses” informs us about her earlier years both before and after her escape from slavery. However, “Leaders of the Civil War Era” informs readers about Tubman’s later years when she was involved in the Civil War. There is a common idea in the passages. She persevered and was brave at all times! Throughout her life, Harriet Tubman never lost sight of her goal to save others from slavery. Many African Americans owe their freedom to Harriet Tubman! Tubman’s actions were unselfish and invaluable to the effort to make all Americans free. Harriet Tubman was indeed one of the people who made a big difference in the world!

SCORE POINT: 4

Focus & Organization Anchor: Response #8

Annotations

SCORE POINT: 4

In response to the task and the stimuli:

- **The student provides an effective and relevant introduction:**
 - *Throughout history there have been people who strived to make a difference in the world, with varying degrees of success. Harriet Tubman was one of the people that made big changes for many people. These articles are both written to inform, to share with the reader different things about Harriet Tubman. In the first article, “The Woman Called Moses,” the author’s purpose is to inform the reader about Harriet Tubman’s early life, the years before her escape from slavery and then the years she worked as part of the Underground Railroad to free others. The second article, “Leaders of the Civil War Era: Harriet Tubman,” informs the reader about Harriet’s involvement in the Civil War when she was older. Although the articles inform about different phases in Harriet Tubman’s life, they both tell of how, through her bravery and perseverance, Harriet saved both herself and others from slavery.*

The focus of the response, the authors’ purposes, and how those purposes are conveyed are clearly presented. The student mentions each article, followed by a brief overview of each author’s purpose, delineating the organizational plan for the response.

- **The student utilizes effective organizational strategies to create a unified whole and to aid in comprehension. Following the introduction, there is a paragraph devoted to “The Woman Called Moses,” then a paragraph devoted to “Leaders of the Civil War Era: Harriet Tubman,” and then a concluding paragraph. The student also uses effective transitions and chronological sequencing to order information. These strategies aid in comprehension.**

Continued on next page . . .

Grade 6–8

Focus & Organization Anchor: Response #8

- **The student effectively clarifies relationships among ideas and concepts to create cohesion. For example:**
 - *In the first article, “The Woman Called Moses” the author gives information that lets one get to know Harriet Tubman as a person and how she felt about slavery. It describes how she lived with her parents, “. . . a 15-year-old black girl lay awake on the dirt floor of the windowless, one-room cabin she shared with her parents in the slave quarters.” One night Harriet stood looking at the stars and vowed to escape slavery and live freely. This explains that, yes she was a slave, but she had determination to break free.*

The student introduces the text quote and effectively relates this information back to part of the first author’s purpose: telling of Harriet Tubman’s early life as a slave and her ongoing determination to be free. The student maintains this focus throughout the response.

- **The student provides an effective and relevant concluding section, which summarizes the response and provides a connection to the opening statement, “*Harriet Tubman was indeed one of the people who made a big difference in the world!*”**

GRADES 6–8

ITEM 2

DEVELOPMENT

ANCHOR

Score:	Development
4	<p>In response to the task and the stimuli, the writing:</p> <ul style="list-style-type: none"> utilizes well-chosen, relevant, and sufficient evidence¹ from the stimuli to insightfully develop the topic. thoroughly and accurately explains and elaborates on the evidence provided, demonstrating a clear understanding of the topic and the stimuli.
3	<p>In response to the task and the stimuli, the writing:</p> <ul style="list-style-type: none"> utilizes relevant and sufficient evidence¹ from the stimuli to adequately develop the topic. adequately and accurately explains and elaborates on the evidence provided, demonstrating a sufficient understanding of the topic and the stimuli.
2	<p>In response to the task and the stimuli, the writing:</p> <ul style="list-style-type: none"> utilizes mostly relevant but insufficient evidence¹ from the stimuli to partially develop the topic. Some evidence may be inaccurate or repetitive. explains some of the evidence provided, demonstrating only a partial understanding of the topic and the stimuli. There may be some level of inaccuracy in the explanation.
1	<p>In response to the task and the stimuli, the writing:</p> <ul style="list-style-type: none"> utilizes mostly irrelevant or no evidence¹ from the stimuli, or mostly/only personal knowledge, to inadequately develop the topic. Evidence is inaccurate or repetitive. inadequately or inaccurately explains the evidence provided, demonstrating little understanding of the topic and the stimuli.

¹ Evidence includes facts, definitions, concrete details, quotations, or other information and examples as appropriate to the task and the stimuli.

EXPLANATION OF DEVELOPMENT RUBRIC TERMS

“In response to the task and stimuli”

- As you assess development in a student’s response, remember that you are scoring based upon how the student develops in response to the task and the stimuli. If a response does not address the task, any information and ideas presented would be considered irrelevant.

“...insightfully develop the topic”

- In order to show insightful development, a student must move beyond simply stating an idea and supporting that idea. Text-based evidence should be well-chosen and explanations of ideas should demonstrate advanced understanding of the task and the stimuli. Note that personal information outside of the text cannot in and of itself demonstrate insight into the topic.

“evidence”

- Evidence refers to facts, extended definitions, concrete details, quotations and other information that the student uses from the text.

“inaccurate/inaccuracy”

- Inaccuracy may be exhibited through the use of erroneous evidence, through the misinterpretation of evidence from the text, or through erroneous explanation of accurate evidence from the text. Inaccuracy is a quality of an inadequately developed response. However, it does not prevent a student from showing partial development. The level and amount of inaccuracy will determine how detrimental it is to the score.

“personal knowledge”

- The Phase 1 Writing Task is a text-based assessment. The bulk of the student’s writing should be focused on the given task and text, including the evidence used in development. Students may make a personal connection with the topic and the stimuli; however, this should not replace the use of text-based evidence or overshadow text-based development. Doing so would weaken the student’s response in relation to the task.

“the topic and the stimuli”

- With regards to the rubric, the term “topic” refers to the task directives, while the “stimuli” refers to the associated text(s). The topic for the Analysis essay is how the authors use and refine the meaning of intelligence over the course of the text.

You will now review 8 individual anchor responses, scored only in Development, along with annotations to help you internalize the use of the rubric for this trait.

Development Anchor: Response #1

When Lincon became presedint Harriet was frusterated because he didn't make slavery illegal. But she still told a freind that slaves would be free. Even though blacks and women could not be in the army she still fount away to help United States. She started a fund for the war effort. When that was over her fame had grown. People started to compare her to moses a person that helped his people escape slavery in Egypt. She know inteval from Boston, New York, and Philadelfia by talking to citizens. Though her abolintion freinds she met the govner of Macattucets. John the govner was strongly against slavery. Once Tubman was done talking she realized she could help even more with her experience on the under ground railroad. She said to her self that she could lead black spies behind enemy lines by going through swamps and woods. That helped alot because more slaves were saved. That's made her realy famous.

SCORE POINT: 1

Development Anchor: Response #1

Annotations

SCORE POINT: 1

- **The student does not identify either author’s purpose. The student does not provide evidence from the first text; therefore, no attempt is made to compare and contrast.**

In response to the task and stimuli:

- **The student utilizes mostly irrelevant evidence from the stimuli to inadequately develop the topic. Although the evidence chosen is not inaccurate, the student does not explain/elaborate on the evidence to connect it to the given task. No evidence from the first text is provided.**
- **The student inadequately explains the evidence provided, demonstrating little understanding of the topic and stimuli. The student relies on summarizing details of the second text without analysis.**

Development Anchor: Response #2

In the passages there were some similarities and some differences. They had different author's purposes but, they were written about the same person.

The author's purpose in the first passage is to entertain. I believe it's to entertain because it is a story about Harriet Tubman's life. It was in a story-like manner. It was also a little entertaining.

The second passage's author's purpose was to inform. It was a little more informative than the first passage. I believe it was informative because it wasn't entertaining and it told facts about Harriet Tubman.

To compare these passages, they are both about Harriet Tubman. They both are about freeing the slaves. They both tell us that Harriet Tubman helped free the slaves. They both also talk about Harriet Tubman's parents.

The passages contained some similar items and some different items. The authors had different purposes for writing but, they both were based on Harriet Tubman.

SCORE POINT: 1

Development Anchor: Response #2

Annotations

SCORE POINT: 1

- **The student identifies each author’s purpose.**
 - *The author’s purpose in the first passage is to entertain.*
 - *The second passage’s author’s purpose was to inform.*

In response to the task and stimuli:

- **The student utilizes mostly irrelevant or no evidence from the stimuli to inadequately develop the topic. For example:**
 - *I believe it’s to entertain because it is a story about Harriet Tubman’s life. It was in a story-like manner.*
 - *It was a little more informative than the first passage. I believe it was informative because it wasn’t entertaining and it told facts about Harriet Tubman.*

The student’s support and reasoning is repetitive and general. In this attempt to contrast the authors’ purposes, the student utilizes no evidence from the text, demonstrating an inadequate development of the task.

- **The student inadequately explains the evidence provided, demonstrating little understanding of the topic and stimuli. For example:**
 - *To compare these passages . . . both about Harriet Tubman. . . . both about freeing the slaves. . . . both tell us that Harriet Tubman helped free the slaves. . . . both also talk about Harriet Tubman’s parents.*

The student compares the texts, with no connection to the authors’ purposes and the task. The student does not adequately explain the evidence given to clarify the connection to the task.

Development Anchor: Response #3

In Harriet Tubman it was more about her escaping the south. In “Civil War Era: Harriet Tubman” alot of people had escaped, and it was just about stoping slavery for good.

“Civil War Era: Harriet Tubman” tells about what she did after she was free. She meet the govenor of Massachusetts. She also helped out during the Civil War.

Harriet Tubman is more about her escaping, and trying to free others. She became free, but went back to help others become free.

She even walked some people heself through the underground railroads.

Both were about the same person. Although the were very different stories. They both did a good job though.

I thought both stories were informational and fun to read. They both talked about how Harriet Tubman was a very brave and loving person.

SCORE POINT: 2

Development Anchor: Response #3

Annotations

SCORE POINT: 2

In response to the task and stimuli:

- **The student utilizes mostly relevant but insufficient evidence from the stimuli to partially develop the topic. For example:**
 - *“Civil War Era: Harriet Tubman” tells about what she did after she was free. . . . meet the governor of Massachusetts. . . . helped out during the Civil War.*
 - *Harriet Tubman is more about her escaping, and trying to free others. . . . even walked some people herself through the underground railroads.*

The student contrasts the texts with relevant evidence. However, without relevant text evidence, many of the student’s ideas remain undeveloped.

- **The student accurately explains some of the evidence provided, demonstrating only a partial understanding of the topic. For example:**
 - *Harriet Tubman is more about her escaping, and trying to free others. She became free, but went back to help others become free. She even walked some people herself through the underground railroads.*

Some of the student’s attempts to analyze are inadequate (*I thought both stories were informational*) It remains unclear whether the student is comparing and contrasting the texts or the authors’ purposes. The response demonstrates only a partial understanding of the topic and stimuli since the student only explains some evidence.

Development Anchor: Response #4

Text one is about Harriet at the beginning of her journey. She starts as a slave before making the decision to escape to freedom. She escapes, and courageously sneaks into other fields to save more slaves. 75,000 slaves were brought to freedom by Harriet Tubman.

Text two is about her progress later on. Even though she wasn't allowed to enlist in the Army, she still did everything she could to help the country. She worked under Colonel James Montgomery. In June 1863, he asked Harriet to help lead soldiers up Combahee River. They brought back 700 to 800 slaves working in near by fields.

Both texts tell important parts and events in Harriet's life. Both wrote about events that happened in the mid 1800's. They also both compared her to Moses, who led his people out of Egypt to freedom, like she led her people out of the South to freedom.

"The Woman Called Moses" occurred in the late 1840's to early 1850's. Most events written here happened in the slave south. Harriet wasn't very well known.

"Leaders of the Civil War Era: Harriet Tubman," on the other hand, occurred in the 1860's. Most events were taken place in the North, or leading slaves to the North from the South. Harriet was well known through out the country, with alot of help from abolitionist friends, and people against slavery.

SCORE POINT: 2

Development Anchor: Response #4

Annotations

SCORE POINT: 2

In response to the task and stimuli:

- **The student utilizes mostly relevant but insufficient evidence from the stimuli to partially develop the topic. Some evidence is inaccurate. For example:**
 - *75,000 slaves were brought to freedom by Harriet Tubman.*
 - *“Leaders of the Civil War Era: Harriet Tubman” on the other hand, occurred in the 1860’s. Most events were takenplace in the North, or leading slaves to the North from the South.*

Harriet Tubman did not personally lead 75,000 slaves to freedom. Most events in “Leaders of the Civil War Era: Harriet Tubman” took place in the South when Tubman assisted with the Civil War effort. The student partially develops the topic by comparing and contrasting the *texts*, not the authors’ purposes.

- **The student explains some of the evidence provided, demonstrating only a partial understanding of the topic and stimuli. For example:**
 - *“They also both compared her to Moses, who led his people out of Egypt to freedom, like she led her people out of the South to freedom.”*

Although the student does not clearly address the authors’ purposes, this response demonstrates partial understanding of the task by comparing and contrasting what the *texts* are about.

Development Anchor: Response #5

In the first story, *The Woman Called Moses*, it talks about Harriet Tubman. When she was younger, a former black slave in the South, she wanted her kind to be free. When she got a little bit older, she help the Underground Railroad. When she got the North, she was free. But their was nobody to celebrate with her. Only strangers no one she knew. (In the story “*The Woman Called Moses*.”)

She wanted to help her kind so she went back to help her farther and her mother. Her brother’s and sisters were too slaved in the South. She was now called a “conductor” of the Underground Railroad. She led 75,000 slaves to go to the North, to live freely like she wanted them to. She got caught several times, but she didn’t care. (In the story “*The Woman Called Moses*.”)

In the second story “*Leaders of the Civil War Era: Harriet Tubman*” was a spy in this story. She would disguise herself, so she would enter into the Confederacy side to get information about them. But she was still wanted in the South. That’s why she disguised herself so no one could figure it out that it was her. She was mad when Abraham Lincoln didn’t stop slavery right away. (Sentences 3, 23, 24, 39 and 40)

In the Civil War, since Harriet Tubman told them about the information on the Confederacy. They paid her one hundred dollars for spying on the Confederacy. On June 2, Harriet Tubman lead one hundred, fifty one soldiers to the supplies and food for the Confederacy. When the striked on the Confederacy by surprise. They fought and got seven hundred to eight hundred slaves into the Union, the North. (Paragraphs 5, and 6) (in the story “*The Civil War Era: Harriet Tubman*”)

The author’s purpose of both stories where to inform. The 1st one was about Harriet Tubmans life like a slave and condutor on the Underground Railroad. The 2nd one was the Civil War. She was a spy in the second one and a slave/conductor in the first one. They are both about Harriet Tubman and slavery.

SCORE POINT: 2

Development Anchor: Response #5

Annotations

SCORE POINT: 2

- **The student identifies the authors' purposes in the conclusion:**
 - *The author's purpose of both stories where to inform.*

In response to the task and stimuli:

- **The student utilizes mostly relevant but insufficient evidence from the stimuli to partially develop the topic. Some evidence is inaccurate. For example:**

- *She led 75,000 slaves to go to the North . . .*
- *She got caught several times, but she didn't care.*

Harriet Tubman did not personally lead 75,000 slaves to freedom. There is no indication of Tubman's capture in the text.

- **The student explains some of the evidence provided, demonstrating only a partial understanding of the topic and stimuli. For example:**
 - *When she got the North, she was free. But their was nobody to celebrate with her. Only strangers . . .*
 - *She led 75,000 slaves to go to the North, to live freely like she wanted them to.*
 - *But she was still wanted in the South. That's why she disguised herself so no one could figure it out that it was her.*

Development Anchor: Response #6

I think the author’s purpose is to inform in both stories. They both told about facts dating back to the 1800’s. Harriet Tubman was obviously a brave woman, but in different ways.

In the first, Harriet’s story begins as a young girl of 15. She made a vow to someday escape from the back-breaking labor she endured as a slave on the Maryland plantation. She said, “There’s two things I’ve got a right to and these are Death or Liberty. One or the other I mean to have.” Then, after 14 years, she escaped. Aided by the Underground Railroad, she escaped to the North. After a year, she returned to lead her family to freedom through the same Underground Railroad. Then, she repeatedly went back to save other slaves. Harriet Tubman showed bravery when she was young. She worked long hard days but never gave up the hope for escape. Once she escaped (when she was older), she bravely/repeatedly went back to save other slaves, risking her own capture.

In the next story, Harriet Tubman also showed bravery. She continued her fight for freedom for others by getting involved in the Civil War. She worked with Black Dispatches, soldiers and more. She crossed enemy lines for the Union. She was taken in for her incredible knowledge of how to disguise, sneak and get through Confederate lines to bring back information on troop strengths. These spying trips showed bravery because she could have been captured at any time! Tubman was also asked to lead Colonel Montgomery and 150 soldiers behind enemy lines. They were able to free about eight hundred slaves, as it said in the Commonwealth newspaper. During the Civil War, Harriet Tubman bravely carried out many missions to free slaves.

In summary, she was a hero in both stories no doubt, but the stories have similarities and differences. Both authors’ purpose was to inform the reader about Harriet Tubman’s bravery. In both stories she freed black men and women. However, the authors informed about her bravery using different periods of her life. For instance, in story one, she was younger and used the Underground Railroad. In story two, she was older and worked for the Union Army. In story one, she freed black men and women by leading them North through the Underground Railroad. In story two, she helped free about 800 by leading Union troops. Harriet Tubman showed bravery throughout her life. She truly has the right to be compared to Moses!

SCORE POINT: 3

Development Anchor: Response #6

Annotations

SCORE POINT: 3

- **The student identifies the authors' purposes:**
 - *I think the author's purpose is to inform in both stories. Harriet Tubman was a brave woman, but in different ways.*

In response to the task and stimuli:

- **The student utilizes relevant and sufficient evidence from the stimuli to adequately develop the topic. For example:**
 - *In the first . . . begins as a young girl of 15. . . . She made a vow to someday escape . . . She said, "There's two things I've got a right to and these are Death or Liberty. One or the other I mean to have." . . . after 14 years... Aided by the Underground Railroad, she escaped to the North. . . . she returned to lead her family to freedom . . . Then, she repeatedly went back to save other slaves.*
 - *In the next story . . . getting involved in the Civil War. She worked with Black Dispatches, soldiers and more. She crossed enemy lines for the Union . . . to bring back information on troop strengths. . . . Tubman was also asked to lead Colonel Montgomery and 150 soldiers behind enemy lines. They were able to free about eight hundred slaves . . .*

The student specifically chooses evidence to compare and contrast the authors' purposes. In the conclusion, the student indicates a commonality of the texts: "In both stories she freed black men and women." The student incorporates this idea throughout the response.

Continued on the next page . . .

Development Anchor: Response #6

- **The student adequately and accurately explains and elaborates on the evidence provided, demonstrating a sufficient understanding of the topic and stimuli. For example:**
 - *Harriet Tubman showed bravery when she was young. She worked long hard days but never gave up the hope for escape. Once she escaped (when she was older), she bravely/repeatedly went back to save other slaves, risking her own capture.*
 - *...showed bravery. She continued her fight for freedom for others by getting involved in the Civil War.*
 - *... to bring back information on troop strengths. These spying trips showed bravery because she could have been captured at any time!*

The student demonstrates sufficient understanding of the topic and stimuli by providing sufficient explanation of the evidence provided. The student moves beyond the text evidence to explain, “Harriet Tubman showed bravery throughout her life. She truly has the right to be compared to Moses!”

Development Anchor: Response #7

The first article “The Woman Called Moses” and the second article “Leaders of the Civil War Era: Harriet Tubman” are both articles that inform. “The Woman Called Moses” is an article about how Harriet escaped and helped others escape, using the Underground Railroad, before she joined the war effort. While Tubman also helps slaves escape in “Leaders of the Civil War Era: Harriet Tubman,” this article centers around Harriet’s involvement during the Civil War. While each article covers different phases of Harriet Tubman’s life, a common thread runs through each . . . the right to be free.

The author wrote the first article to inform the reader about how Harriet escaped from slavery and how she helped other people escape. Harriet escaped from slavery in 1849. She was helped by the Underground Railroad and was able to reach the North. When she crossed the line to freedom she looked at her hands to see if she was the same person. Everything felt unreal to her! She compared it to Heaven! A year after she escaped, she went back to the Maryland plantation to free her mom, father, sisters, and brothers. She conducted them through the same Underground Railroad she had used to get to the North. After she freed her family she helped free 75,000 people using the Underground Railroad and 200 of those 75,000 were personally freed by Harriet Tubman. Harriet was a determined person who wanted all blacks to enjoy the freedom that she had found!

The author of the second article also wrote to inform about how Harriet helped the Civil War. Although black people and women weren’t allowed to participate in wars, Harriet didn’t care what people said so Harriet started raising money for the war. Later, Tubman joined the war as a spy and would sneak behind enemy forces. At dusk on June second (1863), Tubman guided Colonel Montgomery and 150 soldiers past the Confederate army and the Union surprise attacked the Confederate army. Tubman, Colonel Montgomery and the soldiers saved 800 slaves and brought back thousands of dollars of property. Through her actions during the Civil War, Tubman further pursued her goal of fighting for the rights of others.

Continued on the next page . . .

Grade 6–8

Development Anchor: Response #7

While each article tells of different periods of Tubman’s life, there are also some similarities. For instance, both tell about how Tubman helped slaves escape. In the first article, once she was safe herself, it was not enough for Harriet; she wanted to help many others get to freedom as well. Harriet bravely went on dangerous missions into other southern states to bring many other slaves to freedom. In the second article, Harriet first joined Quaker Volunteers who went into the South to bring fugitive slaves to the freedom found in the North. Later, Harriet led a successful mission that brought back 700 to 800 slaves who were laborers on plantations. As you can see, in both articles, Harriet took big risks to bring slaves to freedom. She put others’ freedom above her own!

In both articles the authors’ purpose was to inform. While the purposes are the same, a difference is that the first article centers on Harriet Tubman’s escape from slavery and her mission to help others escape as well. The second article follows Tubman’s involvement in the Civil War. Although the articles cover different periods in Tubman’s life, Tubman’s underlying mission never changed! She was determined to set as many blacks free as she could. She was pivotal in changing the lives of hundreds of people suffering the bondage of slavery.

SCORE POINT: 3

Development Anchor: Response #7

Annotations

SCORE POINT: 3

- **The student references the authors’ purposes in the introduction and reiterates them in the conclusion:**
 - *In both articles the authors’ purpose was to inform. While the purposes are the same, a difference is that the first article centers on Harriet Tubman’s escape from slavery and her mission to help others escape as well. The second article follows Tubman’s involvement in the Civil War. Although the articles cover different periods in Tubman’s life, Tubman’s underlying mission never changed! She was determined to set as many blacks free as she could.*

In response to the task and stimuli:

- **The student utilizes relevant and sufficient evidence from the stimuli to adequately develop the topic. For example:**
 - *. . . the first article . . . Harriet escaped from slavery in 1849. She was helped by the Underground Railroad and was able to reach the North. . . she went back to the Maryland plantation to free her mom, father, sisters, and brothers. . . After she freed her family she helped free 75,000 people using the Underground Railroad and 200 of those 75,000 were personally freed by Harriet Tubman.*
 - *. . . there are also some similarities. . . both tell about how Tubman helped slaves escape. In the first article . . . [she] went on dangerous missions into other southern states to bring many other slaves to freedom. In the second article . . . [she] joined Quaker Volunteers who went into the South to bring fugitive slaves to the freedom . . . led a successful mission that brought back 700 to 800 slaves . . .*

The student utilizes relevant evidence to demonstrate how the authors conveyed their purposes. The student provides an adequate comparison and contrast between the two texts.

Continued on the next page . . .

Development Anchor: Response #7

- **The student adequately and accurately explains and elaborates on the evidence provided, demonstrating a sufficient understanding of the topic and stimuli. For example:**
 - *After she freed her family she helped free 75,000 people using the Underground Railroad and 200 of those 75,000 were personally freed by Harriet Tubman. Harriet was a determined person who wanted all blacks to enjoy the freedom that she had found!*
 - *Through her actions during the Civil War, Tubman further pursued her goal of fighting for the rights of others.*
 - *As you can see, in both articles, Harriet took big risks to bring slaves to freedom. She put others' freedom above her own!*

The student demonstrates sufficient understanding of the topic and stimuli by providing sufficient explanation of the evidence. The student moves beyond the text evidence to explain, “She was pivotal in changing the lives of hundreds of people suffering the bondage of slavery.”

Development Anchor: Response #8

Throughout history there have been people who strived to make a difference in the world, with varying degrees of success. Harriet Tubman was one of the people that made big changes for many people. These articles are both written to inform, to share with the reader different things about Harriet Tubman. In the first article, “The Woman Called Moses,” the author’s purpose is to inform the reader about Harriet Tubman’s early life, the years before her escape from slavery and then the years she worked as part of the Underground Railroad to free others. The second article, “Leaders of the Civil War Era: Harriet Tubman,” informs the reader about Harriet’s involvement in the Civil War when she was older. Although the articles inform about different phases in Harriet Tubman’s life, they both tell of how, through her bravery and perseverance, Harriet saved both herself and others from slavery.

In the first article, “The Woman Called Moses” the author gives information that lets one get to know Harriet Tubman as a person and how she felt about slavery. It describes how she lived with her parents, “. . . a 15-year-old black girl lay awake on the dirt floor of the windowless, one-room cabin she shared with her parents in the slave quarters.” One night Harriet stood looking at the stars and vowed to escape slavery and live freely. This explains that, yes she was a slave, but she had determination to break free. Tubman swore that either she would be free or die trying! Tubman worked for 14 more years before she had the opportunity to reach freedom. She had to endure slavery for 29 years before she got a chance to be free! During those years she persevered, she worked long hours in cotton fields but never lost sight of her goal . . . freedom. Tubman escaped with help from the Underground Railroad and made her way to the North. Once there, she realized that she could not truly enjoy her freedom while others, like her family and friends, were still slaves. After a year, she returned and led her family to safety, again with the help of the Underground Railroad. In the eight years after that she made many more trips back to the South to save more slaves. She, along with about 3,000 helpers, helped free 75,000 slaves (200 she led to freedom by herself) through the Underground Railroad. Again, through her bravery and perseverance, Harriet Tubman saved many other slaves.

Continued on the next page . . .

Development Anchor: Response #8

While the first article tells of Tubman’s early life and her time working for the Underground Railroad, the second article, “Leaders of the Civil War Era: Harriet Tubman,” gives information about Tubman’s work during the Civil War. She was a free woman in this article, but would still not give up her mission to free others. Later in her life Harriet Tubman was still displaying perseverance! In this article she was acting as a “soldier.” Since Tubman could not “officially” be part of the Union Army, she started by raising funds for the effort. While that was helping the war financially, Tubman still wanted to do more! Later, she became part of Quaker volunteers who were going to help fugitive slaves in South Carolina and on the Sea Islands. This was a risk; she was still being hunted for escaping! But, she accepted that risk bravely and kept pursuing her goal of freeing others. Her involvement in the war escalated. She called on her experiences with the Underground Railroad to help others once again. She was good at disguising herself and was brave enough to go behind enemy lines to lead others to safety. At the same time, as a spy, she was able to bring back information about Confederate activities and strengths. In June 1863, Tubman guided forces behind Confederate lines to destroy Confederate supplies and free nearly 800 slaves. Tubman was a valuable “soldier” during the Civil War! Throughout these years, she demonstrated the bravery and perseverance she had as a younger woman.

