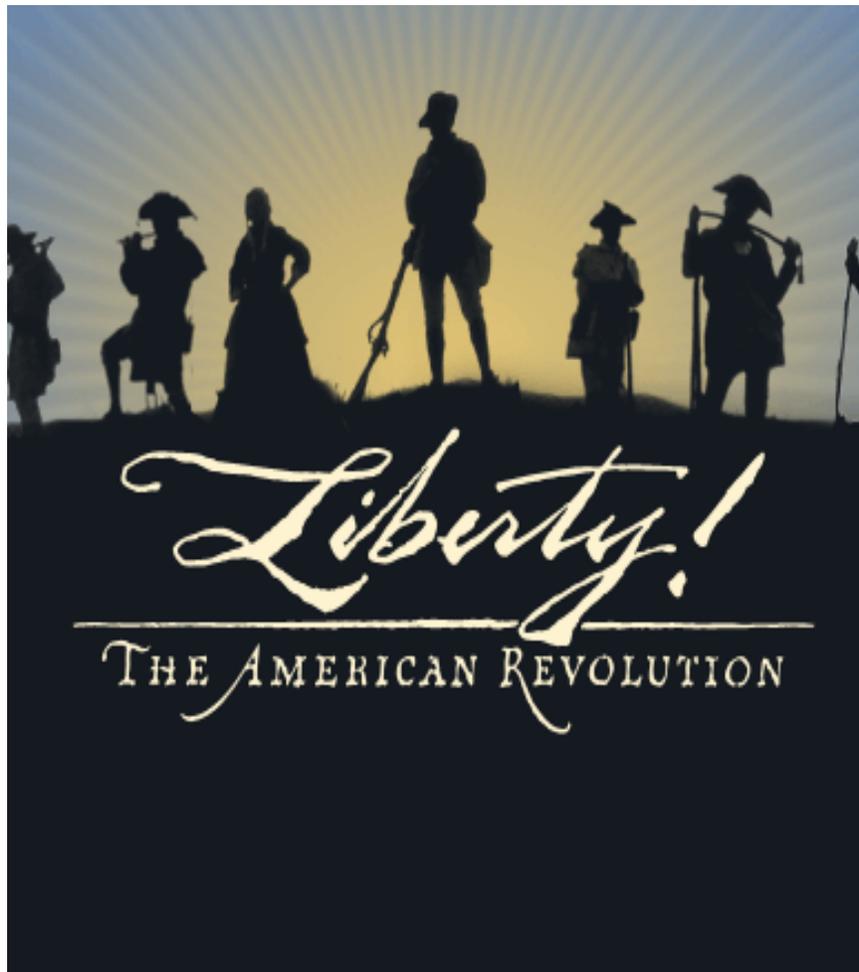


Shaping Our Nation

“Shaping Our Nation” is a performance task and accompanying unit of lessons related to the American Revolution. Teachers will deliver lessons that are integrating fifth grade social studies and English language arts standards. The lessons include standards such as addressing figurative language, summarizing, note taking/ research, character traits, and editorial/ opinion writing, leading up to the final product of an independently formulated editorial writing piece. This performance task will prepare students for what they will experience when taking the Smarter Balanced Assessment or other similar statewide assessments aligned to Common Core Standards.



Shaping Our Nation

Table of Contents

Shaping Our Nation Unit Overview	1
..	
Scope and Sequence	3
..	
Planning Chart #1	8
..	
Planning Chart #2	9
..	
Lesson 1 – Colonial Figurative Language	11
..	
Appendix A: Colonial Phrases that Became Idioms	14
..	
Lesson 2 – Taking Notes on George Washington	15
..	
Lesson 3 – Editorials Day 1	18
..	
Appendix B Editorial Chart	23
..	
Lesson 4 – Writing An Editorial	24
..	
Appendix C – Dickinson Handout	28
..	
Dickinson Handout: Sample Answer Key	29
..	
Glossary	30
..	
Lesson 5 – Identifying Character Traits	31
..	
Appendix D – Character Trait List	34
..	
Appendix E Character Chart	35
..	
Performance Task	36
..	
Student Annotations	41
..	
Text Complexity – What is George Washington Most Know For?	47
..	
Text Complexity – Analysis of George Washington	48
..	

<u>Text Complexity – Hang Up and Drive</u>	49
..	
<u>Text Complexity – Now is Your Time</u>	50
..	
<u>Text Complexity – A Speech against Independence</u>	51
..	
<u>Text Complexity – Letter to the Editor</u>	52
..	
<u>Text Complexity – The Extraordinary Life of Thomas Peters</u>	53
..	
<u>Text Complexity – Uniforms Benefit Students</u>	54
...	
<u>Text Complexity – We Were There Too</u>	55
..	

Scope and Sequence		
Lesson/Description	Duration/ # of Days	Standards/Dos
<p>Lesson 1: In small groups, students will read through and discuss given colonial American figurative language phrases (different for each group). Students will then create task sort cards where students will place one colonial phrase on one card and on another card students will put the definition/ origin.</p>	2	<p>STANDARDS: RL.5.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone</p> <p>LEARNING PROGRESSIONS:</p> <ul style="list-style-type: none"> • Differentiate between literal and non-literal meaning • Identify and interpret figurative language and literary devices • Describe how figurative language, literary devices, and other language choices enhance and extend meaning • Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes
<p>Lesson 2: Students will have a passage read to them by their teacher. The teacher will model, utilizing the first paragraph, how to highlight and take notes in the margin. After listening to the selection, students will break in to pairs. They will highlight and take notes from the passage. They will then transfer their information from the selection to a paper. As a whole group, the class will share their notes. Students will be encouraged to take notes from the share out session.</p> <p>On the second day of the activity the teacher will pull up a video clip. The teacher will instruct the students to fold the paper once down the middle, and then twice horizontally (modeling). This will create their 6 square model template. Students are then instructed to take one note per box. The video clip will be shown and students will be instructed to</p>	2	<p>STANDARDS: RI 5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>LEARNING PROGRESSIONS:</p> <ul style="list-style-type: none"> • Identify digital or print sources • Differentiate between relevant and irrelevant information • Differentiate between reliable and unreliable resources • Deconstruct questions/problems to identify needed information • Access media sources to solve a problem or answer a question • Use relevant information to solve a problem or answer a question • Use a variety of media sources to solve a problem or answer a question

<p>complete their organizer. The class will then share their notes.</p>		<p>RI 5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>LEARNING PROGRESSIONS:</p> <ul style="list-style-type: none"> • Establish a purpose for gathering information • Identify the most important points from several texts • Identify the key/supporting details from several texts • Cite specific examples and details to support inferences • Compare/contrast information from several texts on the same topic • Use the author’s name or expressions like, “ the author states,” or “in the author’s opinion” when quoting from the texts • When inferring from the text, cite what the author said that lead to that conclusion. • Integrate information by graphically representing the most important points presented by two texts on the same topic • Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
<p>Lesson 3: Teacher will discuss the different parts of an editorial. The teacher will show examples of editorials. Students will work with a partner to read different editorials and identify the different parts of those editorials. They will then share out.</p>	<p>1</p>	<p>STANDARDS:</p> <p>RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p> <p>LEARNING PROGRESSIONS:</p> <ul style="list-style-type: none"> • Demonstrate understanding that organizational structures are used to convey information <p>RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying</p>

		<p>which reasons and evidence support which point(s).</p> <p>LEARNING PROGRESSIONS:</p> <ul style="list-style-type: none"> • Know the difference between evidence and reasons • Identify the relevant and irrelevant reasons/ examples/ evidence and author gives to support points in a text • Explain what evidence is used and how it supports what the author is saying • Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
<p>Lesson 4: Writing an Editorial as John Dickinson explaining why he (the student) refused to sign the Declaration. Teacher will review the different parts of an editorial. Teacher will revisit and review the grievances listed in the Declaration of Independence and the reservations expressed by Delaware founding father John Dickenson.</p>	<p>1-2</p>	<p>STANDARDS:</p> <p>W1 Write arguments to support claim(s) in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ul style="list-style-type: none"> • Write opinion pieces on topics or texts, supporting a point of view with reasons and information. • Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. • Provide logically ordered reasons that are supported by facts and details. • Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). • Provide a concluding statement or section related to the opinion presented. <p>LEARNING PROGRESSIONS:</p> <ul style="list-style-type: none"> • Write opinion pieces on topics or texts, supporting a point of view with reasons and information. • Introduce a topic or text clearly, state an opinion, and create an organizational structure in which

		<p>related ideas are grouped to support the writer's purpose.</p> <ul style="list-style-type: none"> • Provide reasons that are supported by facts and details. • Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). • Provide a concluding statement or section related to the opinion presented. <p>RI 5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p> <p>LEARNING PROGRESSIONS:</p> <ul style="list-style-type: none"> • Informational text (both literary nonfiction and expository/technical texts) • Main/key ideas • Supporting details • Relevant vs. irrelevant details • Relationship between reasons/examples/evidence. <p>RI 5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p> <ul style="list-style-type: none"> • Informational text (both literary nonfiction and expository/technical texts) • Main/key ideas • Supporting details • Relevant vs. irrelevant details • Relationship between reasons/examples/evidence <p>Social Studies 4-5a: Students will explain why historical accounts of the same event sometimes differ and will relate this explanation to the evidence presented or the point-of-view of the author. 4-5a: Students will develop an understanding of Delaware history and</p>
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		its connections with United States history.
<p>Lesson 5: The teacher will select a character that the class is familiar with or the students can read <i>The Extra Ordinary Life of Thomas Peters</i> and use Thomas Peters as the character. The teacher will model completing a character analysis web for either the familiar character or Thomas Peters.</p> <p>Students will listen to an audio, if available, or read <i>Now is your Time: The African American Struggle for Freedom</i> By: Walter Dean Meyers, a biography of James Forten.</p> <p>Students will complete a character analysis web for James Forten.</p>	2	<p>STANDARDS:</p> <p>RI 5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>LEARNING PROGRESSIONS:</p> <ul style="list-style-type: none"> • Use the combination of explicitly stated information, background knowledge, and connections to the text to answer questions • Differentiate/discriminate between relevant and irrelevant textual support • Use paraphrasing to appropriately reference text • Use quotes from a text when explaining what the text says • Use quotes from the text to support inferences from the text • Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text • Cite specific information from the text that supports observations about relationships or interactions. • Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Shaping Our Nation Planning Chart #1:

	Standard	DoK	Know	Do
Question 1:	RL 5.1	DoK 2	Inference.... (multiple Choice)	Conclude which traits the individuals across texts/ sources have in common
Question 2:	RL 5.9	DoK 3	Evidence and support	Define & give two examples...
Question 3:	RL 5.4	DoK 2	Figurative Language	Infer Meaning....
Full Write:	W 5.1	DoK 4	Informational/Explanatory	Draft, plan, edit, revise....

Shaping Our Nation Planning Chart #2:

Standard Grade 5: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text		
Targets	Learning Progressions	Formative Assessment Strategies
Inference	<ul style="list-style-type: none"> Use the combination of explicitly stated information, personal connections, background knowledge, and connections to the text to answer questions about text 	Character Analysis Web
Quote accurately from text	<ul style="list-style-type: none"> Use quotes from the text to support inferences from the text Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text Cite specific information from the text that supports observations about relationships or interactions. 	Character Analysis Web
Standard Grade 5: Integrate information from several texts on the same topic in order to write speak about the subject knowledgeably.		
Targets	Learning Progressions	Formative Assessment Strategies
Write or Speak about a subject knowledgeably	<ul style="list-style-type: none"> Identify the key/supporting details from several texts Cite specific examples and details to support inferences 	-Note taking -Group Discussion Feedback (Informal)
Integrate Information From Several Texts	<ul style="list-style-type: none"> When inferring from the text, cite what the author said that lead to that conclusion. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. 	-Note taking -Group Discussion Feedback (Informal)

Standard Grade 5 : Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.		
Targets	Learning Progressions	Formative Assessment Strategies
Interpret words and phrases as they are used in a text	<ul style="list-style-type: none"> • Differentiate between literal and non-literal meaning • Identify and interpret figurative language and literary devices 	-Note Cards/ Sort Card accuracy -Figurative Language Organizer -Performance -Idiom Illustrations -Wordle Document
Determining technical, connotative, and figurative meanings	<ul style="list-style-type: none"> • Differentiate between literal and non-literal meaning • Identify and interpret figurative language and literary devices 	-Note Cards/ Sort Card accuracy -Figurative Language Organizer -Performance -Idiom Illustrations -Wordle Document
Analyze how specific word choices shape meaning or tone.	<ul style="list-style-type: none"> • N/A 	N/A

Standard Grade 5 : CCSS.ELA-LITERACY.W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information		
Targets	Learning Progressions	Formative Assessment Strategies
Write opinion pieces on topics or texts,	-Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. -Provide a concluding statement or section related to the opinion presented	-Deconstructed Editorial Notes Pages -Editorial Essay -Informal feedback from classroom discussion/ presentation
Supporting a point of view with reasons and information	-Provide logically ordered reasons that are supported by facts and details. -Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently</i> , <i>specifically</i>).	-Deconstructed Editorial Notes Pages -Editorial Essay -Informal feedback from classroom discussion/ presentation

Shaping Our Nation Unit Lessons

UNIT LAUNCH	
Shaping Our Nation Lesson Plan- Lesson 1 - “Colonial Figurative Language”	
<p>1. STANDARDS: CCRL.5.4-- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone</p> <p>2. LEARNING PROGRESSIONS:</p> <ul style="list-style-type: none"> • -Differentiate between literal and non-literal meaning • -Identify and interpret figurative language and literary devices • -Describe how figurative language, literary devices, and other language choices enhance and extend meaning • -Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes 	<p>Wordle document</p> <p>Figurative Language Organizer</p> <p>Index Cards</p> <p>Compiled Phrase Lists</p>
Essential Questions: Can we determine the meanings or origins of colonial figurative language using context clues and inferring meaning?	
<p>2. CONTENT: (colonial time period figurative language lists, sort organizer, sorting activity, idiom, figurative language, adage)</p>	<p>SKILLS: infer, reading literary text, determining meaning of figurative language</p>
<p>3. ACTIVATE: Teacher will tell the students that in this unit they will become reporters from the American Revolution. They will use background knowledge and the lessons in this unit to be immersed in the era and culture of the American Revolution. From these experiences the students will write editorial pieces for a newspaper in the time era. But before they become reporters, they need to be familiar with some common idioms of the time period.</p> <p>Teacher will put a picture of cats and dogs “raining” from the sky. He/ She will ask students what is happening in the picture and if they have ever heard of a phrase that describes the picture. Briefly review idioms.</p> <p>*Teacher Note: Teacher will need to select a picture ahead of time. There are a variety of pictures available online (including slide shows) to choose from. If</p>	<ul style="list-style-type: none"> • Analyze the picture • Have you ever? • Recall

<p>internet or projector access is not available a teacher or talented student may draw a picture to represent cats and dogs falling from the sky.</p>	
<p>4. ACQUIRE: In small groups, students will read through and discuss given colonial American figurative language phrases (Appendix A) (different for each group). Students will then create task sort cards (on index cards) where students will place one colonial phrase on one card and on another card students will put the definition/ origin.</p> <p>*Teacher Note: Teacher can have students make cards with just the word and the colonial definition, or may choose to have the students create 4 cards including phrase, colonial definition, current day definition, literal meaning.</p> <p>*Teacher Note: If students have limited previous exposure to idioms the teacher may want to explore/ research other idioms with their class prior to beginning the lesson.</p> <p>Included list (Appendix A) has been compiled from: www.phrasebase.com http://news.travel.aol.com/2010/10/21/williamsburg-slang/</p> <p>The cards will be compiled and in small group rotations the following day students will complete a matching sort. As they complete the activity students will be completing an included organizer.</p> <p>*Teacher Note: Teacher will need to specify which definition/ meaning will need to be placed on the organizer</p> <p>*Teacher Note: Teacher may have students compile their own personal stack of cards prior to joining a group.</p>	
<p>5. Grouping Decisions: Groups initially will be heterogeneous to support the variety of reading abilities in the room. For the second portion of the activity groups will be homogeneously grouped</p> <p>All student accommodations are applicable throughout this lesson, individualized assistance will be provided as needed</p>	<ul style="list-style-type: none"> • Learning Centers • Partner Work
<p>6. ASSESS</p>	<ul style="list-style-type: none"> • Performance (Speaking and Listening Standards)

Students will conclude the activity independently as they will select one of the following:

1. Select their favorite phrase, illustrate a literal picture, and then illustrate the figurative meaning.
*For example: “Rule of Thumb” illustrated with a thumb and the word “rule” written on it and a second picture of a person testing liquids with their thumb
2. Create a wordle (www.wordle.net) of their favorite colonial figurative phrase
3. Act out their favorite idioms in front of their classmates

***Teacher Note: Teacher will want to check their software availability/ access prior to offering Wordle as an option. Also, a tilde needs to be inserted between words that should remain together as a complete phrase, a comma separates the words or complete phrases. The more times a word is repeated the larger the words/ phrase become.**

- Illustration and description
- Wordle design

Appendix A:

Colonial Period Phrases That Became Idioms

- Lock, Stock and barrel – a musket was usually accomplished and paid for in three parts – lock (firing mechanism), stock (wood), barrel (metal tube). Once completed the item as a whole was given to its owner. Today when one obtains an item with all its parts, it is owned “lock stock and barrel.”
- Half-cocked – if militia man Thaddeus Blood places his musket in the safety position (half-cocked) then entered battle, he had better remember to advance to full-cock or the weapon would not fire and he would be in trouble. A person: going off half-cocked: now means not successful due to lack of preparation and forethought.
- Chalked up to experience – Thomas Munroe, tavern keep, might use chalk to mark upon his wall the bill of a patron who wished to pay at a later time. This was a reminder to collect owed money. Something is “chalked up” to experience in our world meaning that while unfortunate, it is not regretted but an attempt will be made to ensure it does not happen again.
- Mind their “p’s” and “q’s” (pints and quarts of drink) and today the term still refers to watching one’s manners and conduct; behaving properly.
- Rule of thumb – today a “rule of thumb” is a way to accomplish a task based on experience rather than theory or careful calculation. A colonial brewer (without a thermometer) would dip his thumb into a mixture to determine when the liquid was the right temperature to add the yeast.
- Wind fall – if we receive unexpected good fortune (usually money) it is called a “wind fall.” For Jonas Bateman in the 1770s it meant that trees or limbs were blown down and easily obtained for firewood.
- Field day – citizen would gather annually on muster day to watch the militia drill, enjoy food and drink, socialize and have a fun time. They had a “field day.”
- Hit the hay – when John Buttrick, Jr. retired for the night, he probably would sleep on bedding of straw and thus in today’s usage he would “hit the hay.”
- Sleep tight – Meliscent Brett might have the rope supports between the wooden sides on her bed frame tightened (no metal springs) to ensure a good night’s sleep. As today, she would be requested to “sleep tight.”
- Burning the candle at both ends – this was a phrase used in the 1700’s meaning to foolishly spend all of your savings, as opposed to now, when it refers to the attempt to physically do all that you can, or working at a hectic pace for an extended period of time.
- To dive into the woods - to hide yourself

Shaping Our Nation Lesson Plan- Lesson 2: Taking Notes on George Washington

STANDARDS:

CCSS RI 5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

Learning Progressions

- Identify digital or print sources
- Differentiate between relevant and irrelevant information
- Differentiate between reliable and unreliable resources
- Deconstruct questions/problems to identify needed information
- Access media sources to solve a problem or answer a question
- Use relevant information to solve a problem or answer a question
- Use a variety of media sources to solve a problem or answer a question

CCSS RI 5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Learning Progressions

- Establish a purpose for gathering information
- Identify the most important points from several texts
- Identify the key/supporting details from several texts
- Cite specific examples and details to support inferences
- Compare/contrast information from several texts on the same topic
- Use the author’s name or expressions like, “ the author states,” or “in the author’s opinion” when quoting from the texts
- When inferring from the text, cite what the author said that lead to that conclusion.
- Integrate information by graphically representing the most important points presented by two texts on the same topic
- Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Highlighted passages in articles

Notes written in the margins of the articles

Bulleeted notes

Notes written is boxed template

Essential Questions: Why is note taking important, and how does it impact the learning process?