Both passages serve to inform the reader. The purpose is somewhat different, however, because “The Woman Called Moses” informs us about her earlier years both before and after her escape from slavery. However, “Leaders of the Civil War Era” informs readers about Tubman’s later years when she was involved in the Civil War. There is a common idea in the passages. She persevered and was brave at all times! Throughout her life, Harriet Tubman never lost sight of her goal to save others from slavery. Many African Americans owe their freedom to Harriet Tubman! Tubman’s actions were unselfish and invaluable to the effort to make all Americans free. Harriet Tubman was indeed one of the people who made a big difference in the world!

SCORE POINT: 4

Development Anchor: Response #8

Annotations

SCORE POINT: 4

- **The student analyzes the authors' purposes and clearly delineates the topic:**
 - *In the first article . . . purpose is to inform the reader about Harriet Tubman's early life . . . and then the years she worked as part of the Underground Railroad to free others.*
 - *The second article . . . informs the reader about Harriet's involvement in the Civil War when she was older.*
 - *Although the articles inform about different phases in Harriet Tubman's life, they both tell of how, through her bravery and perseverance, Harriet saved both herself and others from slavery.*

In response to the task and stimuli:

- **The student utilizes well-chosen, relevant, and sufficient evidence from the stimuli to thoroughly and insightfully develop the topic. For example:**
 - *. . . get to know Harriet Tubman as a person and how she felt about slavery. . . . " . . . a 15-year-old black girl lay awake on the dirt floor of the windowless, one-room cabin she shared with her parents in the slave quarters." One night Harriet stood looking at the stars and vowed to escape slavery and live freely. . . . Tubman worked for 14 more years before she had the opportunity to reach freedom. She had to endure slavery for 29 years . . .*

Continued on the next page . . .

Development Anchor: Response #8

- *Since Tubman could not “officially” be part of the Union Army, she started by raising funds for the effort. . . . she became part of Quaker volunteers who were going to help fugitive slaves in South Carolina and on the Sea Islands. . . . as a spy, she was able to bring back information about Confederate activities and strengths. . . . In June 1863, Tubman guided forces behind Confederate lines to destroy Confederate supplies and free nearly 800 slaves.*

The evidence chosen is specific to the student’s topic. The student takes multiple opportunities to discuss specific relevant evidence from the text throughout the response, showing insightful development.

- **The student thoroughly and accurately explains and elaborates on the evidence provided. For example:**
 - *One night Harriet stood looking at the stars and vowed to escape slavery and live freely. This explains that, yes she was a slave, but she had determination to break free. Tubman swore that either she would be free or die trying!*
 - *She was a free woman in this article, but would still not give up her mission to free others.*
 - *This was a risk; she was still being hunted for escaping! But, she accepted that risk bravely and kept pursuing her goal of freeing others.*

The student demonstrates a clear understanding of the topic and stimuli by providing thorough explanation of the evidence chosen. This student moves beyond just using text evidence and follows up with further elaboration about why the chosen text evidence is important to the topic. The student compares and contrasts ideas from both texts, providing a thorough analysis of the topic.

Sample Student Thesis

Middle School

Sample Thesis 1:

Both articles are written about Harriet Tubman and both inform the reader about her bravery and how she cared for others. The articles also have differences. Passage one informs about Tubman’s growing up and escaping slavery; however, passage two informs the reader about Tubman being a spy.

Analysis:

The author clearly focuses on purpose, using the key verb “inform,” establishing both a general comparison and a specific point of contrast between the two articles. While it is usually a good idea to keep a thesis to one sentence in a short essay (it is also easier to teach students to do it that way), there are no hard and fast rules. In this case, because the prompt is so complex, it makes sense for a student to use multiple sentences (although by combing sentences and eliminating redundancy this thesis could become a single sentence). The student skillfully uses a compound sentence joined with a semicolon and a logical transition word (“however”) to establish stark contrast.

Sample Thesis 2:

Although the articles inform about different phases in Harriet Tubman’s life, they both tell of how, through her bravery and perseverance, Harriet saved both herself and others from slavery.

Analysis:

Again, the verb “inform” keys us in that the author is on task, analyzing purpose. This author conveys a strong and specific sense of a commonality between the two texts. Note that while the thesis itself is not specific about the contrast, the transition “although” and the adjective “different” indicate that, previously in the introduction, this student has already established the differences. This is a good example of how it is not necessary to “spill all the beans” and say *everything* in a thesis. In one sense, the entire introduction can be used to establish a student’s ideas, while the thesis statement captures most cogently and forcefully his main point.

Peer Review Exercise: Evaluating Thesis Statements (Middle School)

A good thesis does two things:

- 1) It satisfies the prompt by answering what the prompt is looking for
- 2) It has three qualities (DDS):
 - **Debatable:** A reasonable person (a good fellow reader) should be able to disagree. Otherwise, the thesis is factual (e.g. "Harriet Tubman was a leader of the underground railroad.") and there is nothing to prove!
 - **Defensible:** There is enough textual evidence to reasonably prove, or defend, the thesis.
 - **Specific:** The thesis makes a clear, specific point instead of a general one.

Now that you know the characteristics of a good thesis, evaluate your partner's thesis by completing the following steps.

- a) What questions does this thesis need to answer? Turn the prompt into one or two **questions** and write them below:

- b) Write your partner's **thesis** below:

- c) Does your partner's thesis **answer the questions** from the prompt? If so, how do you know? If not, what could your partner do to better answer the questions?

- d) Is your partner's thesis **debatable**? Prove it by writing a counterclaim (take the opposite point of view) below. If you can't write a counter claim, chances are the original thesis is not debatable:

- e) Is your partner's thesis **defensible**? Find two pieces of evidence from each text that might prove this thesis. If you can't list four, chances are the thesis is not strongly defensible.

Text 1 evidence #1:
Text 1 evidence #2:
Text 2 evidence #1:
Text 2 evidence #2:

- f) Is your partner's thesis **specific**? In your partner's thesis in part b), **underline** words or ideas that are specific. **Circle** words or ideas that are general or vague.
- g) Once this sheet is complete, exchange it with your partner. Your partner should **revise** his or her original thesis based upon your feedback.

Quotes on the Writing Process

Revision, Editing, and Proofreading

“In general *revision* is best thought of as re-vision, re-looking, re-working of a piece of writing. This may include changing significant portions of the writing, such as rearranging sections, deleting sections, rewriting openings and closings, or even refocusing the entire piece. Revision can transform a piece of writing.

Editing, on the other hand, is a look at a revised piece of writing to review and change word order and sentence structure and to check usage issues. At this stage the major changes in the writing have been established; the changes made in editing are less intrusive and far less significant to the meaning of a final piece of writing.

Proofreading is a last look at a revised, edited piece, and it includes verification that all minor details of usage are addressed (such as capitalization, indentation of paragraphs, and sufficient spaces between title and body). It is a final polishing.”

Source: Gere, Ann Ruggles, Leila Christenbury, and Kelly Sassi. *Writing on Demand: Best Practices and Strategies for Success*. Portsmouth, NH: Heinemann, 2005.

What is revision?

“Revision takes you from self to society, from the writer’s concerns to the readers’ concerns”

Source: Bishop, Wendy. “Introduction.” *Acts of Revision: A Guide for Writers*. Ed. Wendy Bishop. Portsmouth, NH: Boynton/Cook (Heinemann), 2004. v-x.

“Generally, revision has been understood not as a step in which the author corrects errors, but as a process of discovering what one has to say and adapting the text to maximize the clarity of the message.”

Source: Pritchard, Ruie J. and Ronald Honeycutt. “The Process Approach to Writing Instruction: Examining its Effectiveness.” *Handbook of Writing Research*. Edited by [Charles A. MacArthur](#), [Steve Graham](#), and [Jill Fitzgerald](#). New York: Guilford, 2005.

Providing Feedback on Writing (Guidelines for Quality Feedback)

Guideline	Poor practice/Example(s)	Best practice/Example(s)
1) Align comments to the expectations of the rubric.	<ul style="list-style-type: none"> Feedback touches on aspects of writing not addressed in the task or rubric. 	<ul style="list-style-type: none"> Feedback matches aspect of writing or expectation addressed in the task or rubric.
2) Feedback should be grade appropriate.	<ul style="list-style-type: none"> Telling an elementary student to maintain parallel structure (not addressed in CCSS until high school). 	<ul style="list-style-type: none"> Helping an elementary student form grammatically correct sentences.
3) Be specific.	<ul style="list-style-type: none"> “Good job.” 	<ul style="list-style-type: none"> “I like how you used precise words like ‘illogical’ and ‘repetitive’ to refute your opponent’s argument.”
	<ul style="list-style-type: none"> “Awkward.” 	<ul style="list-style-type: none"> “The construction of this sentence makes your point unclear – think about your verb placement.”
	<ul style="list-style-type: none"> “Need more explanation.” 	<ul style="list-style-type: none"> “Your point about the author’s tone in paragraph three is undeveloped.”
4) Emphasize content.	<ul style="list-style-type: none"> Comments focus predominantly on conventions (grammar, usage, formatting). 	<ul style="list-style-type: none"> Comments focus on the quality of the student’s ideas and his/her ability to develop, organize, and effectively communicate those ideas.
5) Balance feedback between positive reinforcement and suggestions for improvement.	<ul style="list-style-type: none"> Provide exclusively negative comments for a bad paper or exclusively positive comments for a great paper. 	<ul style="list-style-type: none"> A seed of promise can be found in the worst essay; even the best writers have room to improve.
6) Don’t give it all away.	<ul style="list-style-type: none"> “You need a semicolon here because this sentence has two independent clauses.” 	<ul style="list-style-type: none"> “What would be a more appropriate punctuation mark for this type of sentence?”

Accountable Talk[®] Features and Indicators

Accountability to the Learning Community

- Active participation in classroom talk
- Listen attentively
- Elaborate and build on each other's ideas
- Work to clarify or expand a proposition

Accountability to Knowledge

- Specific and accurate knowledge
- Appropriate evidence for claims and arguments
- Commitment to getting it right

Accountability to Rigorous Thinking

- Synthesize several sources of information
- Construct explanations and test understanding of concepts
- Formulate conjectures and hypotheses
- Employ generally accepted standards of reasoning
- Challenge the quality of evidence and reasoning

Accountable Talk[®] Moves

Talk Move	Function	Example
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To Ensure Purposeful, Coherent, and Productive Group Discussion

Marking	Direct attention to the value and importance of a student's contribution.	That's an important point.
Challenging	Redirect a question back to the students or use students' contributions as a source for further challenge or query.	Let me challenge you: Is that always true?
Revoicing	Align a student's explanation with content or connect two or more contributions with the goal of advancing the discussion of the content.	S: 4 + 4 + 4. You said three groups of four.
Recapping	Make public in a concise, coherent form, the group's achievement at creating a shared understanding of the phenomenon under discussion.	Let me put these ideas all together. What have we discovered?

Resource

Accountable Talk[®] Moves and Functions

Teacher Move	Function	An Example
To ensure purposeful, coherent, and productive group discussion		
1. Marking	Direct attention to the value and importance of a student's contribution.	"I hear you saying _____. Let's keep this idea in mind."
2. Challenging students	Redirect a question back to the students or use student's contributions as a source for a further challenge or inquiry.	"What do YOU think?" "What surprised you about what you just heard about the text's _____?"
3. Modeling	Make one's thinking public and demonstrate a total performance in order to help learners understand the essence of the activity and to develop a mental picture of what the real thing looks like.	"Here's what good readers do..."
To support accountability to accurate knowledge		
4. Pressing for accuracy	Hold students accountable for the accuracy, credibility, and clarity of their contributions.	"Where can we find that...?" "What is your basis for that conclusion?" "Who said that?"
5. Building on prior knowledge	Tie a current contribution back to knowledge accumulated by the class at a previous time.	"How does this connect...?" How do we define _____ in this context?" "What else comes to mind given our discussion about _____?"
To support accountability to rigorous thinking		
6. Pressing for reasoning	Elicit evidence and establish what contribution a student's utterance is intended to make within the group's larger enterprise.	"Why do you think that...?" What evidence from the text supports your claim? How does this idea contrast with _____?"
7. Expanding reasoning	Open up extra time and space in the conversation for student reasoning.	"Take your time... say more." "Given what we just read and discussed, what would you now say about _____?"
8. Recapping	Make public in a concise, coherent way, the group's developed, shared understanding of the content or text under discussion.	"What have we discovered?" So far, we have discussed the following ...What else do we need to address?"
To support accountability to the learning community		
9. Keeping the channels open	Ensure that students can hear each other, and remind them that they must hear what others have said.	"Please say back what _____ just said."
10. Keeping everyone together	Ensure that everyone not only heard, but also understood what a speaker said.	"Do you agree or disagree with what _____ just said? Explain your thinking."
11. Linking contributions	Make explicit the relationship between a new contribution and what has gone before.	"Who wants to add on to ...? "What do you notice is missing?"
12. Verifying and clarifying	Revoice a student's contribution, thereby helping both speakers and listeners to engage more profitably in the conversation.	"So, are you saying...?"

Peer Review Sample Exercise

Name of reviewer: _____

Author's name: _____

Instructions:

- 1) Read your partner's paper, writing in marginal comments and questions and making proofreading marks if you wish
- 2) At the end of your partner's paper, write your partner a brief letter explaining what you liked about the paper and what you think is the main area for improvement
- 3) Fill out the peer review form below. As you make comments on specific words or sentences, highlight those parts in the paper so the author can refer back to the places he/she needs to work on the most.

I. Thesis

- Is it Debatable?
- Is it Defensible?
- Is it Specific?
- Does it present an original, compelling, and sophisticated understanding of the text?

II. Introduction/Conclusion

- Does the introduction provide a compelling lead-in to the essay?
- Does the conclusion provide satisfying closure and answer the question "so what"?

III. Body structure and organization:

- Does each body paragraph have or suggest a strong topic sentence?

- Does each topic sentence match the focus of the thesis?
- Is there a body paragraph to correlate with each aspect of thesis?

III. Evidence

- Does the author provide sufficient evidence to back up the thesis?
- Is the evidence provided relevant and accurate?
- Are individual paragraphs built around multiple pieces of evidence?

IV. Analysis:

- Is the evidence analyzed or elaborated upon sufficiently?
- Is the analysis grounded *closely* in the language and details of the text?
- Does the analysis match the focus of the thesis and topic sentence?

VI. Miscellaneous:

- Does the author transition smoothly between paragraphs?
- Are there any points in the essay where the meaning is unclear?
- Do mechanical errors obstruct meaning in any way?

Writing Survey Questions

1. How often is the following statement true for you? I like to write.
 - A. Almost always
 - B. More than half the time
 - C. About half the time
 - D. Less than half the time
 - E. Rarely or never
2. What kinds of grades do you typically receive on writing assignments for your class?
 - A. Mostly A's
 - B. Mostly B's
 - C. Mostly C's
 - D. Mostly D's or below
3. How often do you write in subjects other than Language Arts or English?
 - A. Almost every day
 - B. Once or twice per week
 - C. Once or twice per month
 - D. Rarely
 - E. Never
4. How often do you work in pairs or small groups to discuss each others' writing?
 - A. Almost every day
 - B. Once or twice per week
 - C. Once or twice per month
 - D. Rarely or never
5. How frequently do you make notes or an outline before you begin writing a paper?
 - A. Almost always
 - B. More than half the time
 - C. About half the time
 - D. Less than half the time
 - E. Rarely or never
6. How often do you use a computer to aid in your writing assignments?
 - A. Weekly
 - B. Monthly
 - C. Rarely
 - D. Never
7. How often do you use the computer (at school) to write in a log or journal?
 - A. Almost every day
 - B. Once or twice per week
 - C. Once or twice per month
 - D. Never or hardly ever
8. How often do you use the computer (at school) to develop a story or report?
 - A. Almost every day
 - B. Once or twice per week
 - C. Once or twice per month
 - D. Never or hardly ever
9. How often do you use a computer to make changes to the paper or report (for example, spell-check, or cut and paste)?
 - A. Almost always
 - B. Sometimes
 - C. Never or hardly ever
10. If you could choose, how would you take the TCAP Writing Test?
 - A. Write your paper with a pen or pencil
 - B. Type your paper at a computer

State-level Writing Practices

To better understand writing instruction in Tennessee, we examined student responses to survey questions administered with the 2013 Writing Assessment. The questions asked about writing practices and practice using computers for writing. We also looked at 2012-13 school-level technology survey data to determine computer resources available to educators and students.

Students responded to 10 questions about their writing instruction and writing practice. The survey questions included in this research are listed below:

1. How often do you write in subjects other than Language Arts or English?
2. How often do you work in pairs or small groups to discuss each other's writing?
3. How frequently do you make notes or an outline before you begin writing a paper?
4. How often do you use a computer to aid in your writing assignments?

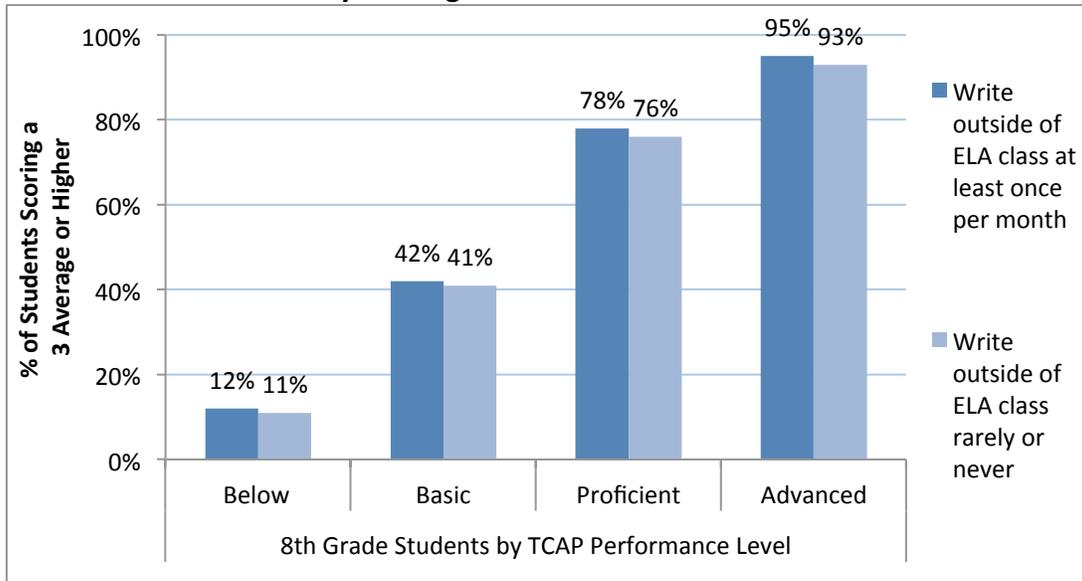
The first three questions were selected based on research that identifies writing across content, discussing writing with peers, and making notes or an outline before writing as key writing practices. The fourth question was included given the importance of computer literacy for college and career readiness and the move to online testing. For the 2013 Writing Assessment, 88 percent of eleventh graders, 86 percent of eighth graders, and 12 percent of fifth graders took the test online.

State-level findings show that students who reported more frequently (a) writing in non-ELA courses, (b) working with peers to discuss writing, and (c) making notes or an outline before writing had higher Writing Assessment scores. The survey data also reveal that while some students in Tennessee are engaging in these practices, many others are not. Findings also show economically disadvantaged students reported significantly less practice using computers for writing, although they have slightly more computers per student in their schools.

Writing Practice Outside of English/Language Arts Classes

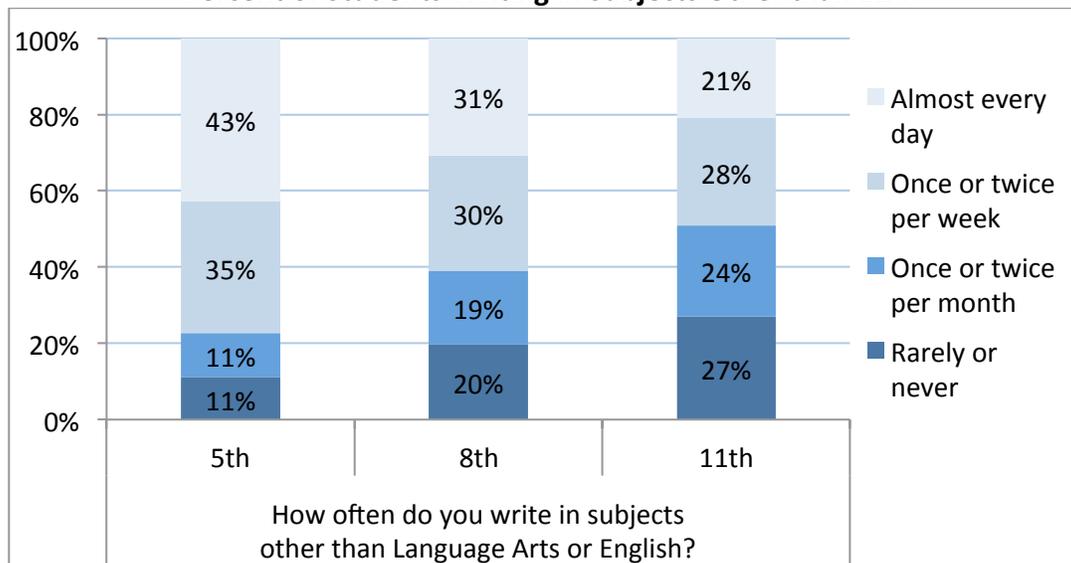
- Students who reported more frequent writing practice outside of their English/Language Arts classes received higher scores on the 2013 Writing Assessment compared to their peers with similar TCAP scores. The graph below includes 8th grade students, but the same trend was seen for students in grades 5 and 11 (see Appendix).

Percent of 8th Grade Students Scoring a Three Average or Higher by Writing Practice Outside of ELA



- About half or more of the students in each grade reported writing in subjects other than ELA at least once or twice per week. About one-third of 11th graders reported rarely or never writing in subjects other than ELA.

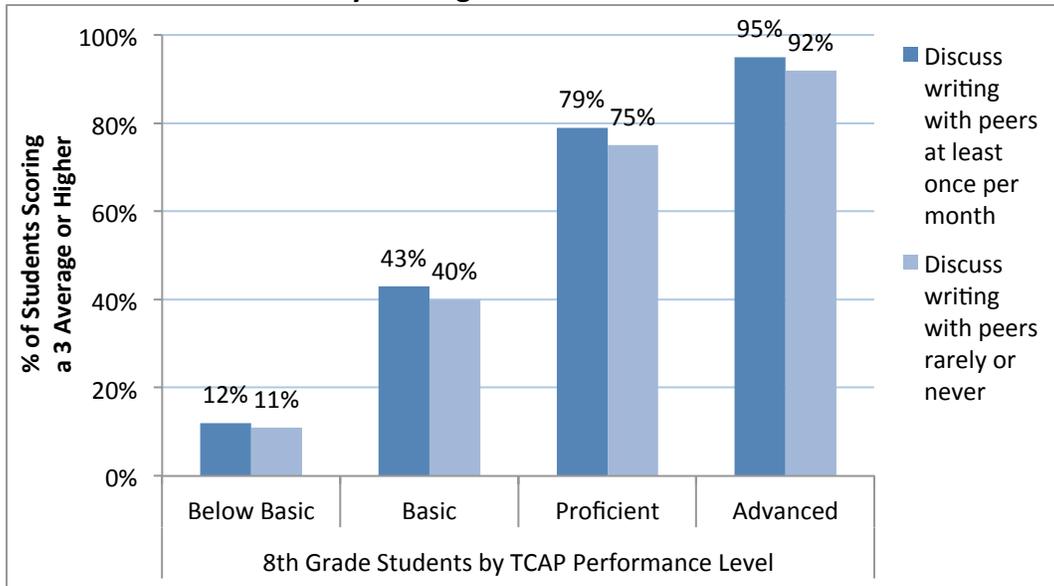
Percent of Students Writing in Subjects Other than ELA



Writing Practice with Peers

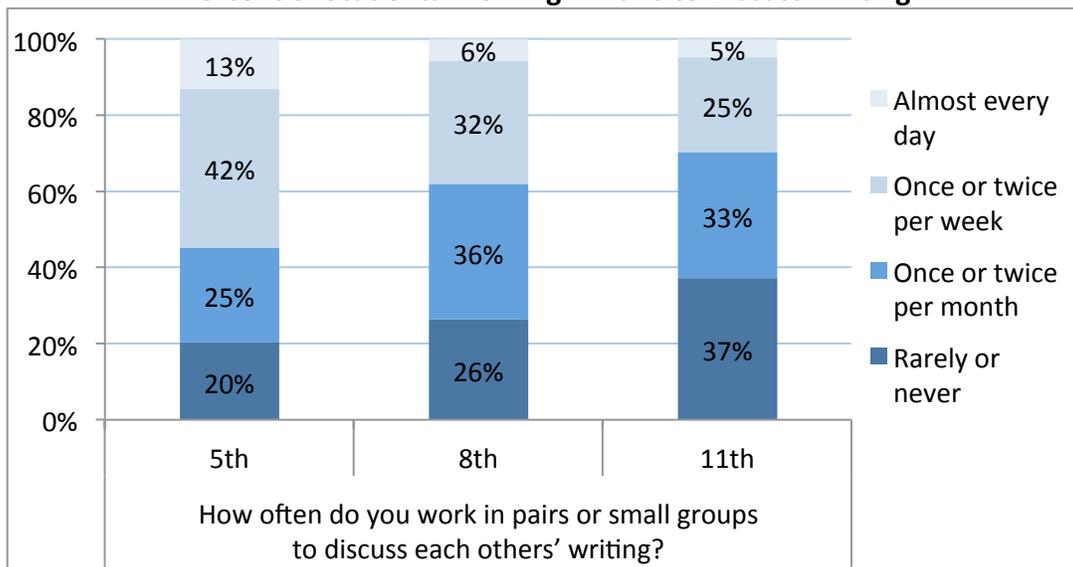
- Students who reported more frequently working with peers to discuss their writing received higher scores on the 2013 Writing Assessment compared to their peers with similar TCAP scores. The graph below includes 8th grade students, but the same trend was seen for students in grades 5 and 11.

Percent of 8th Grade Students Scoring a Three Average or Higher by Writing Practice with Peers



- Over half of the students in grade 5 and about one-third of students in grades 8 and 11 reported working in pairs to discuss writing at least once or twice per week. Twenty percent or more of students in each grade reported rarely or never doing so.

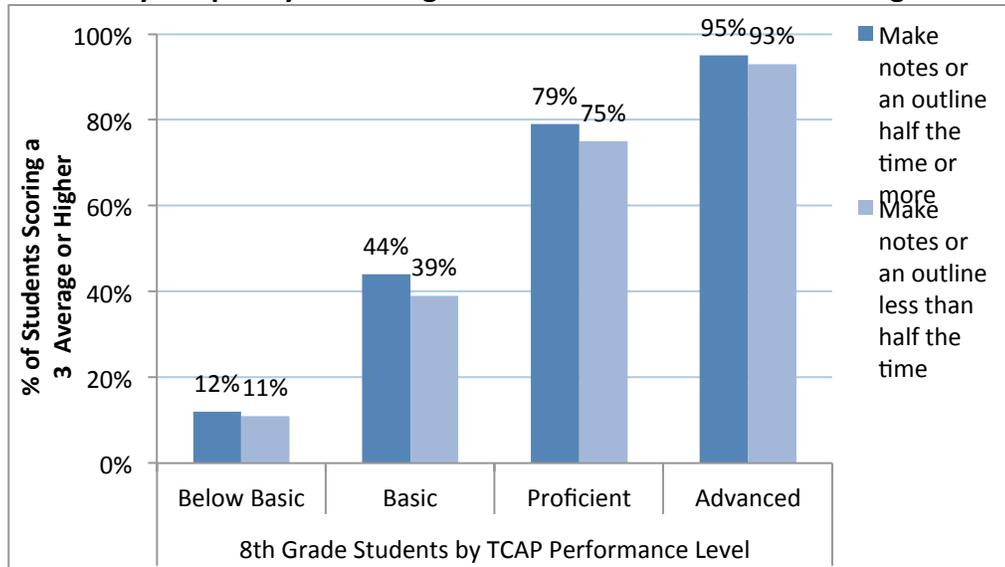
Percent of Students Working in Pairs to Discuss Writing



Making Notes or an Outline before Writing

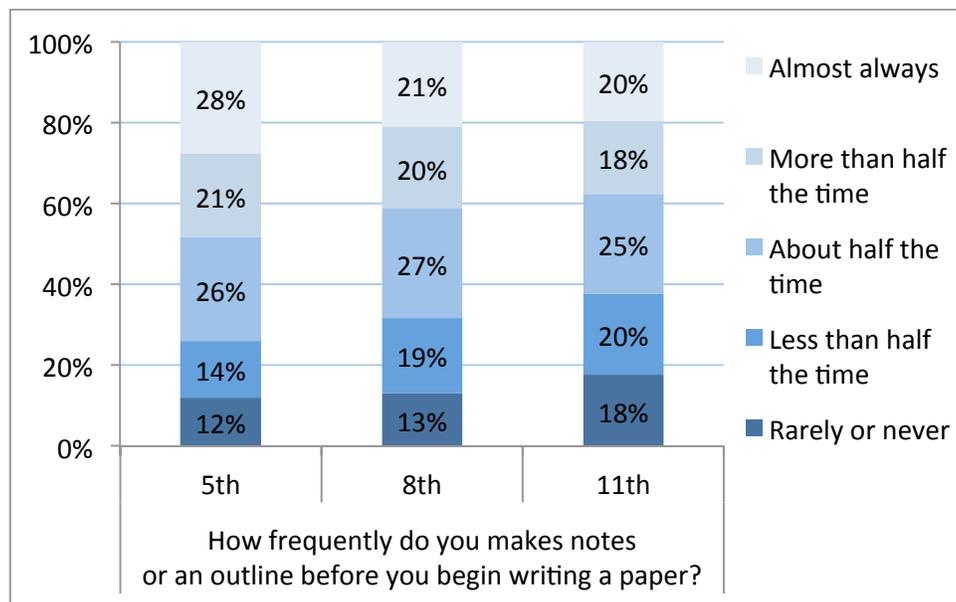
- Students who reported more frequently making notes or an outline before writing received higher scores on the 2013 Writing Assessment compared to their peers with similar TCAP scores. The graph below includes 8th grade students, but the same trend was seen for students in grades 5 and 11.

Percent of 8th Grade Students Scoring a Three Average or Higher by Frequency of Making Notes or an Outline before Writing



- Less than one-third of students from each grade level reported almost always making notes or an outline before writing.

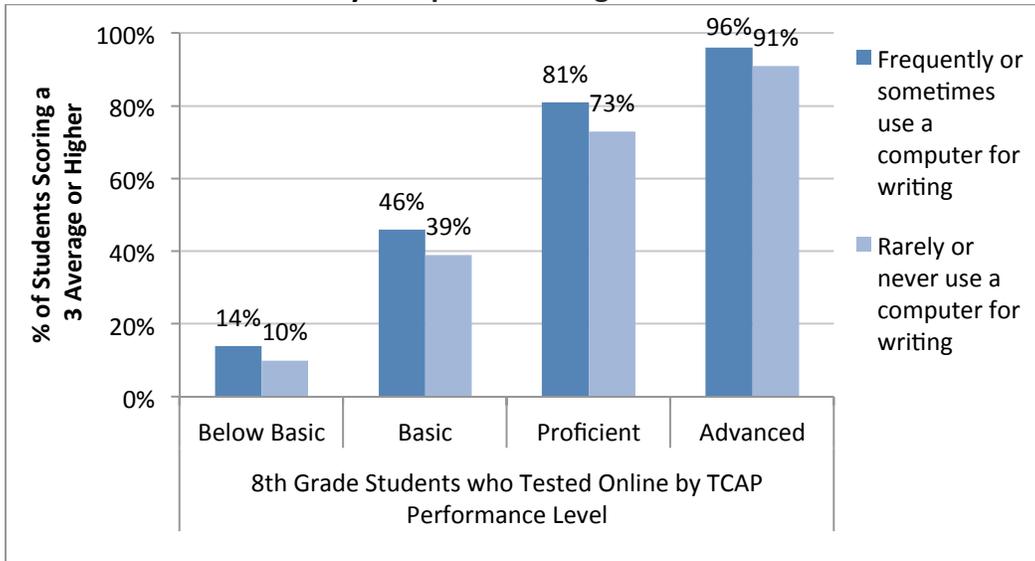
Percent of Students in Each Grade Making Notes or an Outline before Writing



Computer Writing Practice

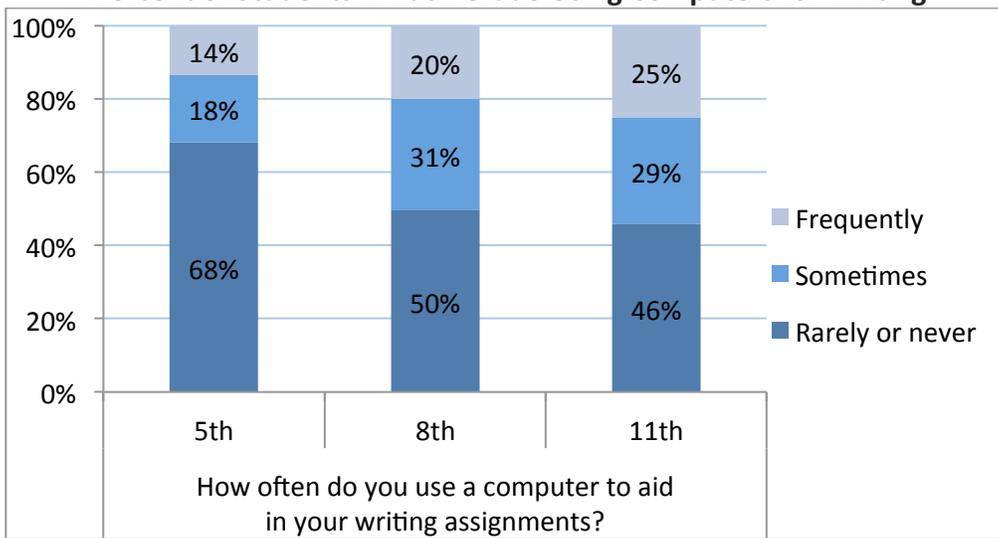
- When taking the 2013 Writing Assessment online, students who reported frequently or sometimes using computers for writing assignments received higher scores compared to their peers with similar TCAP scores. The graph below includes 8th grade students, but the same trend was seen for students in grades 5 and 11.

Percent of 8th Grade Students Scoring a Three Average or Higher by Computer Writing Practice



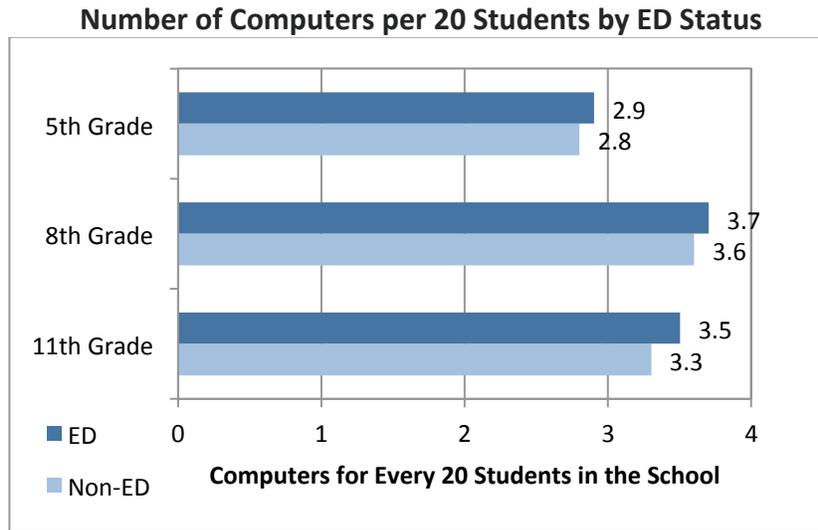
- About half of students or more in grades 5, 8, and 11 reported rarely or never using computers for writing assignments. Older students reported more frequent use of computers for writing assignments. The survey question did not specify whether this computer use was occurring at home or school; therefore, it is difficult to determine where this practice is occurring.

Percent of Students in Each Grade Using Computers for Writing



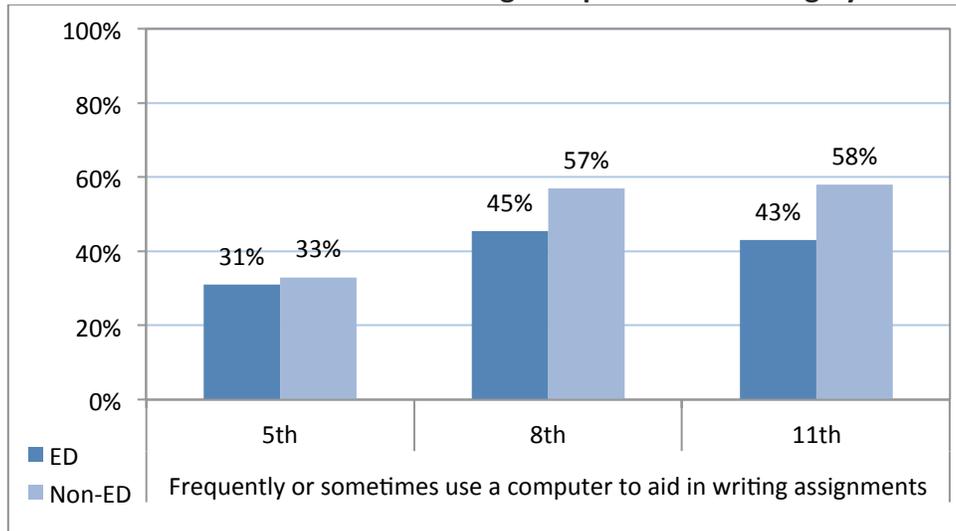
Differences in Technology Resources and Computer Writing Practice by Economically Disadvantaged (ED) Status

- On average, ED students had slightly more computers per student in their schools than non-ED students.



- However, ED students reported significantly less practice using computers for writing.

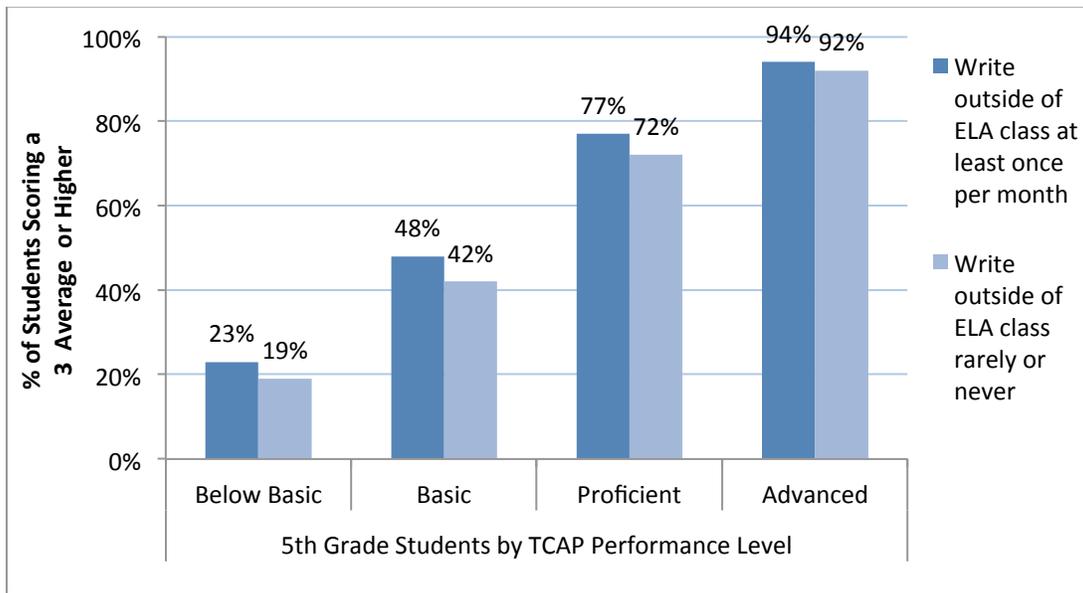
Percent of Students in Each Grade Using Computers for Writing by ED Status



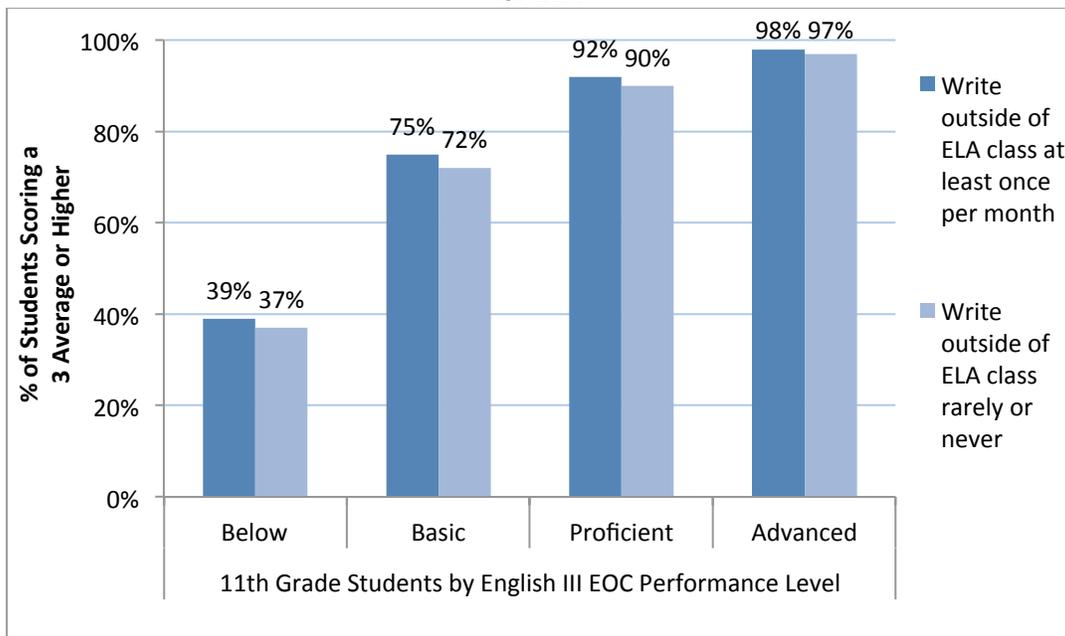
- ED and non-ED students gave similar responses regarding frequency of writing practice outside of ELA classes, writing practice with peers, and making notes or an outline before writing (not shown).

Writing Practice Outside of English/Language Arts Classes

Percent of 5th Grade Students Scoring a Three Average or Higher by Writing Practice Outside of ELA

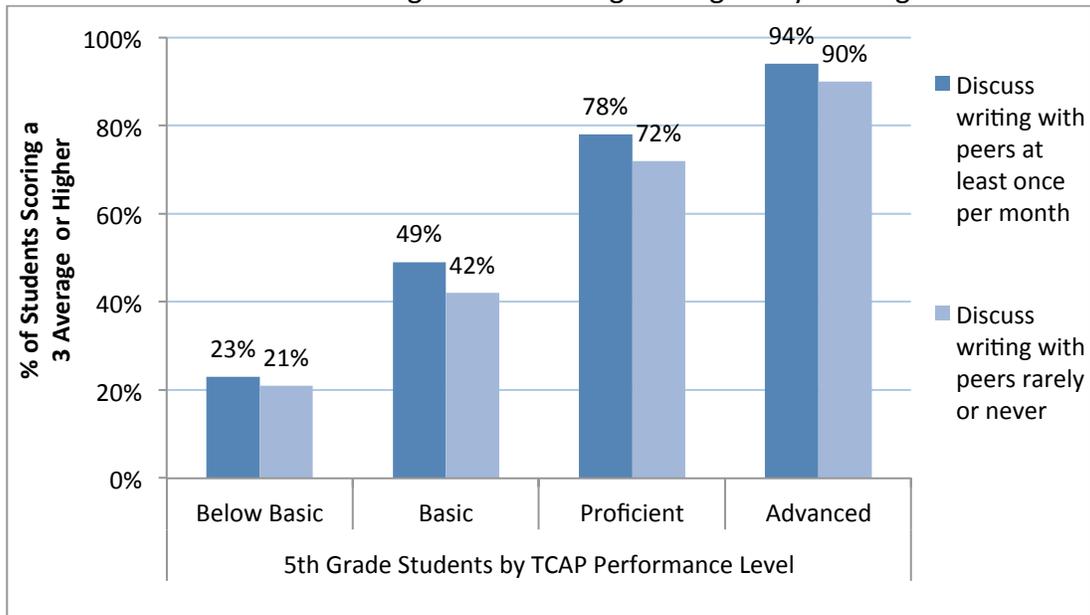


Percent of 11th Grade Students Scoring a Three Average or Higher by Writing Practice Outside of ELA

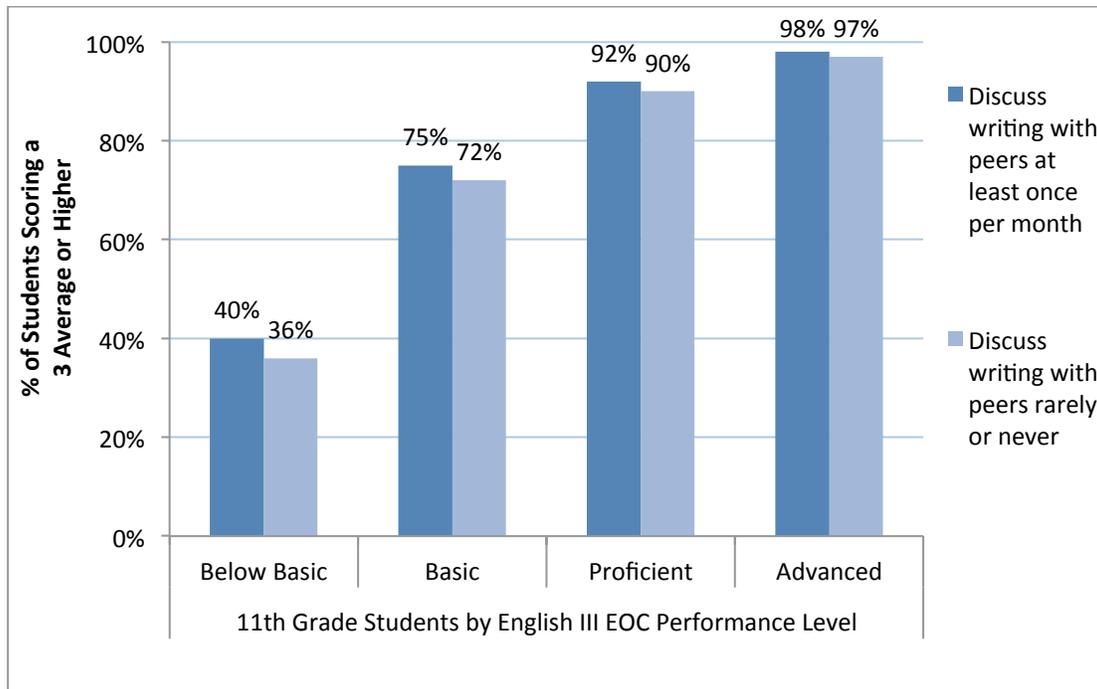


Writing Practice with Peers

Percent of 5th Grade Students Scoring a Three Average or Higher by Writing Practice with Peers

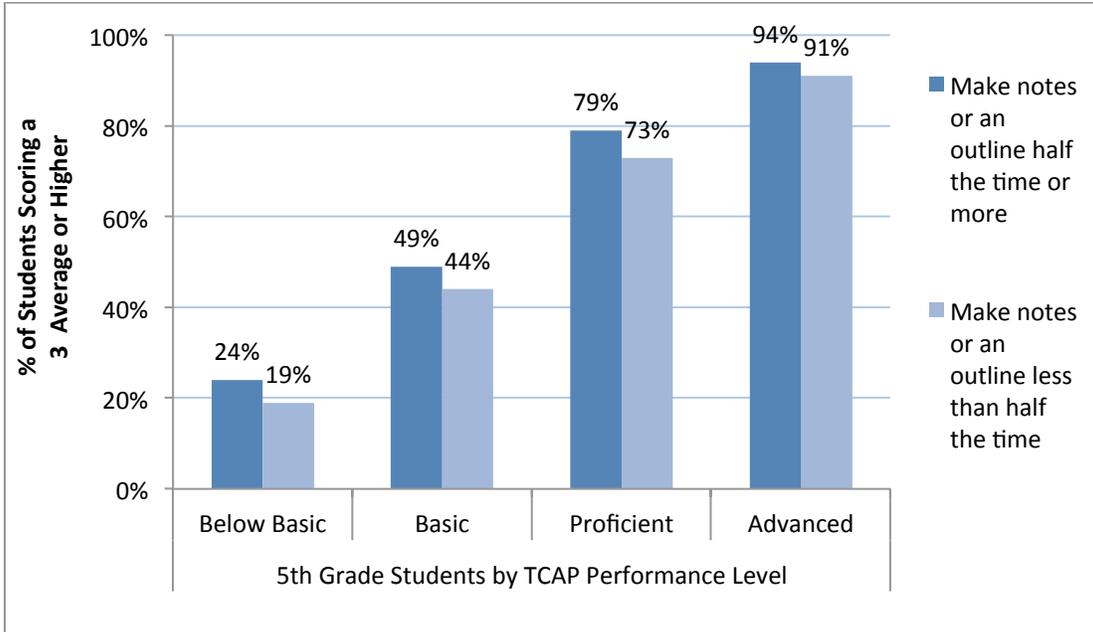


Percent of 11th Grade Students Scoring a Three Average or Higher by Writing Practice with Peers

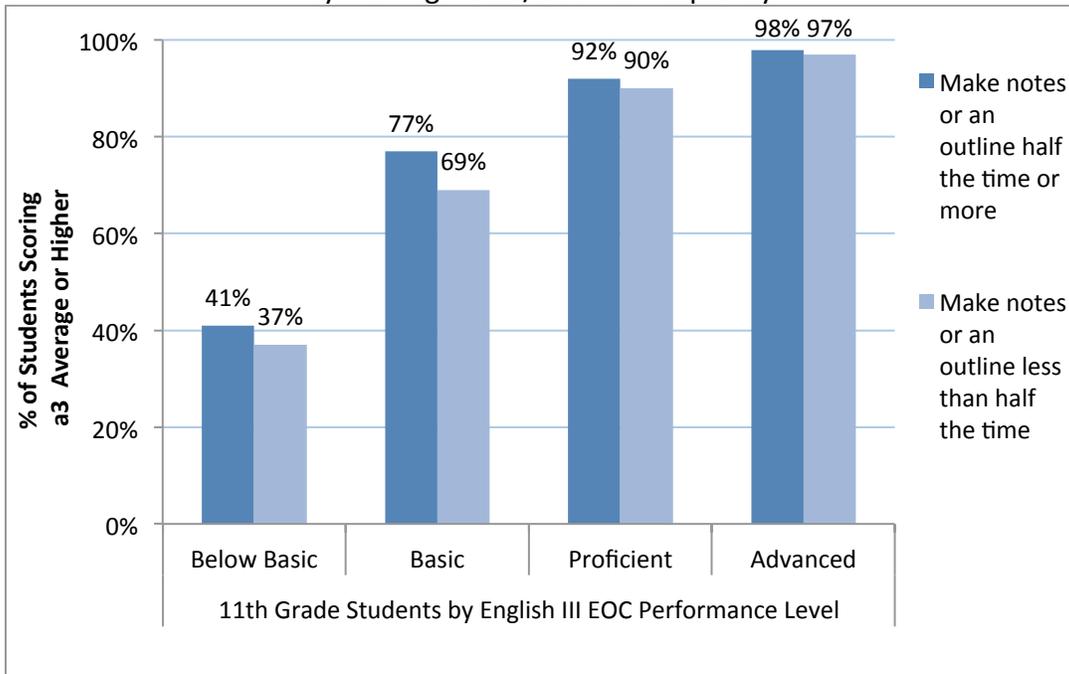


Making Notes or an Outline before Writing

Percent of 5th Grade Students Scoring a Three Average or Higher by Making Notes/Outline Frequency

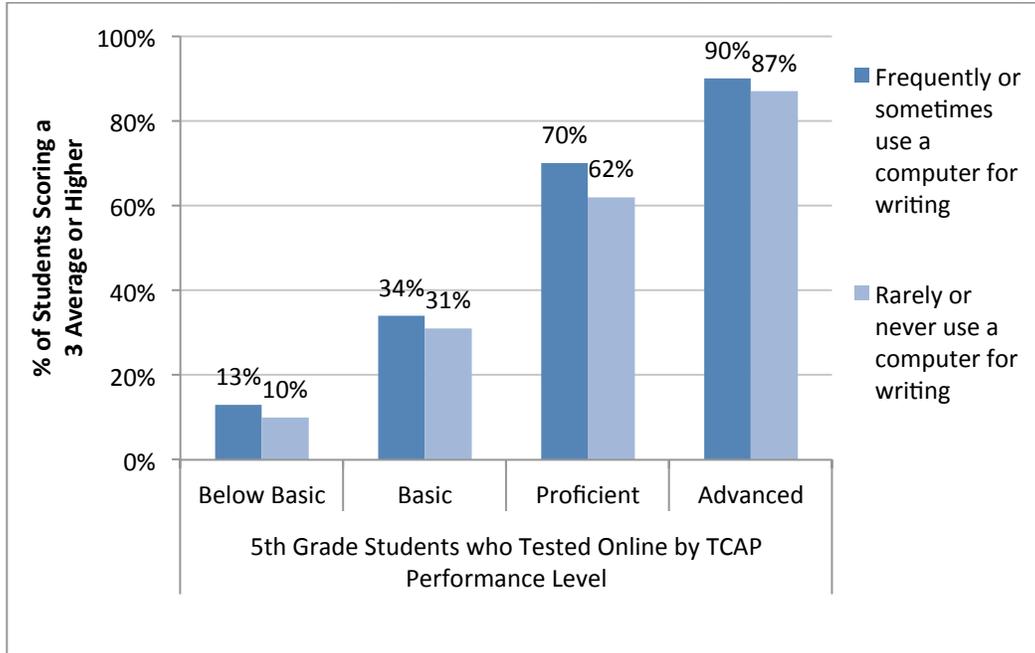


Percent of 11th Grade Students Scoring a Three Average or Higher by Making Notes/Outline Frequency

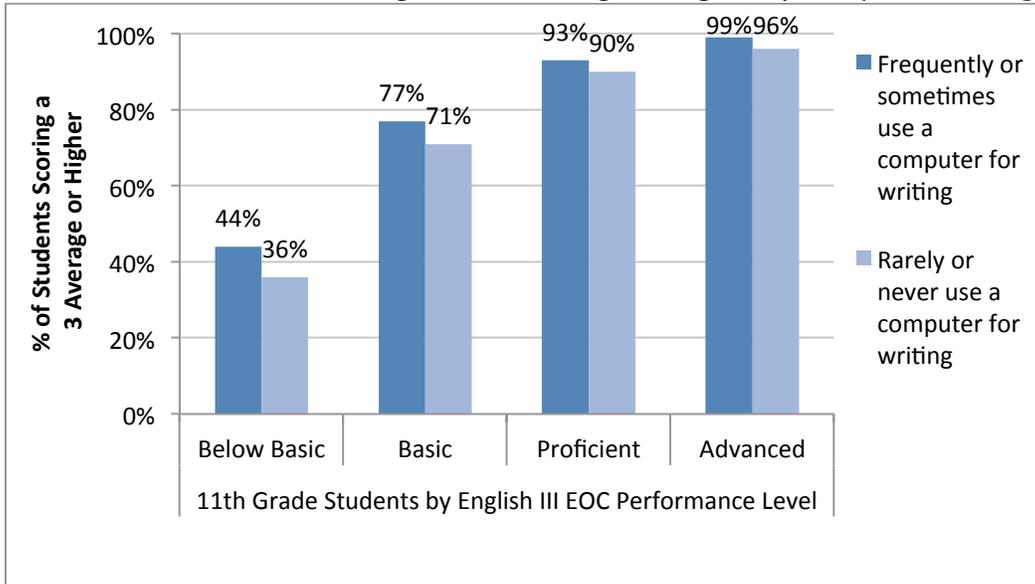


Computer Writing Practice

Percent of 5th Grade Students Scoring a Three Average or Higher by Computer Writing Practice



Percent of 11th Grade Students Scoring a Three Average or Higher by Computer Writing Practice



Curriculum Coverage Guidance in English Language Arts for the 2013-14 School Year

As we move toward full implementation of the Common Core State Standards for English Language Arts, many educators and districts have sought guidance on what content to teach during the 2013-14 school year and how to best prepare students for PARCC while balancing current TCAP accountability.