2. CONTENT: picture of George Washington (teacher will supply), kid-friendly article about George Washington, video of bio of George Washington, detailed article of George Washington

SKILLS: listening and reading for important information, transferring what has been heard, read, or seen to notes

<p>3. ACTIVATE: Show a picture of George Washington on a Dollar Bill or a quarter (teacher will supply). Ask students to share what they know about this man other than he was the first President of the United States.</p>	<ul style="list-style-type: none"> • Recall • Brainstorm • Pair Share • Share out • Making connections
<p>4. ACQUIRE:</p> <p>DAY 1:</p> <p>(First 15 minutes) Students will be given a kid-friendly article about George Washington. Tell them that they are going to get with a partner, read the article together, and highlight what they feel to be important facts. Then they will return to their table. Model what you want them to do and then let them begin.</p> <p>http://www.ducksters.com/biography/uspresidents/georgewashington.php</p> <p>(Next 10 minutes) Students will share with their tables what was important to them. Tell them if they agree with someone that they need more, they are to add to their article more highlighting OR they may write notes in the margins of the article. Again model what you are asking them to do, and then let them begin.</p> <p>(Next 15 minutes) Students will watch a short video on George Washington. They will be given a 10 block template. They are to independently add a new fact learned from the video to each block if they hear something new that they think is important.</p> <p>http://www.biography.com/#!/people/george-washington-9524786</p> <p>*Teacher Note: Teacher may want to show the video more than one time because of the amount of factual information included. Teacher may want to have students watch the video one time through without writing/ taking notes.</p> <p>(Next 5 minutes) Students will share with their tables and add again what they may have not heard, IF they think it is important. (All blocks do not have to be filled.) Model for your expectations.</p> <p>(Next 15 minutes) Students will be given a more detailed article about George Washington. They are to get with a partner and read this article and take notes on a bulleted template. They are to write any NEW information that they think is important. Model for your expectations.</p> <p>http://www.abcteach.com/free/r/rc_washington_upperlem.pdf</p>	<ul style="list-style-type: none"> • Lecturette • Presentation • Video • Readings

<p>(Next 5 minutes) Students will share with their table. Then the students will place all of their information in their reading folder for tomorrow.</p> <p>DAY 2:</p> <p>Students will sit with the same people as the previous day. As a table, they will create a poster about George Washington. They may present it as a chart of facts, a web with his name in the middle and facts surrounding it, a time line, or a quick-write biography. This activity may also be done in pairs. 😊</p> <p>Teacher Notes: If other mediums are taught prior to this lesson, teacher may want to give their students a choice for presentation style, i.e. power point, poster, speech, poem, etc.</p>	
<p>5. Grouping Decisions: Pairs will be heterogeneous.</p> <p>Tables will be heterogeneously grouped in groups of four.</p> <p>All student accommodations are applicable throughout this lesson, individualized assistance will be provided as needed</p>	<ul style="list-style-type: none"> • Independent study • Pair share • Table Time • Share Out
<p>6. ASSESS: Students will share their posters with the class. Each person in the group will read something from the poster so that everyone has the chance to participate.</p> <p>Posters may be hung to use as a reference to upcoming lessons. 😊</p>	<ul style="list-style-type: none"> • Products (Poster) • Presentation

<p>1a. STANDARDS:</p> <p>CCSS RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p> <ul style="list-style-type: none"> • Demonstrate understanding that organizational structures are used to convey information <p>CCSS RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p> <ul style="list-style-type: none"> • Know the difference between evidence and reasons • Identify the relevant and irrelevant reasons/ examples/ evidence and author gives to support points in a text • Explain what evidence is used and how it supports what the author is saying • Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). 	<p>Assessment tools for data collection; Informal questioning, editorial deconstruction work/ labeling</p>
<p>1b. Prerequisite Standards:</p> <p>CCSS RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <ul style="list-style-type: none"> • Use the combination of explicitly stated background knowledge, and connections to the text to answer questions • Use paraphrasing to appropriately refer to text • Use quotes from text when explaining what the text says <p>CCSS RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <ul style="list-style-type: none"> • Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. <p>CCSS SL.5.1.B Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>CCSS SL.5.1.C Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>CCSS SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant,</p>	

descriptive details to support main ideas or themes; speak clearly at an understandable pace.	
Essential Questions: How can you formulate your opinion into a piece of writing?	
<p>2. CONTENT: editorial, fact and opinion, article, newspaper, magazine, summarize, label, deconstruct</p>	<p>SKILLS: reading a variety of texts, understanding fact and opinion relationships, partner collaborations (speaking and listening)</p>
<p>3. ACTIVATE: Focus Activity: (3 min)</p> <p>- The teacher will place the statement, “All students should have to attend school for nine hours a day,” on the board.</p> <p>-Students are asked to turn and talk with their table group about their feelings toward this statement.</p> <p>-After time to share out the teacher will go around asking for input/ explanation from these discussions. Each time a student shares the rest of the class will be asked to give a thumbs up or down if they agree with those statements.</p> <p>-The teacher will then explain to the students that they have just formulated opinions. They will explain that sometimes people put their opinions or strong feelings about a topic or issue into words and take a stand it is called an editorial.</p> <p>Teacher Note: The teacher may want to choose a topic/ sentence that the students in their classroom feel strongly for or against to make the topic relevant to their student body.</p>	<ul style="list-style-type: none"> • Turn and talk • Share out • Thumb it
<p>4. ACQUIRE:</p> <p>-The teacher will state the goals of the lesson:</p> <ul style="list-style-type: none"> • understanding the parts of an editorial • read and deconstruct editorial writing, formulating opinions/ taking a stand • collaborating with peers <p>Teacher Note: Teachers need to ensure all Special Education and English Language Learner accommodations are being provided through the lesson.</p> <p>- (25 min) The students will then view a slideshow which defines an editorial as well as breaks down the various parts of an editorial</p>	<ul style="list-style-type: none"> • Lecturette • Presentation/ Slide Show • Turn and talk • Partner Collaboration • Share/ Inform • Exit Ticket

article. *Packets of the slideshow can be distributed of internet/ Smart Technology/ Computer if access is not an option

<http://www.slideshare.net/dre1881/editorial-writing-elementary>

***Teacher Note: If you are unable to access this resource there are many other similar presentations online that summarize the different parts of editorials**

The teacher should ask students questions, and check for understanding throughout.

Questions could include:

“What is a topic you feel strongly about?”

“Have you seen an editorial in the newspaper?”

“What other lead could this author have used?”

“Can you give me an example of a lead that would not work for this piece?”

“Why is it important to hook your reader in?”

“Do you have any other facts or reasons that could be included in this article?”

“Can you summarize what an editorial is?”

-After viewing the slideshow, teacher asks students to turn and talk, discussing the main parts included in an editorial

*The editorial slideshow will be placed and remain on the board on slide 4. This will ensure the students have a visual of their newly learned material.

-The directions for the activity are then given: Students will be broken up in pairs or groups of three. They will choose an editorial article (links below) and will read through and “deconstruct” the different parts of the editorial, labeling them and taking notes in the margins. For example, when students find the “hook,” they will underline/ highlight and label it. The teacher will model this on one of the articles and leave on the board as a visual.

-The teacher will again refer back to slide (4) in the Editorial Writing slideshow and leave it up on the board (or ask students to flip to that page of their packet and leave it out as a reference).

Teacher Note: For Special Education students you may want to print “slide 4” of the presentation and provide it to students as a resource.

<p>- (20 min) Students are placed in their groups/ partnerships (See grouping decisions below) and asked to complete the activity</p> <p>http://www.heraldnet.com/article/20120904/OPINION01/709049983</p> <p>http://www.thewritesource.com/studentmodels/ws2k-phoneed.htm</p> <p>http://www.thewritesource.com/studentmodels/we-tchrdiff.htm</p> <p>Teacher Note: If teachers are unable to access any or all of these articles, there are many available online (both authentic and educationally written for students) that the teacher may select for their class. Also, if the articles do not support the needs of the student population in a teacher’s classroom, supplemental articles may be chosen. Teachers may also use the provided materials and read them aloud to students with provided accommodations. Teachers may also include the editorial, “Fine Arts,” from the slideshow if there are in need of heavy support/ differentiation.</p> <p>http://www.thewritesource.com/studentmodels/ws2k-musiced.htm</p> <p>*The teacher will circulate the classroom. For early finishers the teacher will ask:</p> <p>“What if the _____ was missing from your editorial?” (inserting the words introduction, opinion, reasons, supportive details, or conclusion)</p> <p>“What impact would that have?”</p> <p>Or</p> <p>“Would you add or change anything about this editorial to make a stronger argument?”</p> <p>- (10 min) When the 20 minutes is complete students will be asked to find a group that had a different article, summarize their article (both groups), and share their work.</p> <p>- (2 min) Students are then asked to turn in their work and complete an exit ticket (Appendix B) for the activity: What are the major parts of an editorial? What is a topic you have a strong opinion about?</p>	
<p>5. Grouping Decisions:</p> <p>-Student groupings should pair a stronger reader with one who requires additional support. This will differ per classroom. Students should be comfortable sharing and discussing with the peer whom they are working with.</p> <p>-Editorial articles can be selected by group (teacher should have ample copies of each to choose from)</p>	<ul style="list-style-type: none"> • Learning partners • Read and deconstruct/ label

<p>-If homogeneous groups are desired, both below and on level material has been provided</p> <p>-As some groups will finish earlier than others the teacher will circulate to ask extending questions (included)</p> <p>Teacher Note: Grouping practices should be determined by classroom environment, and take into account the student makeup.</p>	
<p>6. ASSESS</p> <p>-Through this lesson the students will be informally and formally assessed. They will participate in informal inquiry, receive feedback from the teacher on their completed work (formative), and complete an exit ticket activity (check for understanding).</p> <p>*Students are also given the opportunity to extend their thinking with group discussion after their work has been completed.</p> <p>*Day 2 of the editorials mini-lesson involves writing an editorial for a more formal assessment of understanding.</p>	<ul style="list-style-type: none"> • Exit Tickets • Oral Discussion and Description • Products- Deconstructed and labeled editorials <p>*Day 2 will include an editorial writing activity</p>

Appendix B:

<p>Name:</p> <p>What are the major parts of an editorial?</p> <p>What is a topic you have a strong opinion about?</p>	<p>Name:</p> <p>What are the major parts of an editorial?</p> <p>What is a topic you have a strong opinion about?</p>
<p>Name:</p> <p>What are the major parts of an editorial?</p> <p>What is a topic you have a strong opinion about?</p>	<p>Name:</p> <p>What are the major parts of an editorial?</p> <p>What is a topic you have a strong opinion about?</p>
<p>Name:</p> <p>What are the major parts of an editorial?</p> <p>What is a topic you have a strong opinion about?</p>	<p>Name:</p> <p>What are the major parts of an editorial?</p> <p>What is a topic you have a strong opinion about?</p>

Shaping Our Nation Lesson Plan- Lesson 4: "Writing an Editorial"

1. STANDARDS: What should students know and be able to do?

CCSS Writing Standard 1: Write arguments to support claim(s) in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Grade 5: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
- Provide logically ordered reasons that are supported by facts and details.
- Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
- Provide a concluding statement or section related to the opinion presented.

Learning Progressions:

Grade 4: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
- Provide reasons that are supported by facts and details.
- Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
- Provide a concluding statement or section related to the opinion presented.