The Common Core State Standards for ELA provide a framework of expectations; curriculum and instruction will continue to be under the discretion of schools and districts. This document offers guidance to all districts in transitioning to the CCSS. Some districts have chosen to transition fully to the CCSS for ELA, while others combine the CCSS and SPI's. The TDOE encourages districts to make thoughtful decisions around what a successful transition to the CCSS should look like for their respective districts, keeping in mind that a focus on the CCSS will support success on the TCAP as well.

There are three key instructional shifts required to implement the Common Core State Standards for ELA:

1. Building knowledge through content-rich nonfiction
2. Reading, writing, and speaking grounded in evidence from text, both literary and informational
3. Regular practice with complex text and its academic language

Implementing the instructional shifts and focusing on the **following three priorities** will provide students with the best preparation for PARCC assessments in 2014-15 and the TCAP Writing Assessment in 2013-14:

- Stop teaching the dropped SPI's
- Prioritize readings of rich, complex text multiple times and for varying purposes
- Give students sequenced, text-dependent questions and writing tasks that require them to cite evidence, simultaneously developing students' reading, writing, speaking, listening, and thinking skills

On the next page, you can find a table offering more specific recommendations/guidance for ELA. Please note that these recommendations provide **minimal** expectations and do not intend to cover the entirety of a CCSS for ELA-aligned curriculum. For more information on the concepts and terms mentioned in the tables, see the [PARCC Model Content Frameworks](#).

ELA K-12

	K-3	4-5	6-8	9-12
Instructional Priorities	<ul style="list-style-type: none"> Use PARCC Model Content Frameworks to guide planning At least¹: <ul style="list-style-type: none"> Daily: <ul style="list-style-type: none"> Read complex text as defined by the CCSS grade bands Discuss text/evidence-based questions, with a focus on academic (Tier II) vocabulary Several times per week: routine/on-demand informal writing in response to text-based questions Twice a month: Analytical formal writing with teacher feedback in response to text-based prompt Four times per course (may vary depending on type of schedule): Conduct research project; present findings in a variety of written, oral, and multimedia formats 			
Reading Foundations	<ul style="list-style-type: none"> Explicit, systematic instruction of foundational reading skills based on learning needs 			
Text Types²	Balance: <ul style="list-style-type: none"> 50% informational 50% literary Emphasis on content-rich nonfiction that coherently and systematically builds student knowledge across grades	N/A	Balance: <ul style="list-style-type: none"> 55% informational 45% literary Emphasis on literary nonfiction	Balance: <ul style="list-style-type: none"> 60-70% informational 30-40% literary Emphasis on literary nonfiction (6-12), foundational/seminal US documents (11-12)
Writing	Balance across modes: <ul style="list-style-type: none"> 30% opinion 35% informative/explanatory 35% narrative 	Balance across modes: <ul style="list-style-type: none"> 35-40% argumentative 35-40% informative/explanatory 20-30% narrative³ 	Emphasis across all modes on using and/or analyzing text/sources Focus on effective writing that achieves author’s purpose and/or fulfills request of prompt (Anchor Standard for Writing #4: “produce clear and coherent writing” that is “appropriate to task, purpose, and audience”) rather than writing to fulfill generic conventions of modes	
Response to Instruction and Intervention (RTI³)	<ul style="list-style-type: none"> Within the RTI² framework, Tier I is the core curriculum; all students receive research-based, high quality, general education instruction using the Common Core State Standards Use Response to Instruction and Intervention (RTI²) Initiative to guide time allocation and tiered interventions. 			

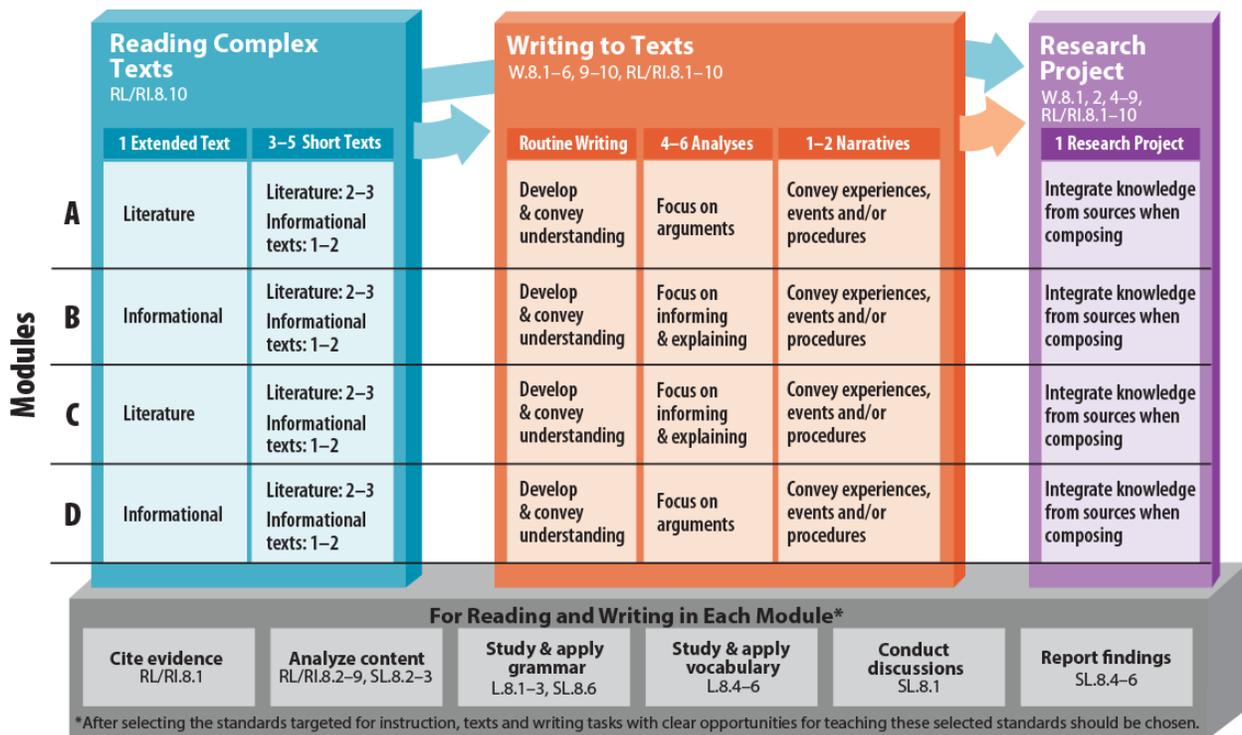
¹ These activities apply to *all* students, regardless of ability level, disability, or English proficiency. While leveled reading may still occur to build reading engagement, confidence, and stamina, all students must be regularly exposed to complex text. Struggling readers can grapple productively with complex text with increased teacher scaffolding, especially in the area of academic vocabulary.

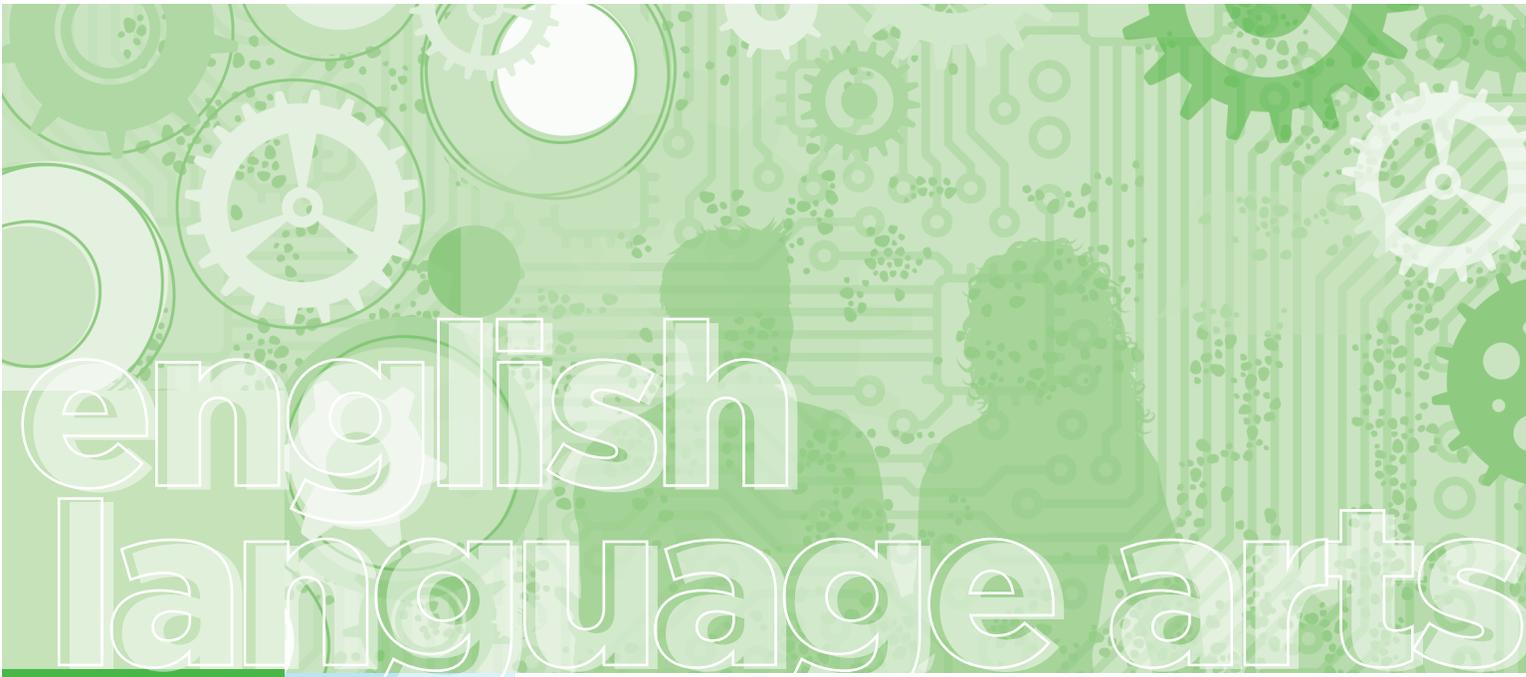
² The percentages on this table reflect the **sum** of student reading across **all courses**, not just reading in ELA classrooms. The numbers are rough guidelines and should not be treated as literal mandates.

³ The balance of narrative should taper off toward 20% as students approach 12th grade.

ELA Model Content Framework Chart for Grade 8

Below is a chart that organizes the standards into four quarter-length modules that include the knowledge and skills students will learn and apply over the course of the year. As noted in the introduction, these modules are offered as optional models to consider when constructing a year-long course of instruction. The chart is meant to illustrate and provide context for the standards (but not replace engaging with the standards themselves).





Grade **8**

Introduction

Learning from Play:
Synthesizing Complex Texts

Overview

What is this unit about?

A primary focus of this unit is learning how to comprehend and synthesize complex texts. Through engaging in this unit, students learn how to analyze complex text. Students will begin by working at a comprehension level and moving to more interpretive and analytical work, such as analyzing the author's structure and analyzing how an author develops and supports a claim.

The texts in this unit present information on the features and characteristics of games and how learning and problem-solving can result from game play. Through the course of this unit, students deepen their understanding of games by reading, writing, and talking about the ideas that are being presented in the texts.

Finally, this unit is about learning how to write an essay where the students explain the relationship between games and learning by synthesizing the related information from all three texts. The focus is on working across texts and supporting claims with textual evidence.

In this unit, students read, write about, and discuss four texts to deepen their understanding of the following overarching questions:

- How does learning happen through playing games?
- How do you synthesize complex texts about playing games?

What content will students learn?

Students will expand their knowledge base about:

- the features and characteristics of games.
- how games relate to learning and real-world problem-solving.
- how authors use evidence to develop and support their claims.
- how authors structure their writing to support their argument.

How will students develop their skills and habits of reading, writing, and speaking?

The unit provides instructional resources and questions that guide an inquiry approach to teaching; students engage as problem solvers and sense makers as they read, write, talk, and think about the texts they are reading.

Each task in which students are asked to engage includes an inquiry for them to answer and/or pursue. Students are supported to develop skills and habits such as how to:

- comprehend complex texts with assistance and independently.
- develop, support, and defend text-based interpretations and arguments.
- analyze text to determine how the author uses evidence to support his or her argument.
- articulate characteristics of effective synthesis.
- write essays that require students to synthesize information.
- read and take notes from texts.
- participate in routines such as maintaining a Reader/Writer Notebook, completing Quick Writes, pair/trio sharing of textual evidence, and whole group discussions on a text's ideas and interpretations of texts.
- value effort as a way to get smarter about reading, writing, listening, speaking, and research.

What is the unit outline?

On the next page, you'll find the unit outline. This unit outline provides a snapshot of the major work that students will engage in over the course of this unit. The outline shows *what* students will do while the pages that follow the unit outline show *how* students will engage in that work.

The unit outline lists the unit's overarching questions, texts, tasks, and culminating assignment. The unit outline is meant to be read horizontally and vertically. The horizontal work represents the work that students do across texts. For example, the overarching questions reach across all the texts in the unit and students are asked to engage with work that will deepen their understanding of these questions with all the texts in the unit.

The vertical work shows the tasks or questions that students will engage in with a single text or across two texts. As you read, notice how the tasks in the vertical rows are designed to build on each other and engage students in evolving, challenging work. Notice too how the tasks are designed to give students multiple opportunities with each text to engage in key tasks aligned to the CCSS.

At the bottom of the page, you'll find the unit's culminating assignment. Notice how the tasks within and across texts are designed to prepare students for the culminating assignment.

Each unit task on the unit outline is represented by a prompt, question, or set of questions preceded by two numbers. The first number references a unit text and the second number references the task number for that text. For instance, Task 1.2 uses Text 1, "What Exactly Is a Game?" and is the second task for this text.

Unit Outline

Overarching Questions

- How does learning happen through playing games?
- How do you synthesize complex texts about playing games?

<p style="text-align: center;">INTRODUCTION What Exactly Is a Game? <i>by Jane McGonigal</i></p>	<p style="text-align: center;">TEXT 1 What Kids Learn that's Positive from Video Games <i>by Marc Prensky</i></p>	<p style="text-align: center;">TEXT PAIR 2 Transcript excerpts from "In-Game, In-Room, In-World: Reconnecting Video Game Play to the Rest of Kids' Lives" <i>by Reed Stevens, Tom Sawicz, and Laurie McCarthy</i></p>	<p style="text-align: center;">TEXT 3 Gamers Have Skills. Let's Tap 'em. <i>by Jane McGonigal</i></p>
<p style="text-align: center;">CULMINATING ASSIGNMENT</p>			

<p>0.1 Access Prior Knowledge About Topics: What is learning? What is a game? What is the relationship between games and learning?</p>	<p>1.1 Comprehension</p> <ul style="list-style-type: none"> • What are the four traits McGonigal introduces? What rationale and examples does she offer for the importance of each trait? • How do games provoke positive emotion related to learning? <p>1.2 Analysis Bernard Suits states, "Playing a game is the voluntary attempt to overcome unnecessary obstacles." How does McGonigal develop and support Suits's claim?</p> <p>1.3 Interpretation McGonigal states, "We're afraid of losing track of where the game ends and where reality begins," and that we need to overcome this fear. Why is it important to overcome this fear? Use evidence from the text to support your response.</p> <p>1.4 Retrospective How has this text confirmed, changed, and/or expanded your initial thoughts about games, learning, and the relationship between the two?</p>	<p>2.1 Comprehension</p> <ul style="list-style-type: none"> • Level 1: What types of learning happen at the How level? Why is practice important for this level of learning? • Level 2: What do game players learn about rules by playing video games? • Level 3: What examples does Prensky provide of specific strategies? How do they relate to "real-world" learning? • Level 4: Using four examples from the text, explain how video games help us understand our world. • Level 5: What learning happens at the When/Whether level? What does Prensky mean when he describes this level as "the most controversial of the learning levels"? • Three Examples: How do the examples illustrate the levels of learning? <p>2.2 Writing a Personal Essay Write an essay in which you explain and reflect on a recent learning experience you have had in or out of school. Then, use Prensky's levels of learning to analyze how, why, where, and when/whether the learning occurred during your recent learning experience.</p> <p>2.3 Thinking Across Texts Analyze transcripts of game play to answer the following question: How does learning happen during game play at each of the five levels of learning Prensky outlines in the text (i.e., how, what, why, where, when/whether)?</p> <p>2.4 Thinking Across Texts Synthesize the information in Prensky's and McGonigal's ("What Exactly Is a Game") texts, and create a visual that shows what information is the same and what is different.</p>	<p>3.1 Comprehension Write an explanation that summarizes collective intelligence and how video gaming demonstrates this idea. Draw evidence from across the text for your explanation.</p> <p>3.2 Significance Identify evidence that you find most significant to McGonigal's claim that video gamers may be the world's most literate and practiced community when it comes to developing new, real-world skills of collaboration and collective intelligence.</p> <p>3.3 Analysis How does McGonigal structure her article? How does this structure support her argument about how video games can be used to solve real-world problems?</p> <p>3.4 Thinking Across Texts Using what you have learned from each of the three texts as well as your transcript analysis, write an essay in which you draw from each of these sources to explain how games and game playing relate to the real world.</p>
<p>4.1 Access Prior Knowledge About Topics: What is learning? What is a game? What is the relationship between games and learning?</p>	<p>4.1 Planning to Write Select key ideas to summarize based on your learning from the reading, writings, and discussion throughout the unit. Which of these ideas overlap in the texts?</p> <p>4.2 Integrating Quotations How can quotations be effectively integrated into writing?</p> <p>4.3 Writing an Essay Write an essay in which you explain how learning happens through playing games. Be sure to synthesize related information from all three texts as well as your transcript analysis and write to an audience who has not read the texts.</p> <p>4.4 Revising and Peer Review How does your essay meet the characteristics of an effective synthesis? How will you use feedback to develop and strengthen your writing?</p> <p>4.5 Publishing and Reflecting From engaging in this unit, what did you learn about games and learning? What did you learn about synthesizing texts? Why is synthesis an important skill to learn and practice?</p>		

Culminating Assignment

Write an essay in which you explain how learning happens through playing games. Be sure to synthesize related information from all three texts as well as your transcript analysis and write to an audience who has not read the texts.

Common Core State Standards¹ (CCSS)

College and Career Readiness Anchor Standards:

Reading (p. 35)

1. 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.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
10. Read and comprehend complex literary and informational texts independently and proficiently.

Writing (p. 41)

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

1 Council of Chief State School Officers (CCSSO) & National Governors Association Center for Best Practices (NGA Center). (2012). *Common core state standards for English language arts & literacy in history/social studies, science and technical subjects*. Retrieved from http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf

Speaking and Listening (p. 48)

1. 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.
4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

Language (p. 51)

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Note

- CCSS grade-level focus standards are provided at the end of each task. For standards where there is partial alignment, the underlined words and phrases indicate the part of the standard to which the task is aligned. The callout boxes featuring teaching and technology options contain the standards specifically aligned to those options.

Comprehension

TASK 3.1

- Write an explanation that summarizes collective intelligence and how video gaming demonstrates this idea. Draw evidence from across the text for your explanation.



Materials

- “Gamers Have Skills. Let’s Tap ‘em.” by Jane McGonigal¹³
- Chart: Characteristics of Effective Explanations
- [Wiki, blog, or other online forum](#)
- Reader/Writer Notebook
- Chart paper and markers

Teaching Approach

Individual Work

Ask students to read, “Gamers Have Skills. Let’s Tap ‘em.” Post the following questions to guide students’ reading:

- What is collective intelligence?
- How does video gaming demonstrate the concept of collective intelligence?

Ask students to annotate the text while reading by highlighting, underlining, circling, and/or taking notes in the margins.

Pair Work

In pairs, students share their annotations and use them to answer the following questions:

- What is collective intelligence?
- How does video gaming demonstrate the concept of collective intelligence?

Whole Group

Students share answers aloud to the above questions while you record their responses.

Whole Group

Tell students that they are going to use, “Gamers Have Skills. Let’s Tap ‘em.” to write an explanation that summarizes collective intelligence and how video gaming demonstrates this idea. They will need to draw evidence from across the text to support their explanation.

13 McGonigal, J. (2007, November 5). Gamers have skills. Let’s tap ‘em. *Christian Science Monitor*. Retrieved from: <http://www.csmonitor.com/2007/1105/p09s01-coop.html>

TASK 3.1

Individual Work

Ask students to write an explanation that summarizes collective intelligence and how video gaming demonstrates this idea. In their summaries, students draw evidence from across the text for their explanation.



Teaching Option—Model Writing a Summary: For students who need additional support, model writing an explanation that summarizes an idea or concept from “What Exactly Is a Game” or “What Kids Learn That’s Positive From Video Games.” First, prepare students for the model by explaining that you will be modeling a task that students will then be asked to do with “Gamers Have Skills. Let’s Tap ‘em.” Ask students to take notes on what you are saying and doing to complete the task. Then, model writing an explanation that summarizes a particular idea or concept in the text or portion of the text by working from annotations taken during reading. Demonstrate using these notes to write an explanation that summarizes an idea or concept in the text. As you model, students take notes on what you are thinking about, doing, and saying. After completing the model, ask students to share what they noticed you thinking about, doing, and saying to write the explanation. Take notes and post for students to use when they write their own explanations.

Pair Work

Individuals share their writing with a partner. Each student takes a turn reading his or her explanation aloud. Listeners use the questions below to guide their feedback:

- How does the writer explain collective intelligence?
- How does the writer explain how video gaming demonstrates the idea of collective intelligence?
- What evidence does the writer use to support his or her explanation?

As pairs share their explanations, circulate around the room to identify effective work to share with the class. Ask identified students to share their explanations with the whole class.

Whole Group

Invite previously identified students to read their explanation aloud to the group. After each explanation is read, ask the class what made it effective. With the class, generate a chart, “Characteristics of Effective Explanations.”



Technology Option: Students may compose their explanation on a class wiki page, forum, or blog post. Students then respond to their peers’ posts rather than working in pairs. Ask students to respond to two posts. In their responses, students should focus their responses on the following questions:

- How does the writer explain collective intelligence?
- How does the writer explain how video gaming demonstrates the idea of collective intelligence?
- What evidence does the writer use to support his or her explanation?

After students have responded, ask the class what makes it effective. With the class, generate a chart, Characteristics of Effective Explanations. (W.8.6)

Individual Work

Students revise their explanations using the feedback they received and the chart, Characteristics of Effective Explanations. Students turn in their work for teacher review and feedback.

Formative Assessment

Review students' explanations to determine small and whole group follow-up instruction and to identify particularly effective essays that can be shared with the class to provide them with additional models. Remove the name from students' essays before you share them with the class.

Focus Standards

(CCSS, 2012, p. 39, 42-44, 49, 52)

Reading Informational Text

RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RI.8.2 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.

RI.8.10 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.

Writing

W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.8.5 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, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8 here.)

W.8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.8.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening

SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics, texts, and issues*, building on others' ideas and expressing their own clearly.