CCSS 1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS 8 Explain how an author uses reasons and evidence to support particular points in a text,

Assessment tools for data collection; poster notes, editorial

<p>identifying which reasons and evidence support which point(s).</p> <ul style="list-style-type: none"> • Informational text (both literary nonfiction and expository/technical texts) • Main/key ideas • Supporting details • Relevant vs. irrelevant details • Relationship between reasons/examples/evidence <p>Social Studies 4-5a: Students will explain why historical accounts of the same event sometimes differ and will relate this explanation to the evidence presented or the point-of-view of the author. 4-5a: Students will develop an understanding of Delaware history and its connections with United States history.</p>	
<p>Essential Questions: How can you use historical opinions to write an editorial?</p>	
<p>2. CONTENT: (concepts, vocabulary, facts)</p> <p>Loyalists, patriots, Declaration of Independence, editorial, monarchy</p> <p>Students need to be familiar with the Declaration of Independence and the grievances/complaints that are listed in the document. The grievances are taught in lesson 2 of the Delaware Recommended Curriculum on the American Revolution.</p>	<p>SKILLS: reading a primary source, understanding the parts of an editorial, writing an editorial</p>
<p>3. ACTIVATE: Focus Activity: Pre-assessment strategy</p> <p>You already know why the Declaration of Independence was written and why many of our countries’ founding fathers were anxious to sign it. There is one man, however, that refused to sign it and he was from our very own state of Delaware. Have students brainstorm with a partner why they think he may have refused to sign it. Have students share their ideas.</p>	<ul style="list-style-type: none"> • Think, Pair, Share • Brainstorm
<p>4. ACQUIRE: In small groups students will take a “gallery walk” to three different stations. At the three stations there will be a portion of a speech made by John Dickinson on a large sheet of paper. Explain to the students that they will be reading a section from “John Dickinson, A Speech against Independence, 1776” at each station and recording with a marker what they think his argument against signing the</p>	<ul style="list-style-type: none"> • Gallery Walk

Declaration of Independence is on the sheet. The students will also have a glossary ([Appendix C](#)) to help support their understanding of the text. The students will travel with their group to each station. At the station they will read the speech and write down on the paper with their colored marker the reason Dickinson refuses to sign the Declaration of Independence. They are to also read what the previous group wrote and add on or clarify. After visiting the three different stations post the sheets and a whole class discussion will follow. Students are to take notes on their copies of the speech ([Appendix C](#)).

Prior class preparation will need to be done. On three (or six if you want smaller groups) large sheets of paper write one section of the speech on each. These parts of the passage could also be typed and taped to a piece of chart paper. The parts of the speech are as follows:

1. I know the name of liberty is dear to each one of us; but have we not enjoyed liberty even under the English monarchy?
2. In the human body the head governs all the members, directing them to the same object, which is self-preservation and happiness. So the king, in concert with the Parliament, can alone maintain the union of the members of this Empire... Still inexperienced and in our infancy, what proof have we given of our ability to walk without a guide?
3. Our union with England is no less necessary to procure us, with foreign powers, that respect which is so essential to the prosperity of our commerce and the accomplishment of any enterprise... From the moment when our separation takes place, everything will take a contrary direction. The nations will look upon us with disdain; even the pirates of Africa and Europe will fall upon our vessels, will massacre our seamen, or lead them into cruel slavery...

Place the sheets at three (or six) stations. Each group will need a different colored marker to take with them to each station.

<p>Review with the students the following different parts of an editorial: 1. Introduction that hooks the reader and states the opinion, 2. Reasons that support the opinion, 3. Conclusion that restates your opinion and leaves the reader thinking</p>	
<p>5. Grouping Decisions: Students will be heterogeneously grouped to meet the variety of reading abilities in the class. APPLY ADJUST</p>	<ul style="list-style-type: none"> • Stations
<p>6. ASSESS Writing Prompt: You are John Dickinson. Write an editorial explaining why you refused to sign the Declaration of Independence.</p>	<ul style="list-style-type: none"> • Rubric
<p>Adapted from the following Delaware Recommended Social Studies Curriculum: Unit Title: American Revolution Designed by: Lisa Prueter District: Appoquinimink Modified by: Jeff Twardus and Becky Reed, Red Clay</p>	

Appendix C:

Handout

John Dickinson, *A Speech against Independence, 1776* (abridged)

I know the name of liberty is dear to each one of us; but have we not enjoyed liberty even under the English monarchy?

In the human body the head governs all the members, directing them to the same object, which is self-preservation and happiness. So the king, in concert with the Parliament, can alone maintain the union of the members of this Empire... Still inexperienced and in our infancy, what proof have we given of our ability to walk without a guide?

Our union with England is no less necessary to procure us, with foreign powers, that respect which is so essential to the prosperity of our commerce and the accomplishment of any enterprise... From the moment when our separation takes place, everything will take a contrary direction. The nations will look upon us with disdain; even the pirates of Africa and Europe will fall upon our vessels, will massacre our seamen, or lead them into cruel slavery...

Argument 1:

Argument 2:

Argument 3:

Handout: Sample Answer Key

John Dickinson, *A Speech against Independence*, 1776 (abridged)

I know the name of liberty is dear to each one of us; but have we not enjoyed liberty even under the English monarchy?

In the human body the head governs all the members, directing them to the same object, which is self-preservation and happiness. So the king, in concert with the Parliament, can alone maintain the union of the members of this Empire... Still inexperienced and in our infancy, what proof have we given of our ability to walk without a guide?

Our union with England is no less necessary to procure us, with foreign powers, that respect which is so essential to the prosperity of our commerce and the accomplishment of any enterprise... From the moment when our separation takes place, everything will take a contrary direction. The nations will look upon us with disdain; even the pirates of Africa and Europe will fall upon our vessels, will massacre our seamen, or lead them into cruel slavery...

Argument 1:

The American colonies were governed fairly by England

Argument 2:

The American colonies are too young to govern themselves. The colonies would be like a headless body without the leadership of the King

Argument 3:

Because we are a part of the British Empire, other countries respect us and are willing to trade with us

Without England's protection, the colonies will be attacked and treated poorly by other countries

Use the following definitions to help you understand John Dickinson's speech.

Glossary

monarchy - government by a king or queen

parliament – a group of people that make the laws for England

infancy – earliest period of childhood

procure – to get by special effort, obtain

prosperity – success economically

commerce – buying and selling of goods

enterprise – a business project

disdain – to consider worthless

Shaping Our Nation Lesson Plan- Lesson 5- Identifying Character Traits

<p>CCS RI 5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <ul style="list-style-type: none"> • Use the combination of explicitly stated information, background knowledge, and connections to the text to answer questions • Differentiate/discriminate between relevant and irrelevant textual support • Use paraphrasing to appropriately reference text • Use quotes from a text when explaining what the text says • Use quotes from the text to support inferences from the text • Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text • Cite specific information from the text that supports observations about relationships or interactions. <ul style="list-style-type: none"> Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. 	<p>Character Organizer</p> <p>Character Trait List</p> <p>Character Analysis Web</p> <p>The Extraordinary Life of Thomas Peters</p> <p>James Forten from “ Now is Your Time”</p>
<p>Prerequisite Standard</p> <p>CCSS 5.2L- Determine a theme of a story, drama, or poem from details in the text, including how characters in a story respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text</p>	
<p>Essential Questions: How can the ways in which a person act, speak, or what they do help you to determine their character?</p>	
<p>2. CONTENT: copy of level reader, copy of Now is Your Time: The African American Struggle for Freedom By: Walter Dean Meyers, a biography of James Forten and Character Traits List</p>	<p>SKILLS: Analyze and determine the character traits by quoting accurately from the text to infer character traits.</p>
<p>3. ACTIVATE: Teacher will hand out a copy of <u>The Extraordinary Life of Thomas Peters</u>. Students will read and discuss possible traits for Thomas Peters and fill in a graphic organizer (Appendix E) using their character trait list (Appendix D). They will revisit the story to find evidence to support the traits with</p>	<ul style="list-style-type: none"> • Complete graphic organizer

<p>details from the story. Teacher Note: Teachers may want to review the character traits list first, and reflect on previous lessons.</p>	
<p>4. ACQUIRE:</p> <p>Day 1</p> <p>Students will read in groups of 3 or 4 and be asked to use their character trait list (Appendix D) to find Thomas Peters’ character traits. Student will use highlighters and/ or post-it notes as they read. Then have the students will use their list to support them in completing their graphic organizer (Appendix E).</p> <p>Then the teacher will review each group’s character charts and make corrections to each chart as needed.</p> <p>As students are reading the teacher will ask questions such as:</p> <p>“What is the theme of this passage?”</p> <p>“How do the characters actions help you determine the theme?”</p> <p>“How can you relate this character to others we have recently read about?”</p> <p>“Does this story have a similar theme when relating it to passages we have recently read?”</p> <p>Teacher Notes: Teachers may want to vary the lesson. Students can read the text in groups and then one organizer can be created as a whole class.</p>	<ul style="list-style-type: none"> • Text • Share out
<p>5. Grouping Decisions: Students will be grouped heterogeneously to meet the variety of reading abilities in the class.</p> <p>All student accommodations will be applicable throughout this lesson.</p>	<ul style="list-style-type: none"> • Table Time Group
<p>6. ASSESS</p> <p>Day Two</p> <ol style="list-style-type: none"> 1. Students will read the story, James Forten from “Now is Your Time” independently and will use highlighters or post-it notes to collect information that will enable them to complete the character trait graphic organizer for James Forten. 	<ul style="list-style-type: none"> • Character Analysis Chart • Participation • Close read • Highlight as they read • Write notes in margin

<p>2. Student will write a paragraph describing the character traits of James Forten using notes from their character trait organizer.</p> <p>3. Would you consider James Forten to be a dependable person that is reliable and trustworthy? Cite details from your notes and the story to validate your decision.</p> <p>Diversity Honored (learning styles, multiple intelligences, personal interest, etc.)</p>	
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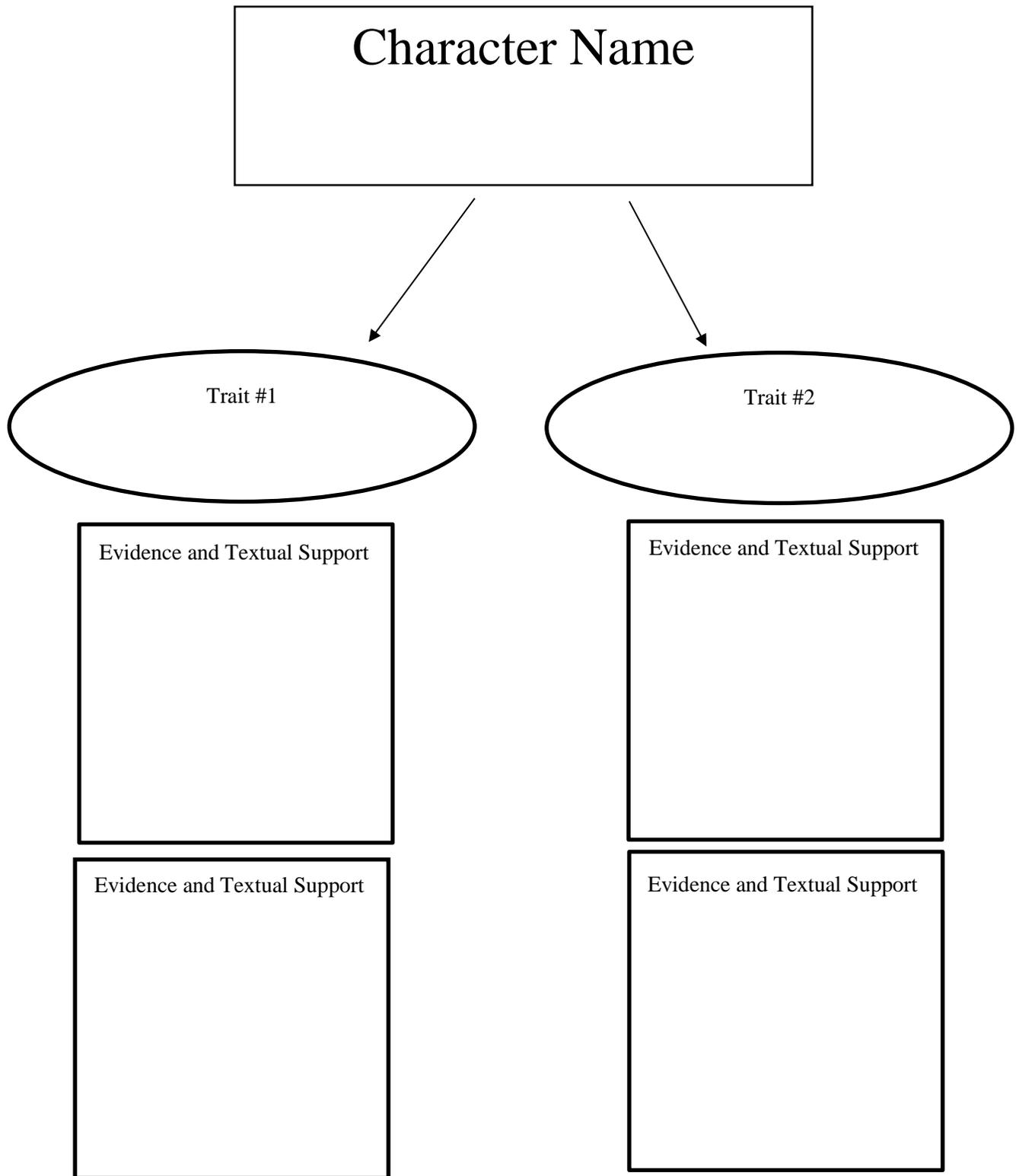
Appendix DCharacter Trait List

active	cross	jealous
adventurous	cruel	jovial
affectionate	curious	lazy
afraid	dangerous	logical
ambitious	daring	lonely
angry	dependable	loving
annoyed	determined	loyal
anxious	discouraged	lucky
argumentative	dishonest	mature
astonished	disrespectful	meticulous
attentive	doubtful	nervous
bewildered	eager	obedient
bored	efficient	optimistic
bossy	energetic	peaceful
brave	enthusiastic	persistent
brilliant	exciting	pleasant
calm	fierce	proud
capable	foolish	quick
careful	friendly	reliable
cautious	frustrated	respectful
charismatic	generous	responsible
charming	gentle	restless
cheerful	glamorous	rowdy
clever	greedy	secretive
clumsy	hateful	self-reliant
compassionate	hopeless	sensitive
competitive	humorous	sincere
conceited	ignorant	strange
concerned	imaginative	tenacious
confident	immature	terrified
confused	impatient	thoughtful
conscientious	impolite	trustworthy
considerate	impulsive	unselfish
cooperative	inactive	valiant
courageous	independent	vivacious
cowardly	insistent	wise
critical	intelligent	worried

Appendix E

Name: _____

Date: _____



Shaping Our Nation Performance Task

School/District: Lulu Ross Elementary School/ Milford School District

Team Members: Dulcena Kemmerlin, Michele Davis, Cindy Peterman,
JoAnn Baird, Wanda Corder, Leesa Lopez

Title:	Shaping Our Nation
Grade:	5
Standards (ELA, Literacy, SS Content)	RI 5.1, RI 5.7, RL 5.3, RL 5.10, RI 5.6, W 5.2, W 5.4, W 5.8, W 5.9, W 5.10 Social Studies: 4-5a
DOK:	4
UDL:	This lesson is designed to address the needs of all learners. Content is presented in a variety of formats. Historical literature, Biographies, and multimedia content are included. Students should be accommodated throughout this task with any and all Special Education as well as Limited English Proficient accommodations. Students are able to use graphic organizers to plan their writing. Questions are also presented in a variety of formats to support level 2 and level 3 depth of knowledge.
Stimuli (Primary Text):	<p>Source 1: Poem- “A Spy for Freedom” by Ann Weil Weil, A. (2014) <i>A Spy for Freedom: Journeys Common Core Student Edition</i> (pp. 408-410). Orlando, FL: Houghton Mifflin Harcourt</p> <p>Source 2: Biography- “We Were There, Too!” by Phillip Hoose (excerpt Joseph Plumb Martin/ excerpt Sybil Ludington) Hoose, P. (2001). <i>We were there, too!: Young people in U.S. history</i>. New York: Farrar Straus Giroux.</p> <p>Source 3: Multimedia Video: "Monmouth 1778: Battle for the North" DVD- (HD) https://www.youtube.com/watch?v=iqTjC0wxvs8 Molly Pitcher scene "Monmouth 1778: Battle for the North" DVD- (HD). (n.d.). Retrieved June 2, 2015, from https://www.youtube.com/watch?v=iqTjC0wxvs8</p> <p>*Teacher Note: If any or all text is unavailable teachers may use ANY text or media that references individuals who have impacted American History during the Revolutionary period. Text complexity placemats have been provided for the above referenced material. More than one text should be selected, and one should contain figurative language to supplement/ take the place of Question 3.</p>
Text Complexity:	Text Complexity Maps are Included for Each Referenced Text
Task Overview:	<p>Part 1: Before writing a news article about how ordinary people have changed history, students will be introduced to the topic through reading an informational text, reading a literary text, and viewing a video clip. The students will then answer research questions on the topic. Students will take note on what they view and read. Students should also have access to their video notes and the texts throughout the assignment. After reading and viewing the video clip students will then respond to selected and constructed response items.</p> <p>Part 2: Finally students will work individually to compose a newspaper editorial about how ordinary people changed history during the American Revolution, referring to details from the video and/ or text.</p>

Students may also refer to their notes from the video or back to the passages as desired. Drafting and revising will be part of the task.

Task Directions:

Part 1:

Your Assignment: You will read two passages and view one video about ordinary people who helped to shape our nation during the American Revolution. You will be required to take notes and answer three corresponding questions. Following this portion of the activity you will then write a newspaper editorial about how ordinary people changed history based on the information from your text and notes.

Steps you will be following: In order to compose your article you will first do the following:

1. View a video clip and take notes
2. Read one play and one biography while highlighting and taking notes
3. Answer three questions using information and details from the text
4. Plan and write your editorial

Directions for beginning: You will now watch one video and read two passages. Take notes because you will need to refer back to this information when writing your editorial. Be sure to take detailed notes during the video clip as you will not have access to the video at a later time. You will be able to use both your notes and the passages when writing your editorial.

Source 1: A Play “A Spy For Freedom” By Ann Weil

Source 2: A Biography “We Were There, Too!” By Phillip Hoose

Source 3: Video: Molly Pitcher scene "Monmouth 1778: Battle for the North" DVD- (HD)
<https://www.youtube.com/watch?v=iqTjC0wxvs8>

Questions:

1. DoK 2: Which character traits do all of these historical figures have in common? Select all that apply.
 - a. Courageous
 - b. Frightened
 - c. Lazy
 - d. Happy
 - e. Brave
 - f. Determined
2. DoK 3: Choose two of the texts and determine a common theme. Support you answer with details from the text.
3. DoK 2: People often say, “I wish I were a fly on the wall,” when they would like to know everything going on! What is the phrase from the play “A Spy for Freedom” that has a similar meaning?

Part 2:

Your Assignment: You have watched one video and read two passages about historical figures that shaped our nation during the American Revolution. Consider the impact these people made during the early stages of our nation's creation. You are a colonial news journalist. Write a newspaper editorial about how ordinary people have helped shape our nation. Be sure to refer to your notes and include details and information to support your editorial.

*Exemplar Student Samples Included

How your essay will be scored: DOE Writing Rubrics (Opinion):

<http://dedoe.schoolwires.net/Page/508>

Scoring Rubrics/ Sample Answers:

1. DoK 2: Which character traits do all of these historical figures have in common? Select all that apply.
 - a. Courageous
 - b. Frightened
 - c. Lazy
 - d. Happy
 - e. Brave
 - f. Determined

Key Elements: Student selects responses a. courageous, e. brave, f. determined

Rubric:

(1 point) Student select all three correct responses (a, e, f)

(0 points) Student selects fewer than 3 correct responses

2. DoK 3: Choose two of the texts and determine a common theme. Support you answer with details from the text.

Key Elements: Student selects two of the texts, adequately identifies the theme, and provides at least one detail from each selected text to support the chosen theme.

Sample: Selected Text: "We Were There, Too!" and "A Spy For Freedom"

Theme: Ordinary individuals can do extraordinary things that help to influence/ change history

Sample Supportive Details (not limited to) Source 1:

- Joseph Plumb Martin enlisted in the army twice when he was very young which helped eventually win the Revolutionary War
- Joseph Plumb Martin weathered the unfavorable conditions during the war, yet continued to fight for the freedom of his nation
- Joseph Plumb Martin stated, "fear and disorder seemed to take full position of all and everything that day," and yet he continued to fight
- Joseph Plumb Martin decided to enlist in the army at a time when recruitment was becoming more difficult, and his support led to the eventual Patriot victory in the Revolutionary War
- Sybil Ludington rode long distances in the rain to help gather men for her father which led to the eventual victory in the war effort

- Sybil rode through harsh conditions to support the war effort which led to Patriot victory, “It was raining hard. Sybil put away thoughts of who might appear in the roadway and concentrated on the roadmap in her head.”

Sample Supportive Details (not limited to) Source 2:

- Lydia Darragh hid in a closet to spy on the British to obtain information when she knew she could have been discovered and punished
- Lydia Darragh risked her life to take the information she heard to General George Washington, which led to British retreat
- Lydia Darragh helped the Patriots win the war, “Her quick actions helped to bring the Americans to victory.”

Rubric

(3 points) Student is able to identify a common theme between two selected texts and provide one supportive detail from each

(2 points) Student is able to identify a common theme between the two texts and provide one supportive detail from either text

(1 point) Student is able to identify a common theme but provides no details to support

(0 points) Student is unable to provide a common theme between two selected texts

3. DoK 2: People often say, “I wish I were a fly on the wall,” when they would like to know everything going on! What is the phrase from the play “A Spy for Freedom” that has a similar meaning?

Key Elements: The student is able to identify the phrase “the walls must have ears” from the play “A Spy For Freedom.”

Rubric:

(1 point) Student is able to identify the phrase “the walls must have ears”

(0 points) Student does not correctly identify “the walls must have ears”

Name:

Task Directions:

Part 1:

Your Assignment: You will read two passages and view one video about ordinary people who helped to shape our nation during the American Revolution. You will be required to take notes and answer three corresponding questions. Following this portion of the activity you will then write a newspaper editorial about how ordinary people changed history based on the information from your text and notes.