Language

L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

TASK
3.4

Thinking Across Texts

- *You have now read three texts on gaming. Using what you have learned from each text, as well as your transcript analysis, write an essay in which you draw from each of these sources to explain how games and game play relates to the real world.*



Materials

- “What Exactly Is a Game?” by Jane McGonigal
- “What Kids Learn That’s Positive From Video Games” by Marc Prensky
- “Gamers Have Skills. Let’s Tap ‘em.” by Jane McGonigal
- Handout of model(s) of informational texts
- Transcript Analysis from Task 2.3
- Chart: Characteristics of Effective Informational Essays
- Reader/Writer Notebook
- Chart paper and markers

Teaching Approach

Teacher Explanation

Tell students that this next task will require them to write an essay in which they draw from each of these sources to explain how games and game playing relates to the real world.

Whole Group

Provide students with one or two models of informational texts. Ask students to use the model(s) to answer the following question:

- What makes an informational essay effective?

Examples of model informational texts to use with students might include: “The Secrets of Sleep” by D.T. Max,¹⁴ “Green Cars” by Margaret Juhae Lee,¹⁵ “Why We’re Motivated to Exercise. Or Not.” by Gretchen Reynolds,¹⁶ or “A Little Deception Helps Push Athletes to the Limit” by Gina Kolata.¹⁷

Pair Work

Using the model informational text(s), ask students to work with a partner to create and post a chart in response to the following question:

- What makes an informational essay effective?

14 Max, D. T. (2010, May). The secrets of sleep. *National Geographic*. Retrieved from <http://ngm.nationalgeographic.com/2010/05/sleep/max-text>

15 Lee, M. J. (2005, July). Green cars. *National Geographic*. Retrieved from: <http://environment.nationalgeographic.com/environment/global-warming/green-cars.html>

16 Reynolds, G. (2013, April 17). Why we’re motivated to exercise. Or not. *The New York Times*. Retrieved from: http://well.blogs.nytimes.com/2013/04/17/why-were-motivated-to-exercise-or-not/?_r=0

17 Kolata, G. (2011, September 19). A little deception helps push athletes to the limit. *The New York Times*. Retrieved from: <http://www.nytimes.com/2011/09/20/health/nutrition/20best.html?pagewanted=all>

Gallery Walk

Students circulate around the room reading their peers' charts, making note of the similarities and differences between their charts and that of their peers.

Whole Group

Engage the group in discussing what they noted as they reviewed their peers' charts. Then, create a class chart titled, "Characteristics of Effective Informational Essays."

Display this chart for the duration of the unit, adding to it as students deepen their understanding of effective informational essays.¹⁸

Charts may vary by class, but will probably include variations of the following:

- The informational essay is interesting and thought-provoking
- Develops the topic of real-world learning with relevant, well-chosen information and examples from the text
- Evidence and examples are accurately cited and clearly explained
- The writing is clear, coherent, and easy to follow
- The development, organization, and style are appropriate to the task, purpose, and audience
- Academic and domain-specific language is used to express and explain ideas

Whole Group

Tell students that they will write an informational essay in response to the prompt:

You have now read three texts on gaming. Using what you have learned from each text, as well as your transcript analysis, write an essay in which you draw from each of these sources to explain how games and game play relate to the real world.

Pair Work

In pairs, students analyze the prompt, looking specifically at what the prompt is asking them to do.

Whole Group

Invite students to share what they discussed in pairs about the requirements of the prompt. Then ask students what aspects of the task appear easy to complete and about which aspects of the task they have questions. Using students' responses as a guide, answer student questions or provide mini-lessons on aspects of the task about which students have questions. Note: Students may have difficulty thinking about their transcript analysis as a source. Talk with students about how they can use their work with the transcripts to draw inferences about real-world learning.

Ask students to reread "What Exactly Is a Game?," "What Kids Learn That's Positive From Video Games," and "Gamers Have Skills. Let's Tap 'em." and to study their work from the transcript analysis (Task 2.3). Students should focus this rereading and studying to look for places where each author explicitly or implicitly addresses how games and game play relate to the real world.

18 The specificity of the charts should depend on the amount of support students need for writing an effective informational essay. For some classes, the chart might need to state, for example, that transitions are used to link major sections of the text, create cohesion, and clarify the relationship among claims, counterclaims, reasons, and evidence. For other classes, it might be sufficient to state that the writing should be clear, coherent, and easy to follow.

**TASK
3.4****Whole Group**

Invite students to share what they discussed in pairs. Then, help students outline next steps and answer any questions they may have about writing the essay.

Individual Work

Students write a draft of an essay in which they explain how each author thinks games and game play relate to the real world. Students should justify their explanations with evidence from all three texts.

Pair Work

Students share their essays in pairs by reading them aloud. Listeners focus on the following questions:

1. How does the writer develop the topic of the essay?
2. How does each source make a connection between how games and/or game play relate to the real world?
3. What evidence is used to support how each source connects games/game play to the real world?¹⁹

Listeners may also refer to the chart, Characteristics of Effective Informational Essays to guide their feedback.

As students are sharing their essays, circulate around the room to identify effective informational essays to share with the class. Ask those students if they would share their essays with the whole group.

Individual Work

Students revise their essays using peer feedback and the chart, Characteristics of Effective Informational Essays, as a guide. Students turn in their informational essays for teacher review and feedback.

Formative Assessment

Review student essays to determine small and whole group follow-up instruction and to identify particularly effective essays that can be shared with the class to provide them with additional examples. Remove the name from students' essays before you share them with the class.

19 Consider adding additional questions based on the class-generated chart, "Characteristics of Effective Informational Essays."

Focus Standards

(CCSS, 2012, p. 39, 42-44, 49, 52)

Reading Informational Text

RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

CCRA.R.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RI.8.10 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.

Writing

W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.8.5 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, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8 here.)

W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.8.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening

SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics, texts, and issues*, building on others' ideas and expressing their own clearly.

Language

L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Integrating Quotations

- *How can quotations be effectively integrated into writing?*



Materials

- “What Exactly Is a Game?” by Jane McGonigal
- “What Kids Learn That’s Positive From Video Games” by Marc Prensky
- “Gamers Have Skills. Let’s Tap ‘em.” by Jane McGonigal
- Models of writing that effectively use, introduce, integrate, and explain quotations
- Document camera, Smart Board, or projector
- Reader/Writer Notebook
- Chart paper and markers

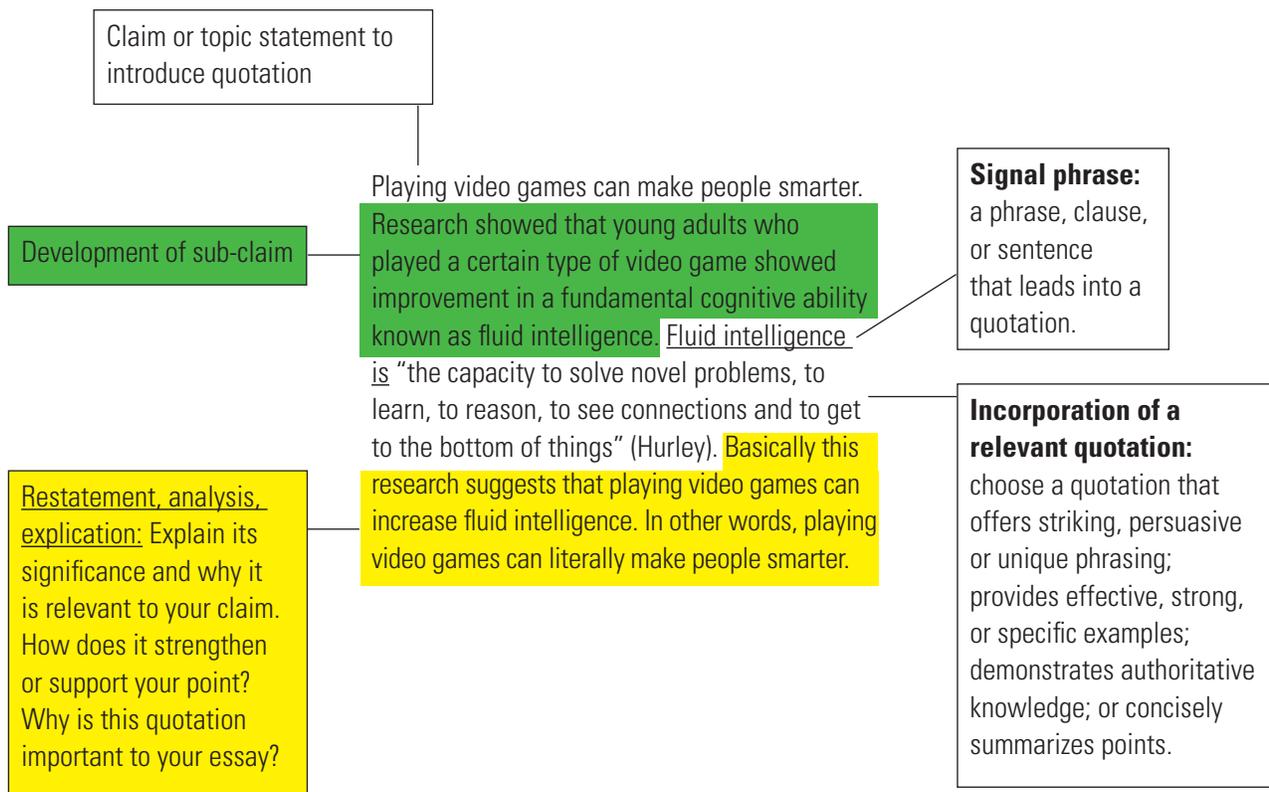
Teaching Approach

Teacher Explanation

Explain to students that before they draft their essay, they are going to learn about integrating quotations and citing sources.

Whole Group

Display the following example for the class by using a document camera, Smart Board, or projector. Use this as an example to demonstrate how quotations can emphasize important points, provide explanations, support claims, and provide important reasons and evidence.



TASK
4.2**Individual Work**

Students use “Gamers Have Skills. Let’s Tap ‘em.” to analyze how McGonigal integrates quotations into her work. Point students to paragraphs five through nine (there are two quotations embedded in these paragraphs).

Then, ask students to answer the following questions in their Reader/Writer Notebooks for each quotation:

1. How does she use a claim to introduce her quotation?
2. What, if anything, has the writer said to explain the relevance of the quotation and tie it to her own text?

Pair Work

Students briefly share notes with a partner to prepare for a whole group share.

Whole Group

Ask students to share their notes to the questions about McGonigal’s use of quotations.

Whole Group

After the discussion on integrating quotations, conduct a mini-lesson or review the correct way to cite sources based on the needs of your students and research style used in your school.

Individual Work

Using the cluster topics on how learning happens through playing games, students begin forming an outline for their essay. Then, students look for evidence from the texts to support and explain how their chosen topic(s) supports the idea of how learning happens through playing games.

Focus Standards

(CCSS, 2012, p. 39, 44, 52)

Reading Informational Text

RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RI.8.10 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.

Speaking and Listening

SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics, texts, and issues*, building on others’ ideas and expressing their own clearly.

Language

L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

TASK
4.3

Culminating Assignment: Writing an Essay Grade 8

As part of this unit, you have done work around how learning happens through playing games by reading, writing about, and discussing complex texts. This culminating assignment asks you to use what you learned to write an essay that synthesizes information from all three texts.

- **Your Task:** Write an essay in which you explain how learning happens through playing games. Be sure to synthesize related information from all three texts as well as your transcript analysis and write to an audience who has not read the texts.

Materials

- “What Exactly Is a Game?” by Jane McGonigal
- “What Kids Learn That’s Positive From Video Games” by Marc Prensky
- “Gamers Have Skills. Let’s Tap ‘em.” by Jane McGonigal
- Transcript Analysis from Task 2.3
- List: Characteristics of an Effective Synthesis
- Chart: Characteristics of Effective Informational Essays
- Reader/Writer Notebook

Your synthesis should feature:

- an introduction that introduces and organizes your information.
- relevant and thorough information to develop your essay.
- use of appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- quotations that are effectively integrated into your essay.
- development, organization, and style that are appropriate to the task, purpose, and audience.
- references that are correctly cited.
- a concluding statement or section that follows from and supports the information or explanation presented.

StepBack Questions

TASK 4.3

Please answer the following questions in the space below. Your responses will be collected but not graded.

1. What did you find easy about writing the essay?

2. What did you find difficult about it?

3. What questions do you still have?

**TASK
4.3****Focus Standards****(CCSS, 2012, p. 39, 42-44, 52)****Reading Informational Text**

RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

CCRA.R.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RI.8.10 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.

Writing

W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.8.5 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, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8 here.)

W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.8.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Language

L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Instruction that Deepens Mathematical Understanding

Tennessee Department of Education
Common Core Leadership Course 202

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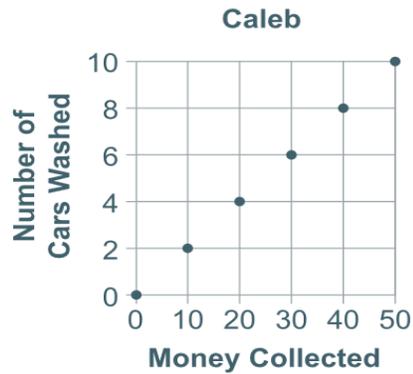
Course Goals/Objectives

- 1) Further develop our understanding of the expectations of the standards and PARCC in math. Examine student work for strengths and areas for growth.
- 2) Unpack components of a lesson that support rigorous mathematical thinking.
- 3) Develop a plan of action to help all students meet expectation by class 3.
- 4) Step back and consider the implications of our work thus far on local planning for the coming year. Understand the available resources to support instructional planning in the coming year.

Middle School Math Task #2

Car Wash Task

Moses High School held a car wash fundraiser for their girls' basketball team. Tessa and Caleb are students at Moses High School. Each recorded some information about the money collected and the number of cars washed.

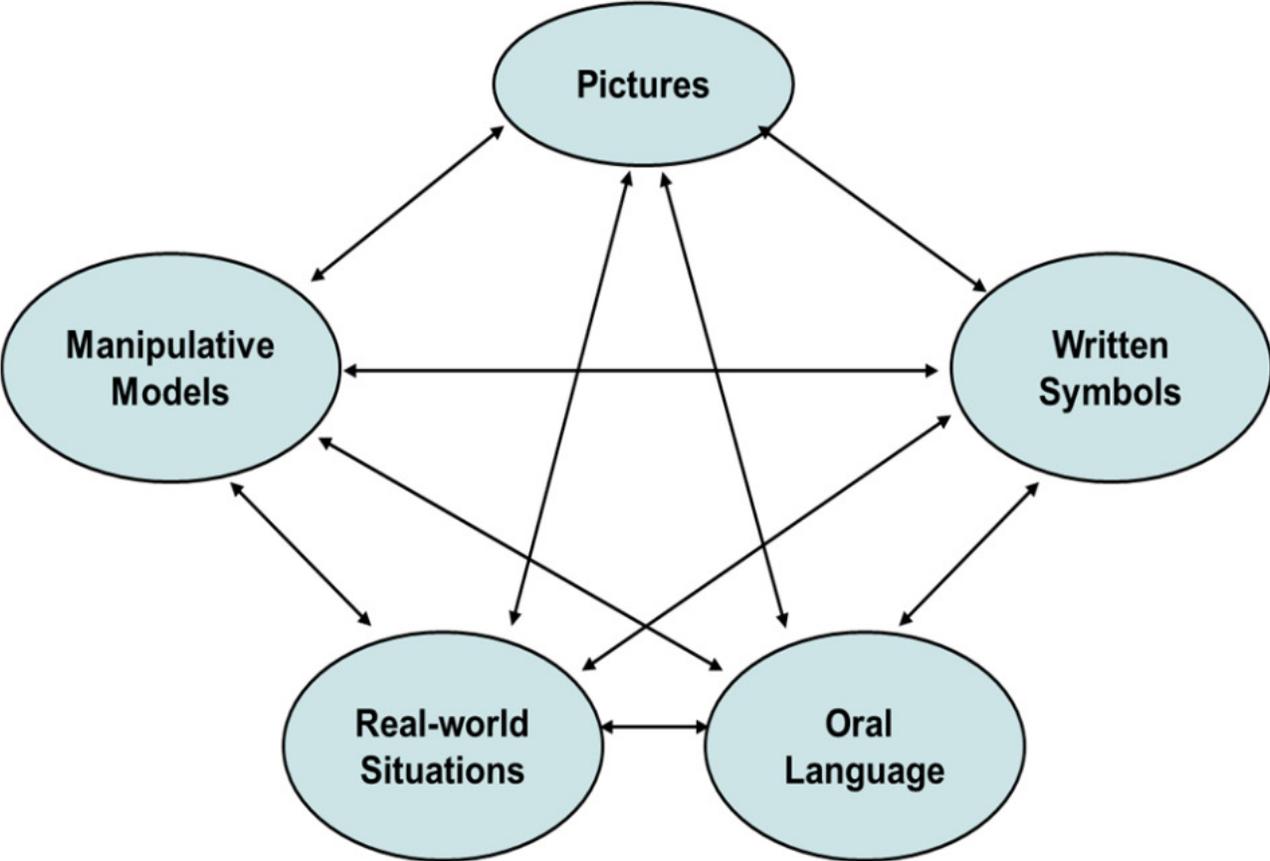


- a. Tessa and Caleb both claim that their graphs represent proportional relationships. Use mathematical reasoning to agree or disagree with their claims.

- b. Caleb thinks that the graphs represent the same situation but show different unit rates. Explain Caleb's reason for arguing that the graphs show different unit rates.

- c. What does each unit rate mean in the context of the car wash fundraiser?

Multiple Representations



Adapted from Lesh, Post, & Behr, 1987

Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Bridge to Practice #1: Car Wash Task

- a. Tessa and Caleb both claim that their graphs represent proportional relationships. Use mathematical reasoning to agree or disagree with their claims.

$T = \frac{5}{1} \quad \frac{10}{2} = \frac{5}{1} \quad \frac{15}{3} = \frac{5}{1} \quad \frac{20}{4} = \frac{5}{1} \quad \frac{25}{5} = \frac{5}{1}$

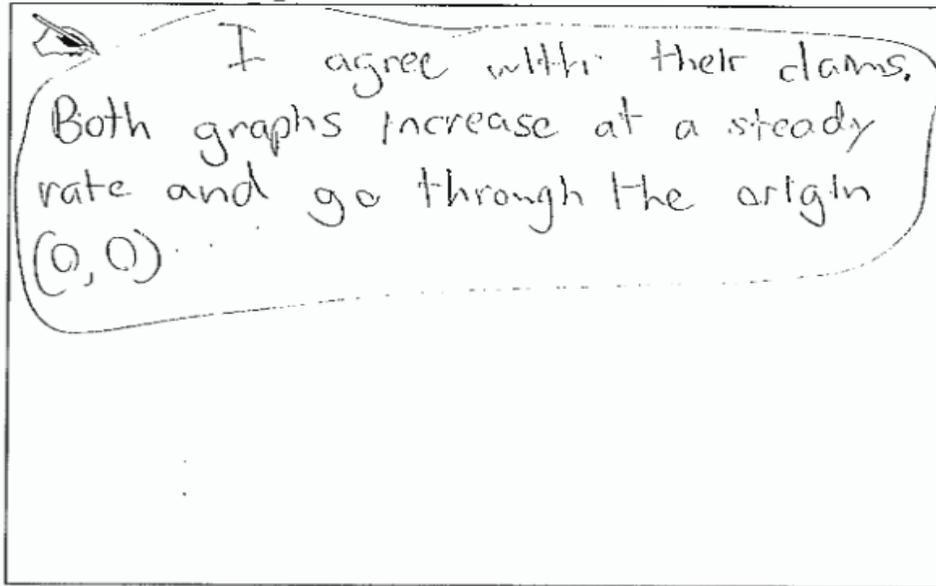
$C = \frac{2}{10} = \frac{1}{5} \quad \frac{4}{20} = \frac{1}{5} \quad \frac{6}{30} = \frac{1}{5} \quad \frac{8}{40} = \frac{1}{5} \quad \frac{10}{50} = \frac{1}{5}$

The graphs are proportional within themselves. But if you are comparing them they are not proportional.

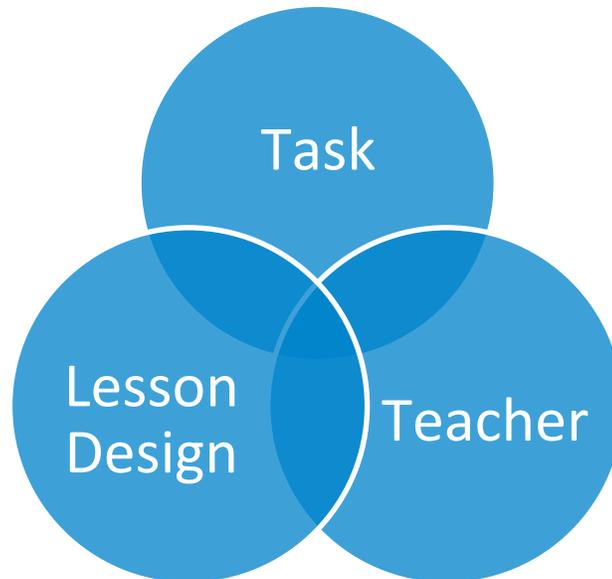
$5 \neq \frac{1}{5}$

Car Wash Task (Continued)

- a. Tessa and Caleb both claim that their graphs represent proportional relationships. Use mathematical reasoning to agree or disagree with their claims.



Supporting Understanding of a Lesson



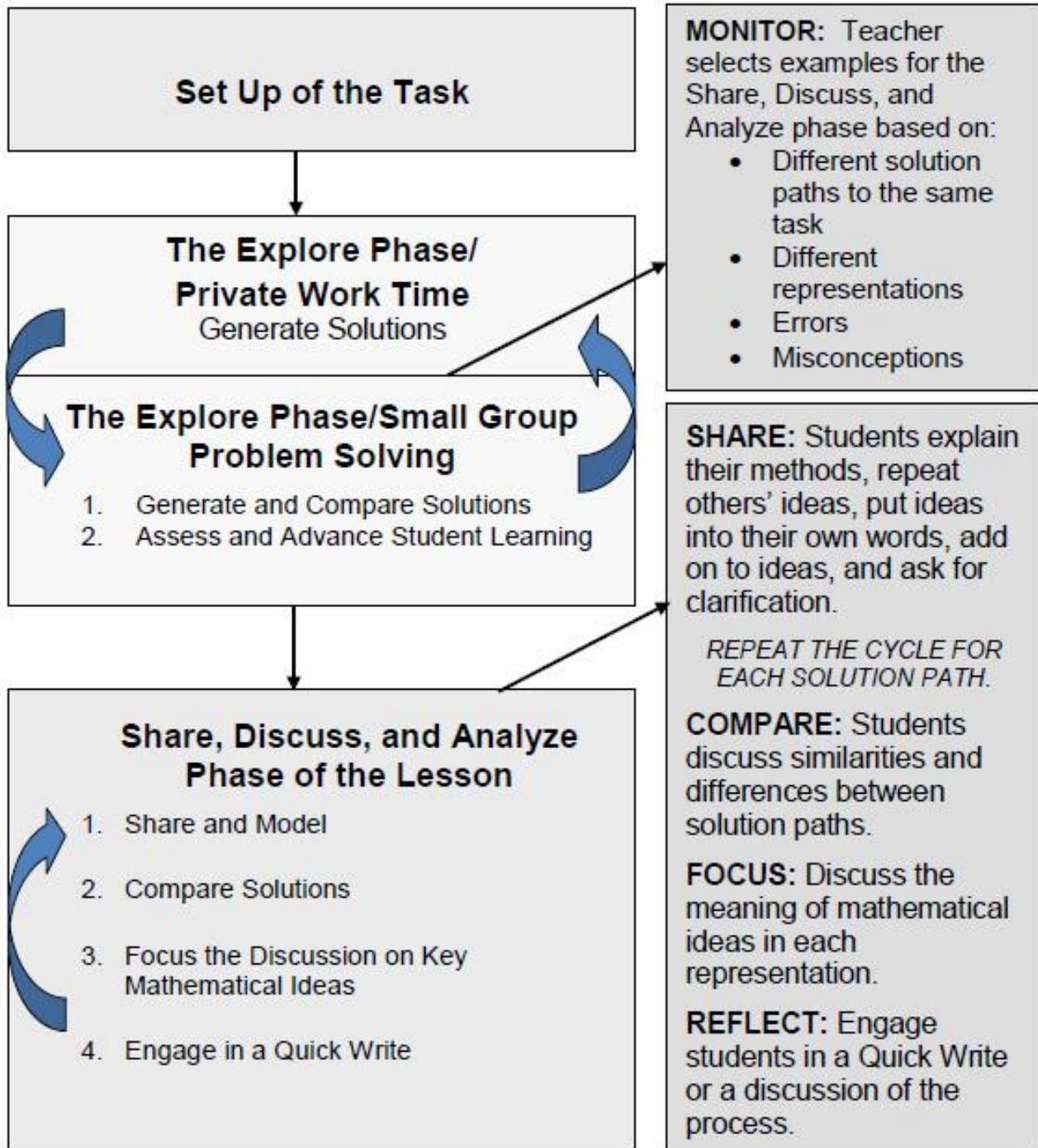
Notes:

The Task:

The Lesson Design:

The Teacher:

Structures and Routines of a Lesson



Mathematics Task Arcs

Overview of Mathematics Task Arcs:

A task arc is a set of related lessons which consists of eight tasks and their associated lesson guides. The lessons are focused on a small number of standards within a domain of the Common Core State Standards for Mathematics. In some cases, a small number of related standards from more than one domain may be addressed.

A unique aspect of the task arc is the identification of essential understandings of mathematics. An essential understanding is the underlying mathematical truth in the lesson. The essential understandings are critical later in the lesson guides, because of the solution paths and the discussion questions outlined in the share, discuss, and analyze phase of the lesson are driven by the essential understandings.

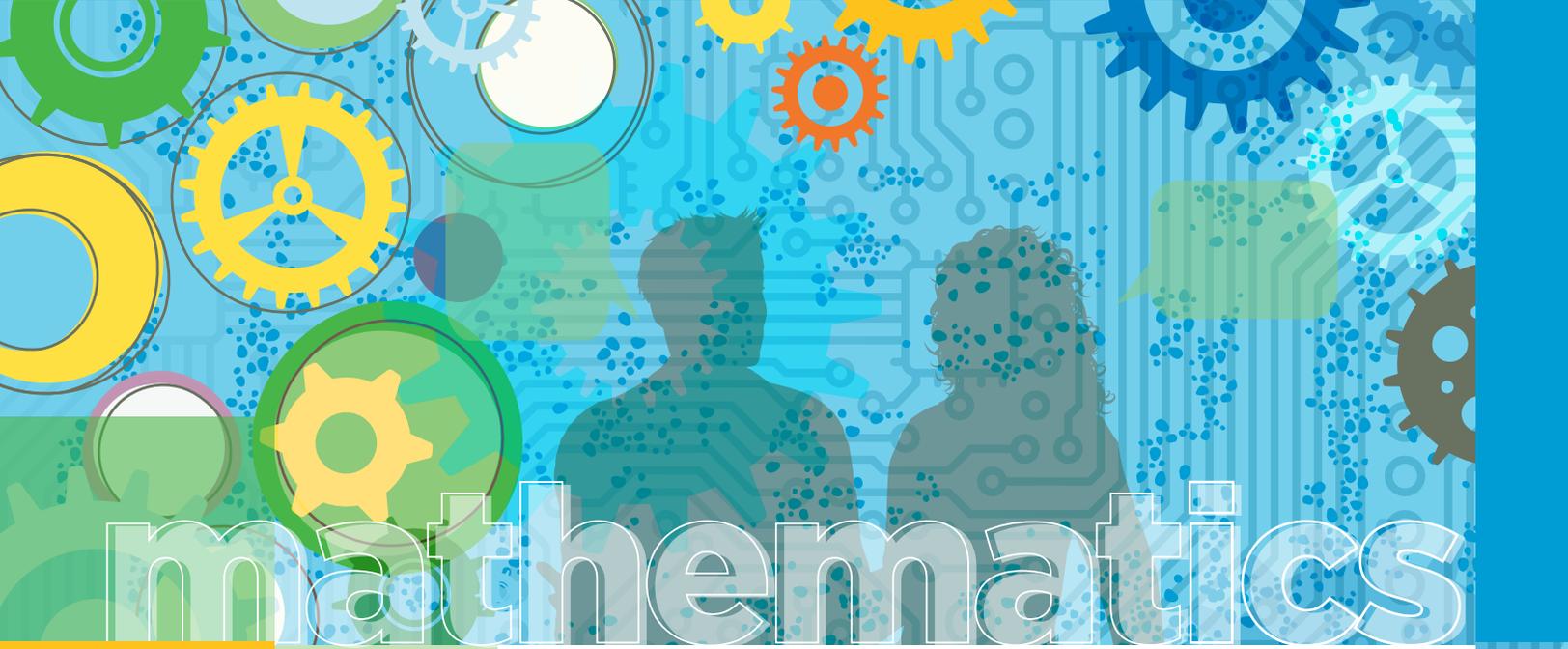
The Lesson Progression Chart found in each task arc outlines the growing focus of content to be studied and the strategies and representations students may use. The lessons are sequenced in deliberate and intentional ways and are designed to be implemented in their entirety. It is possible for students to develop a deep understanding of concepts because a small number of standards are targeted. Lesson concepts remain the same as the lessons progress; however the context or representations change.

Bias and sensitivity:

Social, ethnic, racial, religious, and gender bias is best determined at the local level where educators have in-depth knowledge of the culture and values of the community in which students live. The TDOE asks local districts to review these curricular units for social, ethnic, racial, religious, and gender bias before use in local schools.

Copyright:

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mathematics

Grade **8**

Equations and Linear Functions: Solving Linear Equations in One Variable

A SET OF RELATED LESSONS

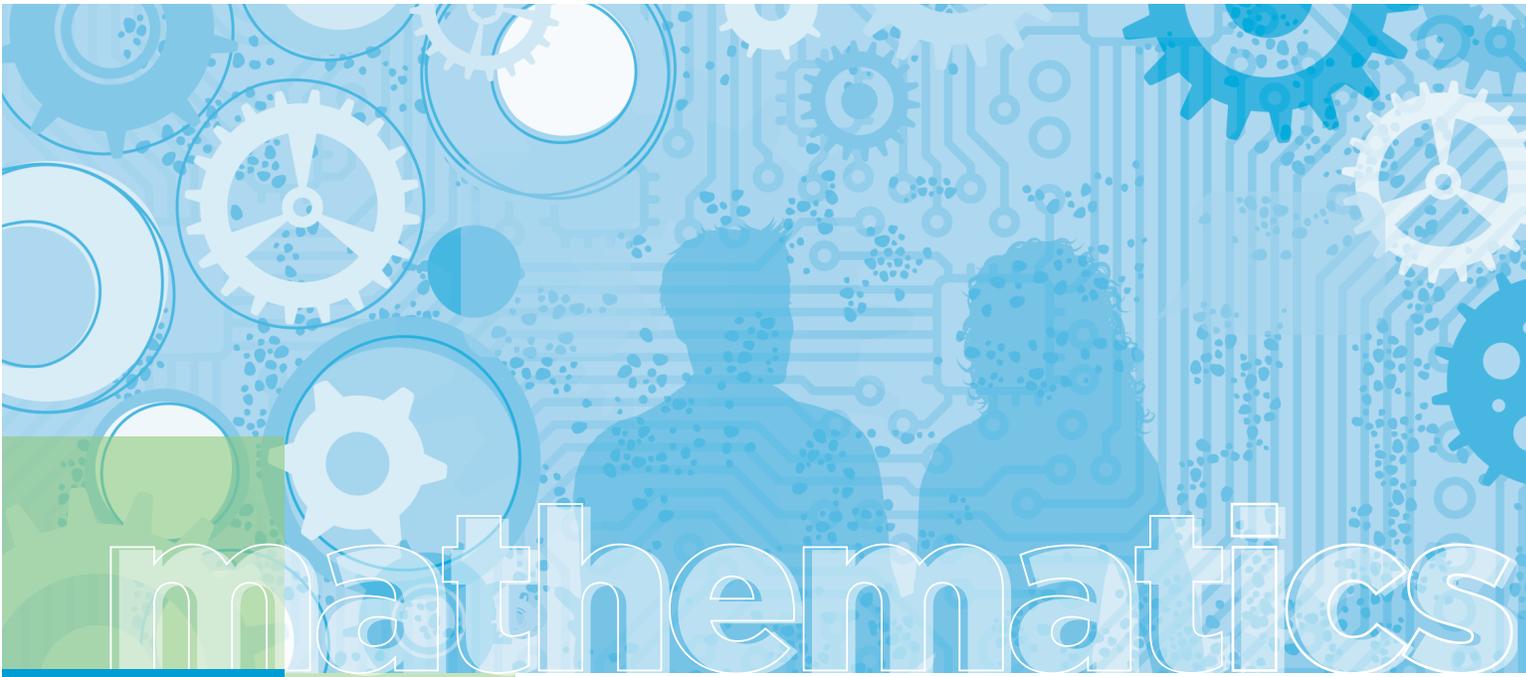
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Grade **8**

Introduction

Equations and Linear Functions:
Solving Linear Equations in One Variable

A SET OF RELATED LESSONS

Overview

In this set of related tasks, students write and solve linear equations in one variable, focusing particular attention on what it means for a value to be in the solution set of a linear equation in one variable. There are a total of eight tasks in this set of related lessons. Six of the tasks are developing understanding tasks and two are solidifying understanding tasks. The related lessons address the Common Core State Standards 8.EE.C.7, 8.EE.C.7a, and 8.EE.C.7b and require students to make use of the Mathematical Practice Standards.

The first four tasks focus on identifying solutions and developing methods of finding solutions, beginning with context and written language before moving to symbolic representation. In Task 1, students determine whether a given value is the solution of a riddle that can be represented by a linear equation in one variable. In Tasks 2 and 3, students begin to develop systematic methods of determining the solution(s) to a linear equation in one variable. Students solidify their understanding of what it means for a value to be a solution to an equation and how the properties of equality can be used to determine the solution in Task 4.

In Tasks 5 - 8, students explore more complex relationships and discover that a linear equation in one variable may have zero, one, or infinitely many solutions. Task 5 explores the idea of equivalence as students develop their own criteria for what it means for linear equations in one variable to be equivalent. In Tasks 6 and 7, students encounter linear equations in one variable that have zero solutions and infinitely many solutions. Student understanding of how to manipulate functions and to identify the number of solutions is solidified in Task 8.

The prerequisite knowledge necessary to enter these lessons is a developing understanding of using algebraic expressions to represent operations on a variable quantity. Students should have experience operating with rational numbers including negative rational numbers.

Through engagement in the lessons in this set of related tasks, students will:

- determine whether or not a value is in the solution set of a linear equation in one variable;
- use the distributive property, collecting like terms and properties of equality to simplify and solve linear equations in one variable; and
- classify linear equations as having no solution, a unique solution, or infinitely many solutions.

By the end of these lessons, students will be able to answer the following overarching questions:

- What does it mean for a value to be a solution of an equation?
- How do we systematically solve linear equations in one variable using the properties of equality?
- How do we recognize and interpret when a linear equation in one variable has zero solutions or infinitely many solutions?

The questions provided in the guide will make it possible for students to work in ways consistent with the Standards for Mathematical Practice. It is not the Institute for Learning's expectation that students will name the Standards for Mathematical Practice. Instead, the teacher can mark agreement and disagreement of mathematical reasoning or identify characteristics of a good explanation (MP3). The teacher can note and mark times when students independently provide an equation and then re-contextualize the equation in the context of the situational problem (MP2). The teacher might also ask students to reflect on the benefit of using repeated reasoning, as this may help them understand the value of this mathematical practice in helping them see patterns and relationships (MP8). In study groups, topics such as these should be discussed regularly because the lesson guides have been designed with these ideas in mind. You and your colleagues may consider labeling the questions in the guide with the Standards for Mathematical Practice.

Identified CCSSM and Essential Understandings

CCSS for Mathematical Content		Essential Understandings
Analyze and solve linear equations and pairs of simultaneous linear equations.		
8.EE.C.7	Solve linear equations in one variable.	<p>An equation is a statement that two expressions have the same value. As a result, it can be judged true or false. The solution (set) to an equation is the value of the variable(s) that make the statement true.</p> <p>An equation is true when the expressions on either side are equal to each other. A solution is a value that makes the equation true. Therefore substituting a solution in for the variable and simplifying will result in a true equation.</p>
8.EE.C.7a	Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form $x = a$, $a = a$, or $a = b$ results (where a and b are different numbers).	<p>Because an equation is a statement that two expressions have the same value, certain properties apply.</p> <ul style="list-style-type: none"> • The addition property of equality indicates that adding the same number to both expressions in the equation maintains the balance in the equation. • The subtraction property of equality indicates that subtracting the same number from both expressions in the equation maintains the balance in the equation. • The multiplication property of equality indicates that multiplying each expression in the equation by the same non-zero number maintains the balance in the equation. • The division property of equality indicates that dividing the same non-zero number into both expressions in the equation maintains the balance in the equation. <p>Two or more equations are equivalent if each can be transformed into the others through a series of successive uses of the addition, subtraction, multiplication and division properties of equality.</p>

CCSS for Mathematical Content	Essential Understandings	
8.EE.C.7a (Continued)	<p>Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form $x = a$, $a = a$, or $a = b$ results (where a and b are different numbers).</p>	<p>When the addition, subtraction, multiplication and division properties of equality are applied appropriately to a linear equation in one variable, three possibilities exist.</p> <ul style="list-style-type: none"> • The equation simplifies to $x = a$, implying that a is the only solution to the equation, because it is the only number that, when substituted for the variable x, makes the equation a true statement. • The equation simplifies to $a = a$, implying there are infinitely many solutions to the equation because any number substituted for the variable x will make the equation a true statement. • The equation simplifies to $a = b$, where a and b are not the same numbers, implying there are no solutions to this equation, because there are no numbers that can be substituted for the variable x to make the equation a true statement. <p>Equivalent equations have the same solution set, because applying the addition, subtraction, multiplication, and division properties of equality maintains the balance and the solution(s) of the equation.</p>
8.EE.C.7b	<p>Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.</p>	<p>While the distributive property of multiplication over addition and/or combining (collecting) like terms changes the look of an expression, it does not change its value. Therefore, applying the distributive property or collecting like terms to one expression in an equation does not affect the solution set of the equation.</p>

The CCSS for Mathematical Practice

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

**Common Core State Standards, 2010, NGA Center/CCSSO*

Tasks' CCSSM Alignment

Task	8.EE.C.7	8.EE.C.7a	8.EE.C.7b	MP 1	MP 2	MP 3	MP 4	MP 5	MP 6	MP 7	MP 8
Task 1 Riddles Developing Understanding	✓			✓	✓	✓	✓		✓	✓	✓
Task 2 Explore the Ocean Floor Developing Understanding	✓			✓	✓	✓	✓		✓	✓	✓
Task 3 X Marks the Spot Developing Understanding	✓	✓		✓		✓			✓	✓	
Task 4 Solve It! Solidifying Understanding	✓	✓		✓		✓	✓		✓	✓	✓
Task 5 Same or Different? Developing Understanding	✓	✓		✓		✓			✓	✓	✓
Task 6 Saving Money Developing Understanding	✓	✓	✓	✓	✓	✓			✓	✓	
Task 7 Malik's Work Developing Understanding	✓	✓	✓	✓		✓			✓	✓	
Task 8 How Many Solutions? Solidifying Understanding	✓	✓	✓	✓		✓	✓		✓	✓	✓

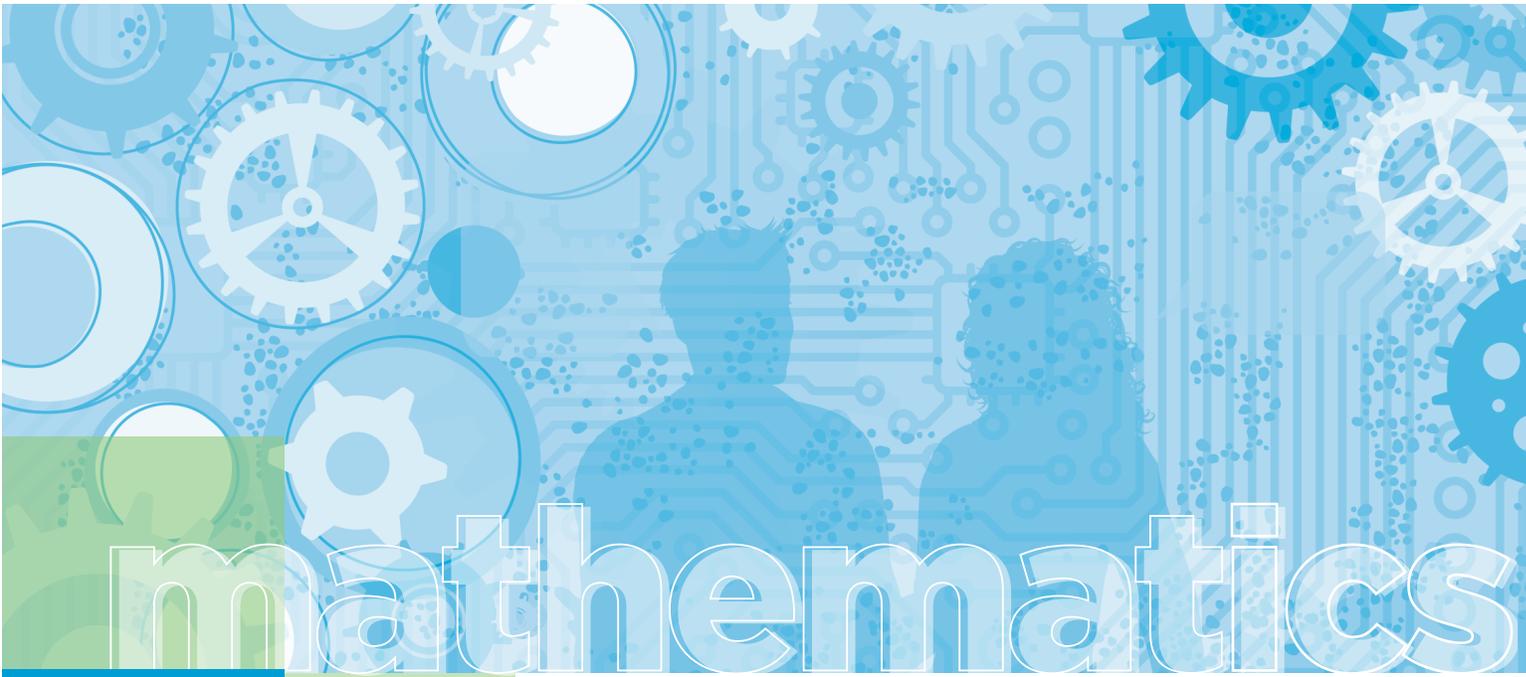
Lesson Progression Chart

Overarching Questions

- What does it mean for a value to be a solution of an equation?
- How do we systematically solve linear equations in one variable using the properties of equality?
- How do we recognize and interpret when a linear equation in one variable has zero solutions or infinitely many solutions?

	TASK 1 Riddles <i>Developing</i> <i>Understanding</i>	TASK 2 Explore the Ocean Floor <i>Developing</i> <i>Understanding</i>	TASK 3 X Marks the Spot <i>Developing</i> <i>Understanding</i>	TASK 4 Solve It! <i>Solidifying</i> <i>Understanding</i>
Content	An equation is a statement that two expressions have the same value. A solution makes the equation true.	Linear equations in one variable can be solved using tables, arithmetic, and/or algebraic manipulation.	Properties of equality can be used to “undo” the operations being applied to a variable to determine the number that satisfies the equation.	Solidify understandings developed in Tasks 1 -3.
Strategy	Using a proposed solution as a starting point, develop an argument as to the solution.	Students may choose to extend and interpolate a table or develop a more efficient strategy for finding a precise solution.	Students will critique the reasoning of three students working to solve the equation to determine a general efficient method for solving equations.	Students will look for and express regularity in repeated reasoning to solidify the above understandings.
Representations	Starts with context and students represent using numeric expressions, tables, and algebraic expressions.	Starts with context and a table. Students extend and interpolate the table and may represent symbolically, as well.	Starts with equations. Students may use tables and numeric expressions or may work with the algebraic equations provided.	Starts with relationships represented in written language, equations, and context. Students write and solve algebraic equations to represent these relationships.

	TASK 5 Same or Different? <i>Developing Understanding</i>	TASK 6 Saving Money <i>Developing Understanding</i>	TASK 7 Malik's Work <i>Developing Understanding</i>	TASK 8 How Many Solutions? <i>Solidifying Understanding</i>
Content	Linear equations in one variable are equivalent if and only if they have the same solution(s). Properties of equality can be used to generate equivalent equations.	If an equation is simplified using the properties of equality to the form $a = b$, where a and b are different numbers, then the equation has no solutions.	If an equation is simplified using the properties of equality to the form $a = a$, then the equation has infinitely many solutions. Applying the distributive property and combining like terms on one or both sides of an equation does not affect the solution(s) of the equation.	Solidify understandings developed in Tasks 5 - 7.
Strategy	Students will analyze four equations to determine whether or not they are equivalent to a given equation. Students will solve the equations and will apply arithmetic properties of equality to transform equations.	Compare two tables of data representing savings over the course of several months. Using a provided equation, students will discover that the amounts in the savings accounts will never be the same if they continue to increase at the same rates.	Students will analyze and interpret work showing an equation that simplifies to the form $a = a$.	Students will solve several equations and determine whether the equation has zero, one, or infinitely many solutions. They will generalize from these examples and then write equations with a given number of solutions.
Representations	Starts with algebraic equations. Students may introduce tables and/or numeric equations, as well.	Starts with context modeled by tables and an equation. Students will continue to work with all three of these representations, making connections between them.	Starts with an algebraic equation and written language. Students will use these representations and may introduce tables and numeric equations, as well.	Starts with equations and written language. Students will use these representations to look for and express regularity in repeated reasoning.



Grade **8**

Tasks and Lesson Guides

Equations and Linear Functions:
Solving Linear Equations in One Variable

A SET OF RELATED LESSONS

Name _____

TASK
1

Riddles

1. Maria says, "If I multiply the current temperature by 4 and then subtract 40, the result is the same as 3 times the current temperature."

Ricardo says, "The current temperature is 20 degrees."

Is Ricardo correct? Use mathematical reasoning to support your position.

2. Terrance says, "\$1000 plus 5 times the amount of money I have is the same as 3 times the amount of money I have."

Bella says, "You are in debt."

Cara says, "You have \$500 in savings."

Do you agree with Bella or Cara or do you disagree with both of them? Use mathematics to justify your position.

Extension

Ester is 5 years old. Write a riddle that can be used to find her age. Explain how you know your riddle is correct.

**LESSON
GUIDE
1**

Riddles

Rationale for Lesson: By considering scenarios and determining whether or not the given values satisfy the conditions of the scenario, students will explore what it means for a value to be a solution to a situation that can be modeled by a linear equation in one variable.

Task 1: Riddles

- Maria says, "If I multiply the current temperature by 4 and then subtract 40, the result is the same as 3 times the current temperature."
Ricardo says, "The current temperature is 20 degrees."
Is Ricardo correct? Use mathematical reasoning to support your position.
- Terrance says, "\$1000 plus 5 times the amount of money I have is the same as 3 times the amount of money I have."
Bella says, "You are in debt."
Cara says, "You have \$500 in savings."
Do you agree with Bella or Cara or do you disagree with both of them? Use mathematics to justify your position.

Extension

Ester is 5 years old. Write a riddle that can be used to find her age. Explain how you know your riddle is correct.

Common Core Content Standards	8.EE.C.7	Solve linear equations in one variable.
Standards for Mathematical Practice	MP1 Make sense of problems and persevere in solving them. MP2 Reason abstractly and quantitatively. MP3 Construct viable arguments and critique the reasoning of others. MP4 Model with mathematics. MP6 Attend to precision. MP7 Look for and make use of structure. MP8 Look for and express regularity in repeated reasoning.	
Essential Understandings	<ul style="list-style-type: none"> An equation is a statement that two expressions have the same value. As a result, it can be judged true or false. The solution (set) to an equation is the value of the variable(s) that make the statement true. An equation is true when the expressions on either side are equal to each other. A solution is a value that makes the equation true. Therefore substituting a solution in for the variable and simplifying will result in a true equation. 	
Materials Needed	<ul style="list-style-type: none"> Task. Calculator (optional). 	

SET-UP PHASE

Today, we will solve some riddles. Our goal as we are solving is to think about what it means for a number to be a solution to a problem. We will read the first exercise aloud and then you will work for five minutes on your own before working with your partners. Somebody please read the task aloud. Can somebody please explain what it means to be in debt? So in the second question when Bella says: "You are in debt," what does she mean?

EXPLORE PHASE (SMALL GROUP TIME, APPROXIMATELY 10 MINUTES)

Possible Student Pathways	Assessing Questions	Advancing Questions															
<p>Group can't get started.</p>	<p>What does Maria's riddle mean? Can you explain it in your own words?</p>	<p>How can we test Ricardo's conjecture?</p>															
<p>Tests solutions arithmetically. $3 \times 20 = 60$ $20 \times 4 - 40 = 40$ Not the same.</p>	<p>Tell me about your calculations. Why did you multiply 20 by 4?</p>	<p>What would it look like if we translated this riddle into an equation?</p>															
<p>Group makes a table comparing each expression.</p> <table border="1" data-bbox="289 1129 599 1289"> <thead> <tr> <th>Temp</th> <th>40 less than 4 times temp</th> <th>3 times temp</th> </tr> </thead> <tbody> <tr> <td>20</td> <td>40</td> <td>60</td> </tr> <tr> <td>10</td> <td>0</td> <td>30</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Temp	40 less than 4 times temp	3 times temp	20	40	60	10	0	30							<p>Tell me about the columns in your table. What are you looking for?</p>	<p>Try a few more temperatures and look for patterns occurring in the table. I will be back to hear more about this strategy.</p>
Temp	40 less than 4 times temp	3 times temp															
20	40	60															
10	0	30															
<p>Writes and solves algebraic equations.</p>	<p>Tell me about this equation. How does your equation relate to the riddle?</p>	<p>How can you test this solution to make sure it is correct?</p>															



SHARE, DISCUSS, AND ANALYZE PHASE

EU: An equation is a statement that two expressions have the same value. As a result, it can be judged true or false. The solution (set) to an equation is the value of the variable(s) that make the statement true.

- Tell us about how you tested the solutions that were suggested.
- How did this group decide what to multiply and what to add or subtract?
- When we test a value arithmetically, how do we know if it is a solution or not?
- I heard someone say that they should both be the same. What should both be the same?
- What happened when you tested a value that is not a solution? What did that look like? *(It didn't work. I tested Ricardo's guess that the temperature is 20 degrees. $20(4) - 40 = 3(20)$ and it doesn't work. It turns out to be $40 = 60$. Not true.)*
- So, we can write a numeric equation to represent a situation. When we use numeric values that satisfy the relationship, the equation is true. When we use numeric values that do not satisfy the relationship, the equation is false. **(Revoicing)**
- How can we tell from the table whether or not a value is a solution?
- What does the table look like when you test a value that is a solution?

EU: An equation is true when the expressions on either side are equal to each other. A solution is a value that makes the equation true. Therefore, substituting a solution in for the variable and simplifying will result in a true equation.

- Tell us about the algebraic equations you wrote. How do they represent the riddles? *(We used a letter for the thing we wanted to find out. And then showed what math was happening. Like $T*4 - 40 = 3*T$ for the first riddle.)*
- How did this group use their equations to determine whether or not a number was a solution?
- Who can explain in their own words what happened when this group substituted a value that was not a solution? *(It didn't work. The sides of the equation weren't equal.)*
- What does the equation look like when a value is a solution? *(Everything works out to be the same on both sides. You plug in the right answer and do the operations and then get the same number on both sides.)*
- So, you are saying that we should be able to simplify the equation so that it looks like $2 = 2$ or some other true numeric statement? **(Revoicing)**
- How does this group's work compare to the work we looked at that doesn't use variables?

Application

Consider the riddle... "40 more than 4 times the temperature is the same as 6 times the temperature?" *Is 20 a solution to the riddle?*

Summary

How can we tell if a number is a solution to an equation or not?

Quick Write

What does it mean for a number to be a solution to a riddle or an equation?

Support for students who are English Learners (EL):

1. Help students who are ELs make sense of the vocabulary in the riddles. The word “current,” for example, has more than one meaning. Help students understand the meaning in the context of the problem.
2. Private think time allows students to organize their thoughts and struggle individually.
3. Small group collaboration allows students to express their thinking to a few peers before sharing with the whole group.
4. Use of multiple representations and teacher prompts to connect the multiple representations helps all students make sense of the mathematical relationships.

TASK
2

Name _____

Explore the Ocean Floor

Submersibles are small vessels designed to operate under water. They are usually used to transport a small crew of scientists to underwater depths that divers cannot reach on their own. Submersibles are sometimes launched from a submarine.

A submarine located 6000 meters under water releases a team of scientists in a submersible. The table below shows the location of the submersible after it is launched.

Time (in seconds)	Depth (in meters)
0	6000
1	6002
2	6004
3	6006
4	6008
5	6010

This part of the ocean is 8,209 meters deep. When will the scientists reach the ocean floor?

Explore the Ocean Floor

Rationale for Lesson: Students will work from a context and a table to determine an exact solution to a real-world problem.

Task 2: Explore the Ocean Floor

Submersibles are small vessels designed to operate under water. They are usually used to transport a small crew of scientists to underwater depths that divers cannot reach on their own. Submersibles are sometimes launched from a submarine.

A submarine located 6000 meters under water releases a team of scientists in a submersible. The table below shows the location of the submersible after it is launched.

Time (in seconds)	Depth (in meters)
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1	6002
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4	6008
5	6010

This part of the ocean is 8,209 meters deep. When will the scientists reach the ocean floor?