Steps you will be following: In order to compose your article you will first do the following:

1. Read one play and one biography while highlighting and taking notes
2. View a video clip and take notes
3. Answer three questions using information and details from the text (on a separate sheet of paper)

4. Plan and write your editorial

Directions for beginning: You will now read two passages and watch one video. Take notes because you will need to refer back to this information when writing your editorial. Be sure to take detailed notes during the video clip as you will not have access to the video at a later time. You will be able to use both your notes and the passages when writing your editorial.

Source 1: A Play “A Spy for Freedom” By Ann Weil

Source 2: A Biography “We Were There, Too!” By Phillip Hoose

Source 3: Video: Molly Pitcher scene "Monmouth 1778: Battle for the North" DVD- (HD)

<https://www.youtube.com/watch?v=iqTjC0wxvs8>

Questions: Please answer on a separate sheet of paper

4. Which character traits do all of these historical figures have in common? Select all that apply.
 - g. Courageous
 - h. Frightened
 - i. Lazy
 - j. Happy
 - k. Brave
 - l. Determined
5. Choose two of the texts and determine a common theme. Support your answer with details from the text.
6. People often say, “I wish I were a fly on the wall,” when they would like to know everything going on! What is the phrase from the play “A Spy for Freedom” that has a similar meaning?

Part 2: Writing

Your Assignment: You have watched one video and read two passages about historical figures that shaped our nation during the American Revolution. Consider the impact these people made during the early stages of our nation’s creation. You are a colonial news journalist. Write a newspaper editorial about how ordinary people have helped shape our nation. Be sure to refer to your notes and include details and information to support your editorial.

How your essay will be scored: [We are using the DOE Writing Rubrics:

<http://dedoe.schoolwires.net/Page/508>]

Performance Task Exemplar: High

Title: The Narwhal Chronicle

Paragraph 1:

Back in the 1700s people who weren't very heard of or expected to do something great played major parts to shape our nation. Ordinary people have helped shape our nation. Some of these people include: Molly Pitcher, Lydia Darragh, Sybil Ludington, and Joseph Plumb Martin.

Supporting Paragraphs:

You may remember Paul Revere and him saying, "The British are coming!" but do you remember Sybil Ludington? Sybil Ludington's father, Henry, was a commander of militiamen near the New York-Connecticut boarder. Somebody banged at the door and said that the British torched a warehouse in Danbury, Connecticut. In source 2, "We Were There Too" the author said, "Food and guns belonging to the Continental army were being destroyed. Soldiers were burning homes too." Colonel Ludington needed to round up his troops right away. All his men were scattered around the countryside. His daughter, Sybil, wanted to do it. So she got on her horse and started down the rocky and bumpy trail trying to inform the soldiers. There were many armed British men who could hurt Sybil, but she continued anyway. She picked up a large stick to bang on doors of the militiamen and shouted, "The British are burning Danbury! Muster at Ludington's!" With that the men went to Colonel Ludington's place and started to march with the Continental soldiers. George Washington thanked Sybil Ludington for her heroism personally, and Alexander Hamilton wrote her an appreciation letter. There is a bronze statue of Sybil in Carmel, New York.

Joseph Plumb Martin was a young boy who lived in Milford, Connecticut who then struggled for a rough period of time to help our nation. After concluding the bloody battle at Concord the Americans were in need of men for

Annotation 1:

The **position** is obviously stated. The student not only introduces the topic but "effectively" introduces the text by listing the ordinary people who have helped shape our nation.

Annotation 2:

Supporting paragraphs present clear reasons with text-based evidence/ support. For example, in paragraph 2, the evidence/ support is stated as "So she got on her horse and started down the rocky, bumpy trail to inform the soldiers." The paragraph ends with a logical conclusion and shows that Sybil Ludington's actions were rewarded with a bronze statue, implying her task was remarkable enough (nation shaping) to be commemorated for all to see. In paragraph three the writer includes quotations directly from the source so that the reader can connect with the character's thoughts and feelings. In the conclusion of this paragraph the writer states, "After a year of farming he became bored and went back to the war to fight and risk his life even more." Playing on the connections the audience has made with the character, it is evidence to support that even after the character's struggle he was still brave enough to reenlist in the military and eventually support the Americans in their victory. In paragraph three the writer states, "Lydia Darragh saved many lives just by sending one simple message." The writer lends to the effect that though the character was "ordinary" and performing a simple task it was a task that impacted our nation forever. The writer then continues to include evidence of the characters "ordinary" status and means within her

the Continental Army. A silver dollar was awarded to anyone who enlisted. Joseph was 14 at the time and thought he was too young and didn't want to do it. In "We Were There Too" Joseph's diary says "I felt myself to be a real coward. What-venture my carcass where bullets fly! That will never do for me. Stay at home out of harm's way, I thought." All of his friends were signing up, so soon after a long thought discussion with himself he decided to join the Continental Army. He then was served horrible foods, used bad muskets, and he also had to sleep on the floor without a blanket to keep him warm. Most of the soldiers didn't get paid on time. But once he got out of the Continental Army he didn't feel like a 15 year old boy with the Military experience he felt more than that.

Lydia Darragh saved many lives just by sending one simple message. It started when a British officer knocked on Lydia Darragh's door. He said that the house is now going to be used as a meeting place for the British government. Lydia Darragh and her two kids had nowhere else to go. The British men let her keep her house as long as they were allowed to use one room as a meeting place. During a British meeting, Lydia hid behind a linen closet and listened to the British officers and General Howe talk about their strategy. In source 1 General Howe said, "We will attack the Americans at Whitemarsh in two days. That should end this rebellion." Lydia waited for the British to leave then got out of the closet and ran out of her house. She wrote down a note and stuffed it into her pocket. She then showed the note to a guy named Thomas Craig who was a part of a militia army. He then told George Washington about the British plan. The Americans were ready, so the British retreated.

Now, that leaves Molly Pitcher. A woman who ran through gun fire to quench American soldiers thirst. Molly Pitcher was married to William Hayes who worked for the Continental Army. She followed William into battle to help cook and clean and to wash clothes. When the battle near Monmouth Courthouse took place Molly knew it was going to be flaming. When American men started to collapsed from heat exhaustion Molly made her way to a spring and scooped water up in a pitcher. She ran past

community. The writer concludes the paragraph by stating the outcome of Lydia Darragh's "simple" deed that changed the course of our nation's history. In the fourth and final supportive paragraph the writer opens by sharing the detail, "[Molly Pitcher] A woman who ran through gun fire to quench American soldiers thirst." This detail delivers the message of how dangerous a situation Molly Pitcher endured to support her fellow Patriots in their war efforts. The writer also includes a detail about her fellow men, including her husband, "collapsing" while she steadily performed her duties as well as performed the duties of men. The author supports the point that one woman's bravery helped determine the results of the Revolutionary War, and in turn helped to shape our nation. The writer's tone throughout the piece is appropriate for the audience. It is evident that the writer feels strongly about the characters as well as the opinion that they helped shape our nation. This in turn generates a connection with the audience. The author skillfully selects words and phrases that link together, many times extending beyond grade level standards. The organizational structure has a purpose and lends to the understanding of the text. The response is tightly focused, and the sentences are skillfully constructed with appropriate length, variety, and structure. For example, "She followed William into battle to help cook and clean and to wash clothes. When the battle near Monmouth Courthouse took place Molly knew it was going to be flaming. When American men started to collapsed from heat exhaustion Molly made her way to a spring and scooped water up in a pitcher. She ran past gunfire to give American soldiers water to keep them going."

Annotation 3:

Concluding paragraph is an effective concluding statement. The writer restates

gunfire to give American soldiers water to keep them going. People would shout, “Molly-Pitcher!” whenever they needed her. That how she got the nickname Molly Pitcher. William Hayes got shot, but wasn’t dead, by his cannon so Molly had to take over for him. She fired shot after shot after shot at the British army. After the battle George Washington asked about the women firing the cannon and named Molly sergeant.

Concluding Paragraph:

Many ordinary people stepped up to the plate and made history. Now it’s your turn. What will you do to make history? Will you follow in the footsteps of these people?

the opinion presented that ordinary people have shaped our nation. The conclusion also calls for action stating; “Now it’s your turn. What will you do to make history?”

<p>Performance Task Exemplar: Mid Level</p> <p>Paragraph 1: I, (Student’s Name), an American Journalist think that the people in the past changed history and the whole world in my mind. Three of those people are Molly Picture, Joseph Martin, and Lydia Darragh.</p> <p>Supportive Paragraphs: One person who changed the world was Mary Hase but people called her Molly. Molly went with her husband to war. Girls could not fight so she would hand out water. That is how she got her name Molly Pitcher. Men would yell out MOLLY PITCHER! Her husband got shot in the shoulder so she had to take over his job handing the men cannonballs.</p> <p>You also have Joseph Martin who was a tall ,and srong boy who lived in milford, Conneeticut. He was a worker on his grandparent’s farm. He wanted to be a soldier for George Washington but he was too young. Jeseph got to join Genral George in the war of New York. Then a little later he got married.</p> <p>Then you have Lydia Darrgh who lived in Philadelphia. The British were trying to take her home and make it a place meetings . So the officer said that you can have the house but the British needed one room, so she said yes. Lydia was in the closet when Genral Howe was having the meeting with the two officers about the sneak attack . So the next morning Lydia went to Genral Goerge and told him about the sneak attack. Then George Washington made a sneak attack of his own. So when the British attacked on the Americans went there then the Americans jumped out and started shooting the British.</p> <p>Concluding Paragraph: That is how ordinary people, all helped. Tif that was you what would you hane done and why. This is (Student’s Name) and I will see you soon with the next story.</p>	<p>Annotation 1:</p> <p>The position is obviously stated. The student not only introduces the topic but “effectively” introduces the text by listing the ordinary people who have helped shape our nation.</p> <p>Annotation 2:</p> <p>Supporting paragraphs present reasons mostly with text-based evidence/ support. There is a clear organizational structure used to support the audience’s understanding of the text. In the first paragraph the student introduces a character who has helped shape our nation. Tightly focused evidence provided from the source includes, “Molly went with her husband to war,” “Girls could not fight so she would hand out water,” and “Her husband got shot so she had to take over his job.” Though the student explains how the character helped to shape our nation, the end of the paragraph is lacking closure. In the second paragraph the author uses minimal details to express how the character shaped our nation when he “got to join the war.” This paragraph also lacks closure and a clear understanding of how the character helped shape our nation. In paragraph three the writer references Lydia Darragh. He shares her status within the community during the period by stating, “The British were trying to take her home and make it a place (to have) meetings.” This implies her “ordinary” status. The writer then provides the relevant facts, “Lydia was in the closet when Genral Howe was having the meeting with the two officers about the sneak attack . So the next morning Lydia went to Genral Goerge and told him about the sneak attack.” These facts help support that although the character was an ordinary individual; she did something extraordinarily brave to help support the efforts of the American Patriots. In the conclusion of the paragraph the writer expresses how the information the character provided impacted our nation’s history. Throughout, the writer makes technical and spelling errors. He/ she exhibits a</p>
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	<p>command of the standard English conventions, but does not employ those skills at all times, as seen in the above referenced quotes with spelling and grammatical errors. The sentences contain sufficient variety. Also, all thoughts are related, relevant, and support the opinion throughout.</p> <p>Annotation 3:</p> <p>Concluding paragraph is an effective concluding statement. The writer restates the opinion presented that ordinary people have shaped our nation. He also elicits a response from the reader asking specifically what they would have done in the place of the characters. The writer concludes with a play on the prompt, signing off as the journalist and making reference to his upcoming work.</p>
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<p>Performance Task Exemplar: Special Education Student</p> <p>Paragraph 1: Do you know how the people in our history have changed our world? Molly Pitcher, Joseph Plumb Martin, and Lydia Darragh have helped change our history. Molly Picher, Joseph Plumb Martin and Lydia Darragh are ordinary people who have helped shape our nation.</p> <p>Supportive Paragraphs: Molly Pitcher was brave and loyal. She got water for the soldiers that were in need of it. She ran across the field dodging musket fire and cannon balls.</p> <p>Joseph Plumb Martin was a brave 14 year old boy. He fought in the war. He wanted to stop British forces.</p> <p>Lydia Darragh helped by being a spy. She hid in a closet and took notes about what the British said, she took the note to General Washington and told him what was going to happen.</p> <p>Concluding Paragraph: This is how ordinary people have shaped our history.</p>	<p>Annotation 1: The position is obviously stated. The student not only introduces the topic but “effectively” introduces the text by listing the ordinary people who have helped shape our nation. Adequate conventions are evident in this paragraph.</p> <p>Annotation 2: Supporting paragraphs present reasons with minimal text based evidence. The writer addresses the task with consistent focus that is directly linked to the prompt. The writer uses some/ limited text based evidence to support her opinion such as, “She [Lydia Darragh] hid in the closet and took notes about what the British said.” The writer then goes on to explain what the character did with these notes to support the Patriots in the war effort. She clearly introduces the first paragraph by explaining how the character helped to shape our nation. The writer has an understanding of adequate paragraphing and organizational structure. The writer is able to use text evidence to support her reasons as well by stating, “She got water for the soldiers that were in need of it. She ran across the field dodging musket fire and cannon balls.” The organizational structure lends to the audience’s understanding of the text.</p> <p>Annotation 3: Concluding paragraph is a one sentence restatement of the task/ topic. It is clearly on task.</p>
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Text Complexity Analysis of *What is George Washington Most Known For?*

By: **Ducksters.com**

Qualitative Measures

Meaning/Purpose: *This is a portion of a biography of George Washington. It gives information about him prior to him becoming our first President of the United States. The purpose to show reasons why he may have been chosen for this honor due to his background leadership roles.*

Text Structure: *The text structure is factual chronology. Facts are given from George Washington's childhood up to the victory of Yorktown, Virginia in 1781.*

Language Features: *The language feature is presenting factual events written in a paragraph format. The sentences vary in length, and they contain concise wording to describe the facts given.*

Knowledge Demands: *The students reading the text should have some background knowledge about George Washington and that he fought in some wars. The text will give them more information as they read.*

Text Description

Briefly describe the text: This is a portion of a biography of George Washington's life. It gives a brief description of his early childhood, life before during and after the Revolution prior to becoming the first President of the United States.

Quantitative Measure

Complexity Band Level (4-5)

Lexile or Other Quantitative Measure of the Text: 960L

Considerations for Reader and Task

Below are factors to consider with respect to the reader and task (See attached guiding questions to assist each teacher in filling out this section for his or her own class):

Potential Challenges this Text Poses: : The students may need a dictionary available to look up a few new words. Working in pairs and groups may help prevent most difficulties.

Major Instructional Areas of Focus (3-4 CCS Standards) for this Text:

RI 5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

RI 5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Differentiation/Supports for Students: Teacher models lessons. Dictionaries should be available. Graphic organizer templates ready for use for note-taking.

Recommended Placement

Briefly explain the recommended placement of the text in a particular grade band. This is recommended for levels 4 and 5. It is based on nonfictional information.

Created by Lulu Ross Elementary School, Milford, Delaware; 4/15/15



Text Complexity Analysis of *George Washington*

By: **abcteach.com**

Recommended Complexity Band:

Text Description

Briefly describe the text: This is brief biography of George Washington's life. It gives a concise description of his life from his birth until his death. It includes the important details of his past that led to his becoming President up until his death.

Quantitative Measure

Complexity Band Level (4-5)

Lexile or Other Quantitative Measure of the Text: 900L

Considerations for Reader and Task

Below are factors to consider with respect to the reader and task (See attached guiding questions to assist each teacher in filling out this section for his or her own class):

Potential Challenges this Text Poses: The students may need a dictionary available to look up a few new words. Working in pairs and groups may help prevent most difficulties.

Major Instructional Areas of Focus (3-4 CCS Standards) for this Text:
RI 5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

RI 5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Differentiation/Supports for Students: Teacher models lessons. Dictionaries should be available. Graphic organizer templates ready for use for note-taking.

Qualitative Measures

Meaning/Purpose: *This is a brief biography of George Washington. It gives information about him from his birth until his death.*

Text Structure: *The text structure is factual chronology. Facts are given from George Washington's birth on February 12, 1732 and throughout his life up until his death on December 14, 1799.*

Language Features: *The language feature is presenting factual events written in a paragraph format. The sentences vary in length, and they contain concise wording to describe the facts given.*

Knowledge Demands: *The students reading the text should have some background knowledge about George Washington and his importance to our history.*

Recommended Placement

Briefly explain the recommended placement of the text in a particular grade band. This is recommended for levels 4 and 5. It is based on nonfictional information.

Optional: Created by Lulu Ross Elementary School, Milford, Delaware; 4/15/15 Reviewed by _____ (name, state, e-mail, date)



Text Complexity Analysis of “Hang Up and Drive”

By: **Write Source**

Recommended Complexity Band: 4th-5th grades

Qualitative Measures

Meaning/Purpose: (Briefly explain the levels of meaning (Literary Text) or purpose (Informational text.)

- Informational Text
- Opinion Writing
- Includes persuasive techniques
- Opinion Stated: Cell Phones are a distraction to drivers and should be prohibited

Text Structure: (Briefly describe the structure, organization, and other features of the text.)

- Mean Sentence Length- 13.46
- The text is an opinion/ persuasive piece presented in Problem/ Solution format

Language Features: (Briefly describe the conventions and clarity of the language used in the text, including the complexity of the vocabulary and sentence structures.)

- This text includes some vocabulary that may be challenging to students who are reading below a 5th grade readability
- Students may need previewing of vocabulary as well as content (for low income or inner city students) prior to reading
- Students will need to utilize context clues to find meanings of words within text

Knowledge Demands: (Briefly describe the knowledge demands the text requires of students.)

- Students should have an understanding of fact and opinion
- Students should have background knowledge of editorial writing
- Students should have background information about cellular phones and minimal understanding of driving laws

Recommended Placement

The recommendation is that this text falls within the 4th through 5th grade band. Although it is suggested to place this text at a 6th through 8th grade band, the vocabulary and content/ material make it easier for the students to use context clues for vocabulary when reading through text. The subject matter is understandable for elementary students to comprehend.

Text Description

Hang Up and Drive is an article pulled from www.thewritesource.com. It is an opinion article emphasizing that cell phones are a “dangerous distraction” to drivers. The text includes embedded facts to support the author’s opinion.

Quantitative Measure

Complexity Band Level (provide range):

- Text Band 5-4/ 6-8 Overlap

Lexile or Other Quantitative Measure of the Text:

- Lexile Level 950

Considerations for Reader and Task

Below are factors to consider with respect to the reader and task:

Potential Challenges this Text Poses: This text includes content that is relatable to both elementary and middle level students. Students with special needs or English Language Learners may have difficulty with some of the included vocabulary. Students residing in major cities or below poverty may also have trouble with the content, as the majority of students in those areas would utilize public transportation or may not utilize or have income for cellular phones.

Major Instructional Areas of Focus (3-4 CCS Standards) for this Text:

CCSS.ELA-LITERACY.RI.5.5

Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. CCSS.ELA-LITERACY.RI.5.8

Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

Differentiation/Supports for Students: Teachers could read the text aloud, review challenging words/ meanings prior to reading, teachers could have students use context clues in partners to determine the meanings of words as they are used within the text, and preview the content (differentiation will vary dependent on the demands and expected outcomes of the activity utilizing this text).



Text Complexity Analysis of *James Forten from “Now is Your Time”* by Walter Dean Myers

Recommended Complexity Band:

Qualitative Measures

Meaning/Purpose: *(Briefly explain the levels of meaning (Literary Text) or purpose (Informational text.)*

- Informational Text

Text Structure: *(Briefly describe the structure, organization, and other features of the text.)*

- Biography and sequential order

Language Features: *(Briefly describe the conventions and clarity of the language used in the text, including the complexity of the vocabulary and sentence structures.)*

- Students will need to use context clues to understand vocabulary.

Knowledge Demands: *(Briefly describe the knowledge demands the text requires of students.)* Students will need to have background knowledge of slavery, and the revolutionary war.

Text Description

Briefly describe the text: James Forten was born in Philadelphia in 1766 and grew up during the American Revolution. He overcame great obstacles to become one of the most important African Americans of his time.

Quantitative Measure

Complexity Band Level (provide range): Grades 4 - 5

Lexile or Other Quantitative Measure of the Text: 910

Considerations for Reader and Task

Below are factors to consider with respect to the reader and task (See attached guiding questions to assist each teacher in filling out this section for his or her own class):

Potential Challenges this Text Poses:

Students will need to have a basic knowledge about the American Revolutionary War, slave trade and why the Colonist felt it was important to gain freedom from the King of England.

Major Instructional Areas of Focus (3-4 CCS Standards) for this Text:

CCS RI 5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Recommended Placement

Briefly explain the recommended placement of the text in a particular grade band.

Students in the 4th -5th grade band will appreciate information about what the person accomplished and why he was important during the American Revolutionary War and how he used his talents and courage to make a difference to help secure basic freedoms for all Americans.

Reviewed by Lulu Ross Elementary School



Text Complexity Analysis of *John Dickinson, A Speech against Independence, 1776 (abridged)*

Qualitative Measures

Meaning/Purpose: *(Briefly explain the levels of meaning (Literary Text) or purpose (Informational text.)*

It is an informational text that explains the reason why John Dickinson did not sign the Declaration of Independence.

Text Structure: *(Briefly describe the structure, organization, and other features of the text.)*

The text is an abridged speech given by John Dickinson.