**Common
Core Content
Standards**

8.EE.C.7

Solve linear equations in one variable.

**Standards for
Mathematical
Practice**

- MP1 Make sense of problems and persevere in solving them.
- MP2 Reason abstractly and quantitatively.
- MP3 Construct viable arguments and critique the reasoning of others.
- MP4 Model with mathematics.
- MP6 Attend to precision.
- MP7 Look for and make use of structure.
- MP8 Look for and express regularity in repeated reasoning.

**LESSON
GUIDE
2****Essential
Understandings**

- An equation is true when the expressions on either side are equal to each other. A solution is a value that makes the equation true. Therefore substituting a solution in for the variable and simplifying will result in a true equation.
- Because an equation is a statement that two expressions have the same value, certain properties apply:
 - The addition property of equality indicates that adding the same number to both expressions in the equation maintains the balance in the equation.
 - The subtraction property of equality indicates that subtracting the same number from both expressions in the equation maintains the balance in the equation.
 - The multiplication property of equality indicates that multiplying each expression in the equation by the same non-zero number maintains the balance in the equation.
 - The division property of equality indicates that dividing the same non-zero number into both expressions in the equation maintains the balance in the equation.

Materials Needed

- Task.
- Picture of a submersible (find online).
- Calculator (optional).

SET-UP PHASE

I need a volunteer to read the task aloud. Thank you. This is a picture of a submersible. (*Show a picture of a submersible.*) Submersibles are different than submarines because they do not have living quarters and are meant to travel only short distances. They are also much smaller than submarines. Some of them hold only one or two people. Often they remain tethered to a platform or a submarine.

You will have about three minutes of private think time to work on the task independently. I will let you know when it is time to talk to your group members.

EXPLORE PHASE (SMALL GROUP TIME, APPROXIMATELY 10 MINUTES)

Possible Student Pathways	Assessing Questions	Advancing Questions										
<p>Group can't get started.</p>	<p>What does the data in the table tell us?</p>	<p>What will the next few rows in the table look like?</p>										
<p>Extends the table.</p> <table border="1" data-bbox="282 905 602 1087"> <thead> <tr> <th>Time (in seconds)</th> <th>Depth (in meters)</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>6000</td> </tr> <tr> <td>100</td> <td>6200</td> </tr> <tr> <td>200</td> <td>6400</td> </tr> <tr> <td>500</td> <td>7000</td> </tr> </tbody> </table>	Time (in seconds)	Depth (in meters)	0	6000	100	6200	200	6400	500	7000	<p>How did you determine the depths for the times you chose?</p>	<p>How can you use this strategy to determine when the scientists will reach the ocean floor?</p>
Time (in seconds)	Depth (in meters)											
0	6000											
100	6200											
200	6400											
500	7000											
<p>Uses Guess and Check and Rate of Change. Moving 2 meters per second 1000 seconds = 2000 meters 600 + 2000 = 8000 (almost) 1200 seconds = 2400 meters 6000 + 2400 = 8400 (too far)</p>	<p>How did you determine the speed of the submersible?</p>	<p>How far are the scientists from the bottom when they start to descend? Can that information be used to determine how long it will take to reach the bottom? Why or why not?</p>										
<p>Sets up and solves algebraic equation verbally. "The submersible has to travel 2,209 meters and they travel 2 meters per second, so I can divide 2,209 by 2."</p>	<p>How do you know it only has to travel 2,209 meters?</p>	<p>What would it look like if you wrote an equation to represent your thinking?</p>										

LESSON
GUIDE
2

SHARE, DISCUSS, AND ANALYZE PHASE

EU: An equation is true when the expressions on either side are equal to each other. A solution is a value that makes the equation true. Therefore, substituting a solution in for the variable and simplifying will result in a true equation.

- Tell us about what happened when you tested different values for the time.
- How did this group narrow down their guesses to determine a range of values for the solution? *(They tried a number of seconds and if it gave too many meters, they tried a smaller number of seconds and just kept doing this, getting closer and closer.)*
- If the depth of the ocean floor is actually 8,209.35 meters, can this group's method be used to find the exact time to reach the bottom? Why or why not?
- How does the "guess and check" method compare to the strategy of using a table to find the solution? How are they similar? How are they different? *(Both involve plugging values into a rule and getting an output and then seeing if your output matches the depth of the ocean. The table goes in order, but it doesn't have to.)*
- Who can show us how this group used the table to narrow down the range of values for the solution?
- How do you know when you have found the solution? What does the solution look like in the table? In the equation? *(In both, the solution is the time that makes the depth equal 8,209.)*
- I hear people saying that the solution is the number that makes the expressions equal.

(Revoicing)

EU: Because an equation is a statement that two expressions have the same value, certain properties apply:

- **The addition property of equality indicates that adding the same number to both expressions in the equation maintains the balance in the equation.**
 - **The subtraction property of equality indicates that subtracting the same number from both expressions in the equation maintains the balance in the equation.**
 - **The multiplication property of equality indicates that multiplying each expression in the equation by the same non-zero number maintains the balance in the equation.**
 - **The division property of equality indicates that dividing the same non-zero number into both expressions in the equation maintains the balance in the equation.**
- This group wrote the equation $(8209 - 6000) \div 2 = 1,104.5$. This is the same solution found by the groups that used the table and the “guess and check method.” Tell us about your thinking when you used this equation.
 - Who can explain how this equation represents the problem situation? Be specific about what each value in the equation means in terms of the context.
 - Does this equation model the relationship in the table? Why or why not? (*Not really. It gets the same answer, but the table shows how the submersible is getting deeper.*)
 - Who can explain to us how these operations are related to the operations used by the group that used the “guess and check” method?
 - I heard someone say that these operations are the opposite of the operations used by the “guess and check” group. **(Marking)** Who agrees with this and can add on? (*The other groups did $6000 + -2 \times \text{time}$, so they did multiplying and adding. This group did subtracting and dividing. Subtracting undoes adding and dividing undoes multiplying.*)
 - So some of us used a known time to find the distance by multiplying the time by the rate and adding the initial depth. This group used a known distance to find the amount of time by using the inverse operations. They subtracted the initial depth and divided by the rate.
- (Revoicing and Recapping)**
- What do you think I meant when I said they used the inverse operations?
 - If the depth of the ocean floor is actually 8,209.35 meters, can this group’s method be used to find the exact time to reach the bottom? Why or why not?

Application

On the way up from the ocean floor, the submersible travels more slowly. The scientists ascend at a rate of 1.5 meters per second. How long will it take them to return to the submarine if the submarine has not changed its depth of 6000 meters?

Summary

What methods have we explored for determining the solution to an equation?

Quick Write

Explain how you know whether or not a value is a solution to an equation.

Support for students who are English Learners (EL):

1. Explain the terms and unfamiliar vocabulary in the prompt during the Set-Up phase of the lesson. Using visual aids during the Set-Up phase helps students who are ELs contextualize unfamiliar vocabulary.
2. Take time to introduce new mathematical terminology (such as inverse operations) when it arises in the discussion.

Set-Up Phase

Video Clip

Reflection Questions:

1. What actions is the teacher doing? What is her goal?
2. What preparation does the teacher need to do in order to make this phase successful?
3. How are students responding to the teacher?

Share, Discuss and Analyze Phase

Video Clip

Reflection Questions:

1. How do you see ways in which the teacher prepared for this part of the lesson?
2. What are the students demonstrating for the teacher and how is the teacher helping the students do that?
3. Which Accountable Talk© moves did you see being used?
4. How does the teacher make connections between the student work and the mathematical goal?

Accountable Talk[®] Chart

Talk Moves	Function	Example
To Ensure Purposeful, Coherent, and Productive Group Discussion		
Marketing	Direct attention to the value and importance of s student’s contribution.	It is important t say describe to compare the size of the pieces and then to look at how many pieces if that size.
Challenging	Redirect a question back to the students or use students’ contributions as a source for further challenge or query.	Let me challenge you: Is that always true?
Revoicing	Align a student’s explanation with content or connect two or more contributions with the goal of advancing the discussion of the content.	You said 3, yes there are three columns and each column is 1/3 of the whole.
Recapping	Make public in a concise, coherent form, the group’s achievement at creating a shared understanding of the phenomenon under discussion.	Let me put these ideas all together. What have we discovered?
To Support Accountability to Community		
Keeping the Channels Open	Ensure that students can hear each other, and remind them that they must hear what others have said.	Say that again and louder. Can someone repeat what was just said?
Keeping Everyone Together	Ensure that everyone not only heard, but also understood, what a speaker said.	Can someone add on to what was said? Did everyone hear that?
Linking Contributions	Make explicit the relationship between a new contribution and what has gone before.	Does anyone have a similar idea? Do you agree or disagree with what was said? Your idea sounds similar to his idea.
Verifying and Clarifying	Revoice a student’s contribution, thereby helping both speakers and listeners to engage more profitably in the conversation.	So are you saying..? Can you say more? Who understood what was said?
To Support Accountability to Knowledge		
Pressing for Accuracy	Hold students accountable for the accuracy, credibility, and clarity of their contribution.	Why does that happen? Someone give me the term for that.
Building on Prior Knowledge	Tie a current contribution back to knowledge accumulated by the class at a previous time.	What have we learned in the past that links with this?
To Support Accountability to Rigorous Thinking		
Pressing for Reasoning	Elicit evidence to establish what contribution a student’s utterance is intended to make within the group’s larger enterprise.	Say why this works. What does this mean? Who can make a claim and then tell us what their claim means?
Expanding Reasoning	Open up extra time and space in the conversation for student reasoning.	Does the idea work if I change the context? Use bigger numbers?

Appendix

Tennessee Department of Education
Common Core Leadership Course 202

Appendix Table of Contents

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Score	Development	Focus & Organization	Language	Conventions
4	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> utilizes well-chosen, relevant, and sufficient evidence¹ from the stimuli to insightfully develop the topic. thoroughly and accurately explains and elaborates on the evidence provided, demonstrating a clear understanding of the topic and the stimuli. 	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> contains an effective and relevant introduction. utilizes effective organizational strategies to create a unified whole and to aid in comprehension. effectively clarifies relationships among ideas and concepts to create cohesion. contains an effective and relevant concluding statement or section. 	The writing: <ul style="list-style-type: none"> illustrates consistent and sophisticated command of precise language and domain-specific vocabulary appropriate to the task. illustrates sophisticated command of syntactic variety for meaning and reader interest. utilizes sophisticated and varied transitional words and phrases. effectively establishes and maintains a formal style. 	The writing: <ul style="list-style-type: none"> demonstrates consistent and sophisticated command of grade-level conventions of standard written English.² may contain a few minor errors that do not interfere with meaning.
3	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> utilizes relevant and sufficient evidence¹ from the stimuli to adequately develop the topic. adequately and accurately explains and elaborates on the evidence provided, demonstrating a sufficient understanding of the topic and the stimuli. 	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> contains a relevant introduction. utilizes adequate organizational strategies to create a mostly unified whole and to aid in comprehension. clarifies most relationships among ideas and concepts, but there may be some gaps in cohesion. contains a relevant concluding statement or section. 	The writing: <ul style="list-style-type: none"> illustrates consistent command of precise language and domain-specific vocabulary appropriate to the task. illustrates consistent command of syntactic variety for meaning and reader interest. utilizes appropriate and varied transitional words and phrases. establishes and maintains a formal style. 	The writing: <ul style="list-style-type: none"> demonstrates consistent command of grade-level conventions of standard written English.² contains some minor and/or major errors, but the errors do not significantly interfere with meaning.
2	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> utilizes mostly relevant but insufficient evidence¹ from the stimuli to partially develop the topic. Some evidence may be inaccurate or repetitive. explains some of the evidence provided, demonstrating only a partial understanding of the topic and the stimuli. There may be some level of inaccuracy in the explanation. 	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> contains a limited introduction. demonstrates an attempt to use organizational strategies to create some unification, but ideas may be hard to follow at times. clarifies some relationships among ideas and concepts, but there are lapses in focus. contains a limited concluding statement or section. 	The writing: <ul style="list-style-type: none"> illustrates inconsistent command of precise language and domain-specific vocabulary. illustrates inconsistent command of syntactic variety. utilizes basic or repetitive transitional words and phrases. establishes but inconsistently maintains a formal style. 	The writing: <ul style="list-style-type: none"> demonstrates inconsistent command of grade-level conventions of standard written English.² contains many errors that may significantly interfere with meaning.
1	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> utilizes mostly irrelevant or no evidence¹ from the stimuli, or mostly/only personal knowledge, to inadequately develop the topic. Evidence is inaccurate or repetitive. inadequately or inaccurately explains the evidence provided, demonstrating little understanding of the topic and the stimuli. 	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> contains no or an irrelevant introduction. demonstrates an unclear organizational structure; ideas are hard to follow most of the time. fails to clarify relationships among ideas and concepts; concepts are unclear and/or there is a lack of focus. contains no or an irrelevant concluding statement or section. 	The writing: <ul style="list-style-type: none"> illustrates little to no use of precise language and domain-specific vocabulary. illustrates little to no syntactic variety. utilizes no or few transitional words and phrases. does not establish or maintain a formal style. 	The writing: <ul style="list-style-type: none"> demonstrates limited command of grade-level conventions of standard written English.² contains numerous and repeated errors that seriously impede meaning.

¹ Evidence includes facts, definitions, concrete details, quotations, or other information and examples as appropriate to the task and the stimuli.

² Conventions of standard written English include sentence structure, grammar, usage, spelling, capitalization, and punctuation.



ELA Phase I Writing Task Introduction

Harriet Tubman was a freed slave who worked tirelessly with the Underground Railroad and the Union Army during the Civil War. During this assessment, you will read two texts about her leadership.

ELA Phase I Writing Task Texts

Two texts will be used with this set of writing tasks. The print texts are included in the accompanying text packet:

- Text 1: “The Woman Called Moses” by Walter Oleksy and Meg Mims
- Text 2: “Leaders of the Civil War Era: Harriet Tubman” by Ann Malaspina

ELA Phase I Writing Tasks

Two writing tasks have been provided:

- Analytic Summary of Text 1
- Analysis of Texts 1 and 2

2. Analysis

Please read “Leaders of the Civil War Era: Harriet Tubman” by Ann Malaspina.²

You have now read two texts about Harriet Tubman. Write an essay that compares and contrasts the authors’ purposes and how their purposes are conveyed in the two texts. Be sure to cite evidence from both texts to support your analysis. Follow the conventions of standard written English. Write your essay in the space provided on the next pages.

You may use this area for notes ONLY. Use the lined pages to write your essay.

² Malaspina, Ann. (2009). *Leaders of the Civil War Era: Harriet Tubman* (p.69–82). New York: Chelsea House.

The Woman Called Moses
Walter Oleksy and Meg Mims

Olesky, W. and Mims, M. "The Woman Called Moses." From
Cobblestone issue: Harriet Tubman: 1820?–1913, © 1981 Carus
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The Woman Called Moses

by Walter Oleksy and Meg Mims

1 In the year 1835 on a large plantation located in Bucktown, Maryland, a 15-year-old
2 black girl lay awake on the dirt floor of the windowless, one-room cabin she shared with
3 her parents in the slave quarters.

4 The room was hot, almost too hot to bear. Softly, so as not to waken her sleeping
5 parents, Harriet Tubman got up and walked to the open doorway of the chinked-log
6 cabin and listened to the sounds of music and laughter that floated down through the
7 heavy night air from the mansion where her owners were celebrating the harvest of a
8 bumper cotton crop.

9 It was a beautiful clear night, with millions of twinkling stars and a silver moon. Many
10 years later Harriet would recall that night and describe it as the turning point in her life,
11 the night when the wind quieted and some unseen force reached down from the star-
12 studded heavens and stripped away the terror that kept her mind and her body in
13 servitude. That night, Harriet's fear was replaced with a single focus: to escape from
14 slavery and to live free.

15 From the spoken and written words of Harriet Tubman, we can learn much about who
16 she was and about how she felt about being a slave. . . .

17 "We were always uneasy. Now I've been free, I know what slavery is. I have seen
18 hundreds of escaped slaves but I never saw one who was willing to go back and be a
19 slave. I have no opportunity to see my friends in my native land. We would rather stay in
20 our native land if we could be as free there as we are here (in the North). I think slavery
21 is the next thing to hell. If a person would send another into bondage he would, it
22 appears to me, be bad enough to send him to hell if he could."

23 Fourteen years of back-breaking, dawn-to-dark labor in the cotton fields would pass
24 before Harriet Tubman would make good on her vow to escape from the bonds that
25 held, in practice and by law, her body and the bodies of almost four million other black
26 slaves as the "nonhuman" property of their white owners.

27 She told of how much freedom meant to her:

28 "There's two things I've got a right to," said Harriet, "and these are Death or Liberty. One
29 or the other I mean to have. No one will take me back alive; I shall fight for my liberty,
30 and when the time has come for me to go, the Lord will let them kill me."

Oleksy, W. and Mims, M. "The Woman Called Moses." From Cobblestone issue: Harriet Tubman: 1820?–1913, © 1981 Carus Publishing Company, published by Cobblestone Publishing, 30 Grove Street, Suite C, Peterborough, NH 03458. All Rights Reserved. Used by permission of the publisher. www.cobblestonepub.com

Grade 6-8/Text 1

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31 In 1849, Harriet Tubman escaped. She made her way to the North and to freedom aided
32 by the Underground Railroad. This was a system invented by a loosely organized group
33 of white people who hated the practice of slavery and actively fought against it by aiding
34 and protecting runaway slaves. When she finally reached the free soil of Pennsylvania,
35 Harriet declared:

36 “When I found I had crossed that line, I looked at my hands to see if I was the same
37 person. There was such a glory over everything; the sun came like gold through the
38 trees, and over the fields, and I felt like I was in Heaven.” . . .

39 Harriet soon realized she could not be free until all her people were free. She wrote later,
40 “I had crossed the line. I was *free*; but there was no one to welcome me to the land of
41 freedom. I was a stranger in a strange land; and my home, after all, was down in
42 Maryland, because my father, my mother, my brothers, my sisters, and friends were
43 there. But I was free and *they should be free!* I would make a home in the North and
44 bring them there!”

45 A year after her own escape, Harriet sneaked back onto the same Maryland plantation
46 and assisted in rounding up members of her family, including her aging parents. She
47 conducted them through the Underground Railroad system into the comparative safety
48 of the northern states.

49 Once Harriet’s own relatives were safe, she embarked upon a series of daring and
50 courageous forays into other southern states, becoming one of the Underground
51 Railroad’s most famous “conductors.” Huge rewards were offered for her capture and
52 she became the object of an intense hunt. Some 75,000 slaves were led to freedom by
53 Harriet Tubman and the 3,000 or so sympathizers who provided aid and shelter along
54 the hazardous way. Two hundred of those 75,000 were personally brought to safety by
55 Harriet Tubman.

56 Harriet defiantly led the frightened, weary slaves northward, maintaining order with a
57 rigid military discipline in order to protect their lives and her own. Often, she would keep
58 them moving by threatening them with a loaded revolver. She did not want to be cruel,
59 but she knew that if she relaxed her vigilance for a second, her mission would be over
60 and her freedom and the freedom of her followers would be lost. Harriet said, “As a
61 conductor of the Underground Railroad for eight years, I can say what most conductors
62 can’t say—I never ran my train off the track and I never lost a passenger.” . . .

63 Harriet Tubman had the courage to make a decision, to set her life’s course in an
64 unswerving direction against the forces and the beliefs of her day. By her devotion to her
65 cause, she helped open up to all blacks the full benefits of our democracy.

Olesky, W. and Mims, M. “The Woman Called Moses.” From Cobblestone issue: Harriet Tubman:
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Grade 6-8/Text 1

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66 Harriet Tubman's task is not finished. Her life stands as a challenge for all of us to follow
67 and her instructions are simple: dare to stand alone, dare to have a firm purpose, and
68 dare to have your purpose known.

Olesky, W. and Mims, M. "The Woman Called Moses." From Cobblestone issue: Harriet Tubman: 1820?–1913, © 1981 Carus Publishing Company, published by Cobblestone Publishing, 30 Grove Street, Suite C, Peterborough, NH 03458. All Rights Reserved. Used by permission of the publisher. www.cobblestonepub.com

Grade 6-8/Text 1

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Leaders of the Civil War Era: Harriet Tubman
Ann Malaspina

Malaspina, Ann. (2009). *Leaders of the Civil War Era: Harriet Tubman* (p.69–82). New York: Chelsea House.

Leaders of the Civil War Era: Harriet Tubman

by Ann Malaspina

1 . . . Like other abolitionists, Tubman was frustrated that Lincoln did not immediately put
2 an end to slavery. She was horrified that, when slaves fled to Union strongholds in the
3 Confederacy during the early months of the war, Lincoln still was reluctant to free them
4 immediately. “God won’t let master Lincoln beat the South till he does *the right thing*,”
5 Tubman declared. Still, Tubman told a friend that she had a vision that slaves would
6 soon be free. Although blacks and women were not allowed to enlist in the army,
7 Tubman was determined to help the United States. She set out to raise funds for the war
8 effort. By this time, Tubman’s fame had grown. People throughout the country compared
9 her to Moses, who had led his people out of Egypt to freedom. She knew many leading
10 citizens in Boston, New York, and Philadelphia. Through them, she was able to become
11 more involved in the war. . . .

12 Through her abolitionist friends, Tubman met the governor of Massachusetts, John
13 Andrew, who was strongly against slavery. Governor Andrew admired Tubman and
14 arranged for her to join Quaker volunteers who were heading into the Confederacy to
15 help the fugitive slaves gathered on the coast of South Carolina and on the Sea Islands.
16 This region was deep in slaveholding territory, and Tubman was taking a big risk to go
17 there. As Catherine Clinton notes in her biography, “she was still a wanted woman in the
18 slave South.” Tubman’s trip was sponsored by the New England Freedmen’s Aid
19 Society. Her Boston friends and other abolitionists raised money to pay her way. Before
20 she left for the South, she may have gone back to upstate New York to see her parents,
21 to make sure that they had enough money. . . .

22 Tubman found that her experiences on the Underground Railroad proved valuable to the
23 war effort. Her abilities to track through the woods, disguise herself, and lead others on
24 secret missions equipped her well to help carry on activities behind enemy lines. The
25 Union Army turned to former slaves and free blacks to supply intelligence during the war.
26 The military authorities called such information “Black Dispatches.” According to the
27 Central Intelligence Agency’s Center for the Study of Intelligence, these dispatches were
28 “the single most prolific and productive category of intelligence obtained and acted upon
29 by Union forces throughout the Civil War.” At the height of the war, in 1862, the
30 abolitionist Frederick Douglass wrote this about the Union’s black spies: “Negroes have

Malaspina, Ann. (2009). *Leaders of the Civil War Era: Harriet Tubman* (p.69–82). New York: Chelsea House.

Grade 6-8/Text 2

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31 repeatedly threaded their way through the lines of the rebels exposing themselves to
32 bullets to convey important information to the loyal army of the Potomac.”

33 Tubman worked under Colonel James Montgomery, a Union officer who led the 2nd
34 South Carolina Volunteers. The Volunteers was a black army unit that conducted
35 surprise attacks behind enemy lines. Tubman led spying trips into Confederate territory.
36 She brought back information about troop movements and strengths. In January 1863,
37 according to Kate Clifford Larson, Tubman was paid \$100 for her spying efforts and to
38 bribe informants. Tubman, in turn, paid local slaves and free blacks who knew the region
39 and could help her with her operations. Dressed as a field hand or a farm wife, Tubman
40 was not recognizable when she went on her missions. . . .

41 In June 1863, Colonel Montgomery asked Tubman to help guide soldiers up South
42 Carolina’s Combahee River. The narrow, blackwater river was bordered by rice
43 plantations and swamps and emptied into the Saint Helena Sound near Beaufort.
44 Tubman was to lead the soldiers past the Confederate lines. As the sun set on June 2,
45 Tubman guided Colonel Montgomery and 150 soldiers along the river and past the
46 Confederate lines. The Union soldiers then surprised the Confederates and destroyed
47 Confederate supplies.

48 The successful Union force brought back 700 to 800 slaves who were laborers on
49 nearby plantations, as well as much enemy property. This feat made Tubman famous.
50 *The Commonwealth*, a Boston newspaper, published a story about Tubman on July 10,
51 1863:

52 Col. Montgomery and his gallant band of 800 black soldiers, under the
53 guidance of a black woman, dashed in to the enemies’ country . . .
54 destroying millions of dollars worth of commissary stores¹, cotton and
55 lordly dwellings, and striking terror to the heart of rebeldom, brought off
56 near 800 slaves and thousands of dollars worth of property.

¹ **commissary stores:** food and supplies for the army

Malaspina, Ann. (2009). *Leaders of the Civil War Era: Harriet Tubman* (p.69–82). New York: Chelsea House.

Grade 6-8/Text 2

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GRADES 6–8 TRAINING SET ITEM 2

TRAINING SET DIRECTIONS

After you have read and reviewed the texts, anchor responses and annotations for this item, you may complete this training set.

This item-specific training set was developed to help you practice scoring responses before you begin to score your students' work. Unlike the individual trait anchors, you will review these responses for all four traits. Responses within the training set have also been placed in random order, unlike anchor responses.

There are five responses in the training set. After reading each response, write down your score for all four traits (Development, Focus & Organization, Language, and Conventions). There is space available after each response for you to provide a score. Once you have finished scoring, you may go on to the next response and repeat this process.

You are highly encouraged to use the anchor responses and appropriate rubrics for this item as you move through the training set and score responses. Keep in mind that your copies of the texts may also help in assessing these training responses.

An answer key has been provided on the last page of this training set. Once you have finished scoring the training set, you may compare your score with the true score for each response.

Training Set: Response #1

Harriet tubman really was frustrated with lincoln because he was not aginast slavery. God wont let master Lincoln beat slavery because harriet tubman would not let him. Harriet tubman vist and wrote letters to the people who were in slavery. She did not like the underground railroad. Tubman worked under Colnel James Montgomery. She did not like she thought about slavery agina. in Jone 1863. Conolel Montgomery asked tubman to help guided soldries in the south it ended up in the commonwealth, A boston newspaper. plushed a story about Tubman on July 10, 1963. Col. Mongromy and gallnet band of 800 black soldies. Destroying Harriet tubman lordly and dwellings, and strinking terror to the heart of rebeldom, brought off near 800 slaves and thousands of dollars worth property. And Harriet tubman stayed being strong and stoping slavery.

SCORES

Development:

Focus & Organization:

Language:

Conventions:

Training Set: Response #2

The two text's I read about Harriet Tubman were similar and different. Harriet Tubman was a brave woman. So let's compare the two.

In the text *The Woman Called Moses* it talked more about how she had grown up and the way she escaped. The text talked about where she lived. She grew up on a plantation. She was living in a one room cabin with her family. She escaped through the underground railroad. The story gave detail but not as much.

In the text *Leaders of the Civil War* it told a lot of information and detail. The text told us how Tubman was frustrated at Lincoln. She wanted him to end slavery right away. She helped in the civil war to end slavery. She became a spy. This text gave us exact dates told us what happened.

The differences in these stories is in the text *The Women Called Moses* it told us what happened but, it didn't say who was there, where as in the text *Leaders of the Civil War* it told us when the civil war was, what the date was. One story was just about Harriet Tubman the other was further along history.

These two stories are very similar my reasoning for that is they both talk about real life history. These texts also talk about Harriet Tubman and her great achievements.

These two texts are very great stories to read. Each story has its own little twist but still on the same track. The stories had many differences, but they still had a lot of similarities.

SCORES**Development:****Focus & Organization:****Language:****Conventions:**

Training Set: Response #3

After reading, “A Woman Called Moses” and “Leaders of the Civil War: Harriet Tubman,” I have decided that both articles were written to be informational. Both articles are written about Harriet Tubman and both inform the reader about her bravery and how she cared for others. The articles also have differences. Passage one informs about Tubman’s growing up and escaping slavery; however, passage two informs the reader about Tubman being a spy. Passage one describes how she led the slaves to freedom, but in the other passage, she led some soldiers during the Civil War.

In both articles, they talked about how brave she was and what a good woman she was. For example, in “The Woman Called Moses”,she started wanting her freedom when she was only 15! She had known slavery all her life but had the courage to want a better life and to be free. After 14 more years, she showed how brave she was by finally escaping through the Underground Railroad. Then, even after she had escaped and was safe herself, she went back and helped 75,000 more escape (she helped 200 personally). She was free and could have stayed in the North, but she bravely returned to assist others. In “Leaders of the Civil War: Harriet Tubman,” Harriet Tubman was a spy for the Union Army. She led 150 black soldiers past the Confederate lines. The Union soldiers were then able to surprise the Confederates and destroy enemy property. This was taking a big risk for her; she could have been caught and made a slave again or even killed! Also, the authors talked about how Harriet Tubman was a good woman. For example, in “A Woman Called Moses,” when she escaped to the North, she decided that she would make a home for her family and bring them to the North. In “Leaders of the Civil War: Harriet Tubman,” Harriet Tubman wanted to help with the war to end slavery. Even though she was not allowed to enlist in the Army, she was determined to help by raising funds for the war effort. Both articles show that she was a good woman because she cared for others.

Despite the similarities, the articles are different because in the “Woman Called Moses” she was a slave and it talked more about how she escaped from slavery, was an Underground Railroad conductor and helped other slaves escape. In “Leaders of the Civil War Era: Harriet Tubman,” she was a spy trying to end slavery by becoming active in the war effort. In “The Woman Called Moses” she led slaves; in “Leaders of the Civil War Era: Harriet Tubman” she led soldiers. In “The Woman Called Moses,” she was fifteen; in “Leaders of the Civil War Era: Harriet Tubman” she was much older.

In conclusion, these articles have similarities and differences, but both articles are written to inform. All in all, Harriet Tubman has done a lot to help the United States be a

Continued on the next page . . .

Training Set: Response #3

better place to life. She always showed bravery and determination. She was a very caring and good woman. Harriet Tubman made a difference in American History!

In conclusion, these articles have similarities and differences, but both articles are written to inform. All in all, Harriet Tubman has done a lot to help the United States be a better place to life. She always showed bravery and determination. She was a very caring and good woman. Harriet Tubman made a difference in American History!

SCORES

Development:

Focus & Organization:

Language:

Conventions:

Training Set: Response #4

The Woman called Moses and Leaders of the Civil War Era: Harriet Tubman are both based on the same person, Harriet Tubman. Even though they are based on the same person, they are written about two different things she did. Also, there are some similarities in the two stories.

The Woman called Moses is about a slave named Harriet Tubman. This story is different from Leaders of the Civil War Era: Harriet Tubman because it talks about how she escaped slavery through the Underground Railroad and helping other slaves escape and get to freedom through the Underground Railroad. Also, this non-fiction writing was based before the Civil War started and about what she did to help the slaves before the Civil War.

The Leaders of the Civil War Era: Harriet Tubman is also about a slave named Harriet Tubman. This story is different from The Woman called Moses because it talks about Harriet being an abolitionist and helping the Union Army or the North. For example, Harriet went on missions, was one of the Union's black spies, and helped guide soldiers up South Carolina's Combahee River. Also, this non-fiction writing was based during the Civil War and what she did to help the Union Army.

The two non-fiction writings also have some similarities. First, they are both about the slave, Harriet Tubman. Second, in both stories she both helped free slaves. Last, the time period was when slaves were allowed.

As you can see The Woman Called Moses and Leaders of the Civil War Era: Harriet Tubman both have similarities and differences. The similarities were they both talked about Harriet Tubman, both talked about freeing the slaves, and the time period. The differences were they talked about different things that Harriet did and when she did it.

SCORES

Development:

Focus & Organization:

Language:

Conventions:

Training Set: Response #5

I think the author's purpose for this story is that they want us to know what happened and why it did. Don't give up keep going until you reach your goal is another thing they did in this story if Harriet keeps going she will finally reach her goal of being free. That what I feel the story is about just keep pushing and never give up and it will come true. I think the author's purpose is to inform us that if you work hard you will reach your goal and that's what Harriet Tubman did.

SCORES

Development:

Focus & Organization:

Language:

Conventions:

- **Training Set: Response #1:**
 - **Development: 1**
 - **Focus and Organization: 1**
 - **Language: 1**
 - **Conventions: 1**

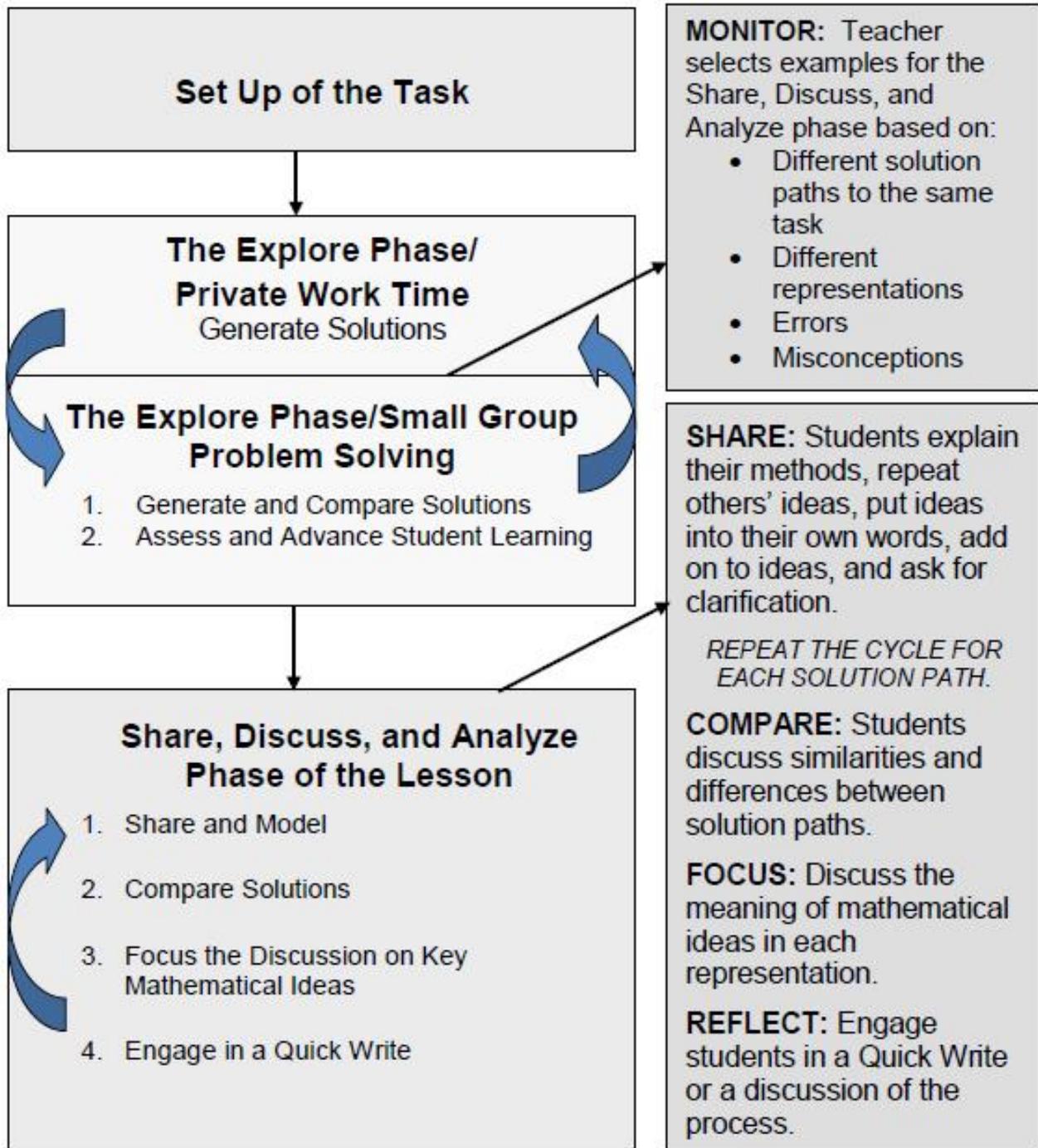
- **Training Set: Response #2:**
 - **Development: 2**
 - **Focus and Organization: 2**
 - **Language: 2**
 - **Conventions: 2**

- **Training Set: Response #3:**
 - **Development: 3**
 - **Focus and Organization: 3**
 - **Language: 4**
 - **Conventions: 4**

- **Training Set: Response #4:**
 - **Development: 2**
 - **Focus and Organization: 3**
 - **Language: 3**
 - **Conventions: 3**

- **Training Set: Response #5:**
 - **Development: 1**
 - **Focus and Organization: 1**
 - **Language: 1**
 - **Conventions: 2**

Structures and Routines of a Lesson



Institute for Learning

Accountable Talk[®] Features and Indicators

Accountability to the Learning Community

- Active participation in classroom talk
- Listen attentively
- Elaborate and build on each other's ideas
- Work to clarify or expand a proposition

Accountability to Knowledge

- Specific and accurate knowledge
- Appropriate evidence for claims and arguments
- Commitment to getting it right

Accountability to Rigorous Thinking

- Synthesize several sources of information
- Construct explanations and test understanding of concepts
- Formulate conjectures and hypotheses
- Employ generally accepted standards of reasoning
- Challenge the quality of evidence and reasoning

Accountable Talk[®] Moves

Talk Move	Function	Example
To Ensure Purposeful, Coherent, and Productive Group Discussion		
Marking	Direct attention to the value and importance of a student's contribution.	It is important to say describe to compare the size of the pieces and then to look at how many pieces of that size.
Challenging	Redirect a question back to the students or use students' contributions as a source for further challenge or query.	Let me challenge you: Is that always true?
Revoicing	Align a student's explanation with content or connect two or more contributions with the goal of advancing the discussion of the content.	You said 3, yes there are three columns and each column is 1/3 of the whole
Recapping	Make public in a concise, coherent form, the group's achievement at creating a shared understanding of the phenomenon under discussion.	Let me put these ideas all together. What have we discovered?
To Support Accountability to Community		
Keeping the Channels Open	Ensure that students can hear each other, and remind them that they must hear what others have said.	Say that again and louder. Can someone repeat what was just said?
Keeping Everyone Together	Ensure that everyone not only heard, but also understood, what a speaker said.	Can someone add on to what was said? Did everyone hear that?
Linking Contributions	Make explicit the relationship between a new contribution and what has gone before.	Does anyone have a similar idea? Do you agree or disagree with what was said? Your idea sounds similar to his idea.
Verifying and Clarifying	Revoice a student's contribution, thereby helping both speakers and listeners to engage more profitably in the conversation.	So are you saying..? Can you say more? Who understood what was said?
To Support Accountability to Knowledge		
Pressing for Accuracy	Hold students accountable for the accuracy, credibility, and clarity of their contributions.	Why does that happen? Someone give me the term for that.
Building on Prior Knowledge	Tie a current contribution back to knowledge accumulated by the class at a previous time.	What have we learned in the past that links with this?
To Support Accountability to Rigorous Thinking		
Pressing for Reasoning	Elicit evidence to establish what contribution a student's utterance is intended to make within the group's larger enterprise.	Say why this works. What does this mean? Who can make a claim and then tell us what their claim means?
Expanding Reasoning	Open up extra time and space in the conversation for student reasoning.	Does the idea work if I change the context? Use bigger numbers?

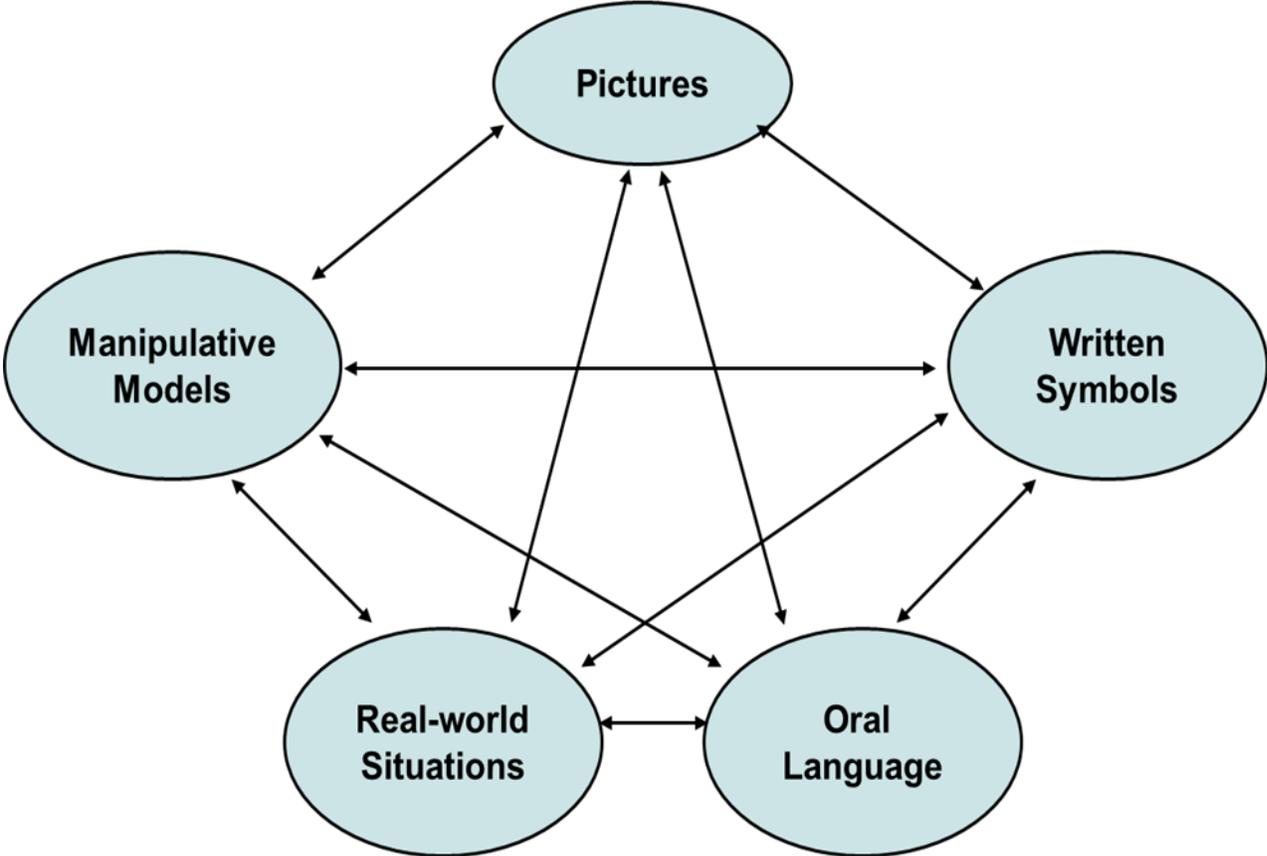
Accountable Talk[®] Moves

Talk Move	Function	Example
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To Ensure Purposeful, Coherent, and Productive Group Discussion

Marking	Direct attention to the value and importance of a student's contribution.	That's an important point.
Challenging	Redirect a question back to the students or use students' contributions as a source for further challenge or query.	Let me challenge you: Is that always true?
Revoicing	Align a student's explanation with content or connect two or more contributions with the goal of advancing the discussion of the content.	S: 4 + 4 + 4. You said three groups of four.
Recapping	Make public in a concise, coherent form, the group's achievement at creating a shared understanding of the phenomenon under discussion.	Let me put these ideas all together. What have we discovered?

Multiple Representations



Adapted from Lesh, Post, & Behr, 1987

Adapted from Lesh, Post, & Behr, 1987

The Mathematical Task Analysis Guide

Lower-Level Demands Memorization Tasks

- Involves either producing previously learned facts, rules, formulae, or definitions OR committing facts, rules, formulae, or definitions to memory.
- Cannot be solved using procedures because a procedure does not exist or because the time frame in which the task is being completed is too short to use a procedure.
- Are not ambiguous – such tasks involve exact reproduction of previously seen material and what is to be reproduced is clearly and directly stated.
- Have no connection to the concepts or meaning that underlie the facts, rules, formulae, or definitions being learned or reproduced.

Procedures Without Connections Tasks

- Are algorithmic. Use of the procedure is either specifically called for or its use is evident based on prior instruction, experience, or placement of the task.
- Require limited cognitive demand for successful completion. There is little ambiguity about what needs to be done and how to do it.
- Have no connection to the concepts or meaning that underlie the procedure being used.
- Are focused on producing correct answers rather than developing mathematical understanding.
- Require no explanations, or explanations that focus solely on describing the procedure that was used.

Higher-Level Demands Procedures With Connections Tasks

- Focus students' attention on the use of procedures for the purpose of developing deeper levels of understanding of mathematical concepts and ideas.
- Suggest pathways to follow (explicitly or implicitly) that are broad general procedures that have close connections to underlying conceptual ideas as opposed to narrow algorithms that are opaque with respect to underlying concepts.
- Usually are represented in multiple ways (e.g., visual diagrams, manipulatives, symbols, problem situations). Making connections among multiple representations helps to develop meaning.
- Require some degree of cognitive effort. Although general procedures may be followed, they cannot be followed mindlessly. Students need to engage with the conceptual ideas that underlie the procedures in order to successfully complete the task and develop understanding.

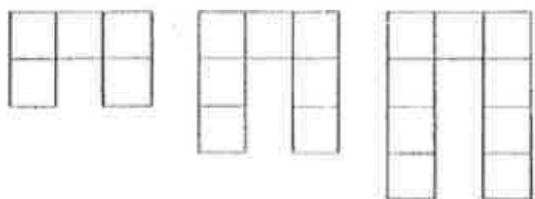
Doing Mathematics Tasks

- Requires complex and non-algorithmic thinking (i.e., there is not a predictable, well-rehearsed approach or pathway explicitly suggested by the task, task instructions, or a worked-out example).
- Requires students to explore and to understand the nature of mathematical concepts, processes, or relationships.
- Demands self-monitoring or self-regulation of one's own cognitive processes.
- Requires students to access relevant knowledge and experiences and make appropriate use of them in working through the task.
- Requires students to analyze the task and actively examine task constraints that may limit possible solution strategies and solutions.
- Requires considerable cognitive effort and may involve some level of anxiety for the student due to the unpredictable nature of the solution process required.

Mathematics Teaching in the Middle School. Also in: Stein, Smith, Henningsen, & Silver (2000). Implementing standards-based mathematics instruction: A casebook for professional development, p. 16. New York: Teachers College Press.

Surprising Squares Task

1. Build stages 4 and 5 with square tiles. Draw stages 4 and 5.



Stage 1

Stage 2

Stage 3

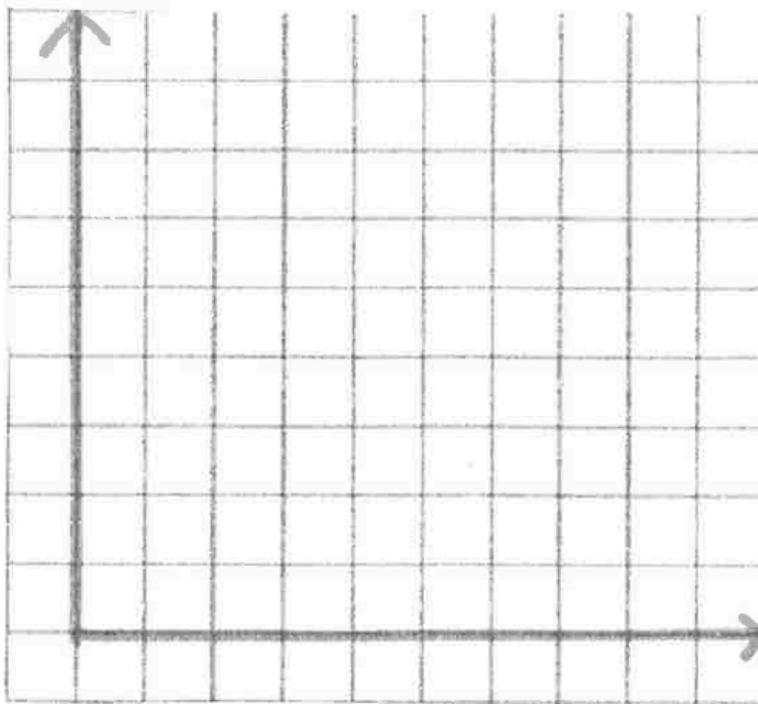
2. Use complete sentences to describe three different patterns you notice.

3. Create a table to compare the stage number to the number of pieces in each stage. What patterns do you notice in the table?

Stage Number	Number of Squares	Ordered Pair (Stage #, # of pieces)

4. Write an equation that will work for any stage number. Explain how you know your equation works.

5. Graph the data from your table. Give your graph a title. Label each axis.



6. Connie thinks that stage 10 will have 25 squares in it. Do you agree or disagree with Connie? Why? Justify your thinking with some mathematics.

7. How many squares will be in stage 100? How do you know? Use some math to justify your thinking.

8. Terrence built a surprising square with 83 square tiles in it. What stage is this? How do you know?



mathematics

Grade 8

Equations and Linear Functions: Solving Linear Equations in One Variable

A SET OF RELATED LESSONS

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Name _____

TASK
1

Riddles

1. Maria says, "If I multiply the current temperature by 4 and then subtract 40, the result is the same as 3 times the current temperature."

Ricardo says, "The current temperature is 20 degrees."

Is Ricardo correct? Use mathematical reasoning to support your position.

2. Terrance says, "\$1000 plus 5 times the amount of money I have is the same as 3 times the amount of money I have."

Bella says, "You are in debt."

Cara says, "You have \$500 in savings."

Do you agree with Bella or Cara or do you disagree with both of them? Use mathematics to justify your position.

Extension

Ester is 5 years old. Write a riddle that can be used to find her age. Explain how you know your riddle is correct.

TASK
2

Name _____

Explore the Ocean Floor

Submersibles are small vessels designed to operate under water. They are usually used to transport a small crew of scientists to underwater depths that divers cannot reach on their own. Submersibles are sometimes launched from a submarine.

A submarine located 6000 meters under water releases a team of scientists in a submersible. The table below shows the location of the submersible after it is launched.

Time (in seconds)	Depth (in meters)
0	6000
1	6002
2	6004
3	6006
4	6008
5	6010

This part of the ocean is 8,209 meters deep. When will the scientists reach the ocean floor?

TASK
3

Name _____

X Marks the Spot

Kim, Tony, and Clara are working together to solve the equation below:

$$2.4x + (-1.3) = -16.3$$

1. Each student makes an observation about the equation. Decide whether you agree or disagree with each student's statement. Use mathematics to justify your decision.

Kim: x is being added to -1.3 and then multiplied by 2.4 .

Tony: $x = 1$ is not a solution to this equation.

Clara: The solution is a negative number.

2. The students decide to guess and check several possible solutions. After testing many values, they have still not found the solution. Describe a more efficient way for them to find the solution to the equation.

Extension

Determine a different method for solving the equation. Compare and contrast the two methods you used.

TASK
4

Name _____

Solve It!

- Describe a possible series of steps you can take to find the value for the variable that satisfies each situation. Then find and check your solution.
 - $23 = 15 - 4x$
 - $3.5g + 12 = 29.5$
 - A number is multiplied by -2 and then added to -4.8 . The result is 35 . What is the number?
 - 10 more than 4 times the amount of money I have is $\$95$. How much money do I have?
- In general, how do you know what steps to take to solve a linear equation in one variable?
- How do you know if the solution you find is correct?

TASK
5

Name _____

Same or Different?

1. Explain in words and equations why each of the following equations is or is not equivalent to $2x - 6 = 15$.

A. $x - 3 = 7.5$

B. $-4x + 12 = -30$

C. $10.5 = x$

D. $15 = 4x - 27$

2. Write three equations equivalent to $3m - 5 = -26$

TASK
6

Name _____

Saving Money

Sisters Aya and Jun keep track of the amount they have saved using the tables below.

Aya's Savings	
Month	Amount in Bank in Dollars
1	\$10
2	\$12.50
3	\$15
4	\$17.50

Jun's Savings	
Month	Amount in Bank in Dollars
2	\$18
4	\$23
6	\$28
8	\$33

The sisters plan to continue saving at the rates shown in the tables.

Aya wonders when her savings will be equal to Jun's. Jun writes the equation below to determine when their savings will be equal.

$$7.50 + 2.50m = 13.00 + \frac{5.00}{2}m$$

Solve Jun's equation and explain what the solution means in the problem context.

TASK
7

Name _____

Malik's Work

Malik's homework includes the equation: $2(3x - 4) - x = 5x - 8$

1. Malik solved the equation using the steps shown below, but he did not include any explanations.

Explain what Malik is doing at each step.

Step 1: $6x - 8 - x = 5x - 8$

Step 2: $5x - 8 = 5x - 8$

Step 3: $5x - 8 - 5x = 5x - 8 - 5x$

Solution: $-8 = -8$

2. During class the next day, the students discuss this equation.

Malik: When I simplified the equation, the x-terms disappeared so there are no solutions to this equation.

Jonelle: It simplifies to $-8 = -8$, so -8 is the solution.

Do you agree with Malik or Jonelle, or do you disagree with both of them? Use mathematics to justify your position.

TASK
8

Name _____

How Many Solutions?

1. Solve each of the equations below. Explain what you know about the values that make the equation true.
 - A. $3x + 1 = 3x + 3$
 - B. $2r + 7 = 3(r + 4)$
 - C. $b + b + 20 = 2(b + 10)$
 - D. $16 = 16 - m$
 - E. $-8z = -8(z + 1)$
 - F. $-5w + 2w - 3 = 2(-3w + 1.5)$

Summarize how to determine whether a linear equation in one variable will have one, zero, or infinitely many solutions.

2. Write a linear equation in one variable that has the indicated number of solutions.
 - A. No solution
 - B. One solution
 - C. Infinitely many solutions

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Contact Information:

With questions, please contact:

- TNcore.questions@tn.gov or
- Your facilitators

Your facilitators today were:

Name: _____ Email: _____

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