Language Features: *(Briefly describe the conventions and clarity of the language used in the text, including the complexity of the vocabulary and sentence structures.)*

Since the text is a speech from 1776 the language is old English. This will be difficult for the students to understand. Some of the vocabulary is specific to the time period.

Knowledge Demands: *(Briefly describe the knowledge demands the text requires of students.)*

Students need to have prior knowledge of the Declaration of Independence.

Text Description

Briefly describe the text:

In the text John Dickinson explains how he believes the American colonies were governed fairly by England. He claims the colonies are too young to govern themselves. He believes other countries respect the colonies because they are part of Great Britain and would not trade with them if they were not part of England. They would also the risk being attacked by other countries if they were independent.

Quantitative Measure

Complexity Band Level (provide range):

Grade 4-5

Lexile or Other Quantitative Measure of the Text:

950

Considerations for Reader and Task

Below are factors to consider with respect to the reader and task:

Potential Challenges this Text Poses:

Old English language style and difficult vocabulary could make the text difficult to understand. Background knowledge regarding the time period (American Revolution) and John Dickinson are necessary.

Major Instructional Areas of Focus (3-4 CCS Standards) for this Text:

CCSS Writing Standard 1: Write arguments to support claim(s) in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCSS 1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS 8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

Differentiation/Supports for Students:

Students work in heterogeneous groups to read and discuss the text. A glossary of difficult vocabulary is included. Whole group discussion occurs at the end of the lesson.

Recommended Placement

Briefly explain the recommended placement of the text in a particular grade band.

The recommended placement of this text is the grade 4-5 band. It correlates with the historical study of the American Revolution.

Optional: Created by Lulu Ross Elementary, April 15, 2015



Text Complexity Analysis of “Letter to the Editor”

By: Write Source

Recommended Complexity Band: 2nd – 3rd grades

Qualitative Measures

Meaning/Purpose: (Briefly explain the levels of meaning (Literary Text) or purpose (Informational text.)

- Informational Text
- Opinion Writing
- Includes persuasive techniques
- Opinion Stated: Mrs. Wells should win the contest

Text Structure: (Briefly describe the structure, organization, and other features of the text.)

- Mean Sentence Length- 9.81
- The text is an opinion/ persuasive piece
- Description structure in letter format

Language Features: (Briefly describe the conventions and clarity of the language used in the text, including the complexity of the vocabulary and sentence structures.)

- This text includes some vocabulary and content that is easily accessible to students reading and understanding text at a lower elementary level.
- Vocabulary is not challenging
- Structure is such that transitions between big ideas/ points are clearly stated

Knowledge Demands: (Briefly describe the knowledge demands the text requires of students.)

- Students should have an understanding of fact and opinion
- Students should have background knowledge of editorial writing
- Basic understanding of the structure of a friendly letter

Recommended Placement

The recommendation is that this text falls within the 2nd through 3rd grade band. Although it is suggested to place this text at a 5th through 6th grade band, both the content and vocabulary of this text place it at a lower elementary level. This text would be useful when working with English Language Learners or Special Education students who require modifications to their texts.

Text Description

Letter to the Editor is an article pulled from www.thewritesource.com. It is an opinion article written in letter format emphasizing the opinion that a teacher who has made an impact on the authors life should be deemed the winner of a “Teacher who made a Difference” contest.

Quantitative Measure

Complexity Band Level (provide range):

- Lexile Text Band 2nd -3rd

Lexile or Other Quantitative Measure of the Text:

- Lexile Level 590

Considerations for Reader and Task

Below are factors to consider with respect to the reader and task:

Potential Challenges this Text Poses: This text includes content that is relatable to both elementary and middle level students. Students with special needs or English Language Learners should be able to read and comprehend all vocabulary included in the text. The potential challenge for this text is that when used with upper elementary levels it may not challenge the reader.

Major Instructional Areas of Focus (3-4 CCS Standards) for this Text:

CCSS.ELA-LITERACY.RI.5.5

Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

CCSS.ELA-LITERACY.RI.5.8

Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

Differentiation/Supports for Students: Teachers could read the text aloud, review challenging words/ meanings prior to reading, teachers could have students use context clues in partners to determine the meanings of words as they are used within the text, and preview the content (differentiation will vary dependent on the demands and expected outcomes of the activity utilizing this text).



Text Complexity Analysis of *The Extraordinary Life of Thomas Peters* by Susannah Flaherty

Recommended Complexity Band:

Qualitative Measures

Meaning/Purpose: *(Briefly explain the levels of meaning (Literary Text) or purpose (Informational text.)*

- Informational Text

Text Structure: *(Briefly describe the structure, organization, and other features of the text.)*

- Biography and sequential order

Language Features: *(Briefly describe the conventions and clarity of the language used in the text, including the complexity of the vocabulary and sentence structures.)*

- Students will need to use context clues to understand the vocabulary.

Knowledge Demands: *(Briefly describe the knowledge demands the text requires of students.)*

Patriots were not the only people yearning for liberty during the Revolution. There was another group of people who struggle for freedom is largely unknown even today. They were black Africans and their descendants who were enslaved in the American Colonies.

Text Description

Briefly describe the text: Thomas Peters, an enslaved black man in North Carolina, fought in the Revolutionary War in a British Military Unit. After the war, he went to Canada with other formerly enslaved people and from there they went to Africa.

Quantitative Measure

Complexity Band Level: 4th – 5th

Lexile or Other Quantitative Measure of the Text: 960L

Considerations for Reader and Task

Below are factors to consider with respect to the reader and task (See attached guiding questions to assist each teacher in filling out this section for his or her own class):

Potential Challenges this Text Poses:

Students will need to have a basic knowledge “slave trade”. European slave-trading companies made thousands of voyages to West Africa to buy African captives. Historians estimate that these companies brought at least ten to twelve millions Africans to a life of slavery in the Americas.

Major Instructional Areas of Focus (3-4 CCS Standards) for this Text:

CCS RI 5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Recommended Placement

Briefly explain the recommended placement of the text in a particular grade band.

Students in the 4th -5th grade band will appreciate information about what the person accomplished and why he was important during the American Revolutionary War and how he used his talents and courage to make a difference to help secure basic freedoms for all Americans.

Reviewed by Lulu Ross Elementary



Text Complexity Analysis of “Uniforms benefit students”

By: *The Daily Herald Co.*

Recommended Complexity Band: 6th through 8th

Qualitative Measures

Meaning/Purpose: (Briefly explain the levels of meaning (Literary Text) or purpose (Informational text.)

- Informational Text
- Opinion Writing
- Includes persuasive techniques
- Opinion Stated: Academic uniforms benefit students and schools

Text Structure: (Briefly describe the structure, organization, and other features of the text.)

- Mean Sentence Length- 17.36
- The text is an opinion/ persuasive piece presented in Problem/ Solution format

Language Features: (Briefly describe the conventions and clarity of the language used in the text, including the complexity of the vocabulary and sentence structures.)

- This text includes some vocabulary that may be challenging to students at or below a 5th grade level including: recession, resounding, socioeconomic, suffice, cohesive, foster, crimp, conducive, instituted
- Students may need previewing of vocabulary prior to reading
- Students will need to utilize context clues to find meanings of words within text

Knowledge Demands: (Briefly describe the knowledge demands the text requires of students.)

- Students should have an understanding of fact and opinion
- Students should have background knowledge of editorial writing

Text Description

Uniforms benefit students is an authentic article pulled from HeraldNet.com. It is an editorial emphasizing the opinion that school uniforms benefit schools. The author references a variety of information supporting his/ her point of view.

Quantitative Measure

Complexity Band Level (provide range):

- Text Band 6th – 8th Grades

Lexile or Other Quantitative Measure of the Text:

- Lexile Level 1180

Considerations for Reader and Task

Below are factors to consider with respect to the reader and task:

Potential Challenges this Text Poses: This text includes some vocabulary that may be challenging to students at or below a 5th grade level including: recession, resounding, socioeconomic, suffice, cohesive, foster, crimp, conducive, instituted

Major Instructional Areas of Focus (3-4 CCS Standards) for this Text:

CCSS.ELA-LITERACY.RI.5.5

Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. CCSS.ELA-LITERACY.RI.5.8

Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

Differentiation/Supports for Students: Teachers could read the text aloud with students, teachers could review challenging words/ meanings prior to reading, teachers could think-pair-share and have students use context clues to determine the meanings of words as they are used within the text (differentiation will vary dependent on the demands and expected outcomes of the activity utilizing this text).

Recommended Placement

The recommendation is that this text falls within the 6th to 8th grade text complexity grade band. The subject matter and theme are relatable for students at elementary grade levels yet the complexity of vocabulary moves the grade level into a higher classification than the 4th through fifth grade band.



Text Complexity Analysis of *We Were There, Too!* by Phillip House

Qualitative Measures

Meaning/Purpose: *(Briefly explain the levels of meaning (Literary Text) or purpose (Informational text.)*

- Informational/ Biography
- Provides information about Joseph Plumb Martin

Text Structure: *(Briefly describe the structure, organization, and other features of the text.)*

- Chronological Order of Events
- Fact Boxes
- Illustrations with Captions

Language Features: *(Briefly describe the conventions and clarity of the language used in the text, including the complexity of the vocabulary and sentence structures.)*

- Old English style quotations
- Challenging Vocabulary

Knowledge Demands: *(Briefly describe the knowledge demands the text requires of students.)*

- Understanding of text is supported by knowledge of the Revolutionary period

Recommended Placement

Briefly explain the recommended placement of the text in a particular grade band.

Students will be make personal connections to the characters in the passage as they are similar in age. This text will further enhance their knowledge of the American Revolution through the character's actual accounts.

Text Description

This text is divided into two biographies. Joseph Plumb Martin tells how a young colonial man makes the decision to enlist in George Washington's army. It is his personal account of the Revolutionary War. It also provides information of the recruiting process for the Continental Army. The text describes life for Joseph after his enlistment. Sybil Ludington is a lesser known rider that warns the colonists that the British are coming. It tells her account of the evenings ride. The text also describes how she was later recognized for her service.

Quantitative Measure

Complexity Band Level: 4th – 5th Grade Text Complexity Band

Lexile or Other Quantitative Measure of the Text:

- Lexile 950

Considerations for Reader and Task

Below are factors to consider with respect to the reader and task (See attached guiding questions to assist each teacher in filling out this section for his or her own class):

Potential Challenges this Text Poses:

- Old English style quotations
- Challenging vocabulary

Major Instructional Areas of Focus (3-4 CCS Standards) for this Text:

RI 5.3 explain the relationships or interactions between two or more individuals, event, ideas, concepts in a historical, scientific or technical text based on specific information in the text.

RI 5.10 read and comprehend informational texts, including historical/social studies, science, and technical texts.

Differentiation/Supports for Students:

- Develop vocabulary and interpret the Old English quotations to enhance the meaning of the text.
- An organizer of Who? What? When? Where? Why? And How? For each biography would be beneficial.