

Overview

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Unit 3 Revolutionary War

Grades: 5

Discipline: Reading

Teaching Task: Task Template 8 (Argumentation and Problem/Solution)

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Section 1: What Task?

TEACHING TASK

Task Template 8 — [3 Levels]

Argumentation & Problem/Solution

L1: What makes multiple accounts of the same topic different? How does that affect readers' opinions on the topic? After reading fiction and non-fiction texts on the topic of the American Revolution, write a letter to the King George III as a patriot, loyalist, or neutralist that identifies a problem or problems that, in your opinion, caused the conflicts between King George and the colonists and argues for a solution you think will work the best. Support your position with evidence from the text(s).

L2: Be sure to examine competing views.

L3: Give examples from past or current events or issues to illustrate and clarify your position.

STUDENT BACKGROUND

Students learn about the Revolutionary War in Social Studies before and during this Reading unit.

EXTENSION

Rubric							
Scoring Elements	Not Yet		Approaches Expectations		Meets Expectations		Advanced
	1	1.5	2	2.5	3	3.5	4
Focus	Attempts to address prompt, but lacks focus or is off-task.		Addresses prompt appropriately and establishes a position, but focus is uneven.		Addresses prompt appropriately and maintains a clear, steady focus. Provides a generally convincing position.		Addresses all aspects of prompt appropriately with a consistently strong focus and convincing position.
Controlling Idea	Attempts to establish a claim, but lacks a clear purpose. (L2) Makes no mention of counter claims.		Establishes a claim. (L2) Makes note of counter claims.		Establishes a credible claim. (L2) Develops claim and counter claims fairly.		Establishes and maintains a substantive and credible claim or proposal. (L2) Develops claims and counter claims fairly and thoroughly.
Reading/Research	Attempts to reference reading materials to develop response, but lacks connections or relevance to the purpose of the prompt.		Presents information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness.		Accurately presents details from reading materials relevant to the purpose of the prompt to develop argument or claim.		Accurately and effectively presents important details from reading materials to develop argument or claim.
Development	Attempts to provide details in response to the prompt, but lacks sufficient development or relevance to the purpose of the prompt. (L3) Makes no connections or a connection that is irrelevant to argument or claim.		Presents appropriate details to support and develop the focus, controlling idea, or claim, with minor lapses in the reasoning, examples, or explanations. (L3) Makes a connection with a weak or unclear relationship to argument or claim.		Presents appropriate and sufficient details to support and develop the focus, controlling idea, or claim. (L3) Makes a relevant connection to clarify argument or claim.		Presents thorough and detailed information to effectively support and develop the focus, controlling idea, or claim. (L3) Makes a clarifying connection(s) that illuminates argument and adds depth to reasoning.
Organization	Attempts to organize ideas, but lacks control of structure.		Uses an appropriate organizational structure for development of reasoning and logic, with minor lapses in structure and/or coherence.		Maintains an appropriate organizational structure to address specific requirements of the prompt. Structure reveals the reasoning and logic of the argument.		Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific prompt. Structure enhances development of the reasoning and logic of the argument.
							Demonstrates

<p>Conventions</p>	<p>Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage, and mechanics. Sources are used without citation.</p>	<p>Demonstrates an uneven command of standard English conventions and cohesion. with few errors. Response includes language and tone appropriate to the audience, purpose, and specific requirements of the prompt. Cites sources using appropriate format with only minor errors.</p>	<p>Demonstrates a command of standard English conventions and cohesion, with few errors. Response includes language and tone appropriate to the audience, purpose, and specific requirements of the prompt. Cites sources using appropriate format with only minor errors.</p>	<p>and maintains a well-developed command of standard English conventions and cohesion, with few errors. Response includes language and tone consistently appropriate to the audience, purpose, and specific requirements of the prompt. Consistently cites sources using appropriate format.</p>
<p>Content Understanding</p>	<p>Attempts to include disciplinary content in argument, but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.</p>	<p>Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.</p>	<p>Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.</p>	<p>Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.</p>

STANDARDS

Common Core Anchor Standards — Reading

R.CCR.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

R.CCR.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

R.CCR.3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

R.CCR.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.

R.CCR.6: Assess how point of view or purpose shapes the content and style of a text.

R.CCR.8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

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

R.CCR.10: Read and comprehend complex literary and informational texts independently and proficiently.

Common Core Anchor Standards — Writing

W.CCR.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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

W.CCR.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.CCR.8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

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

W.CCR.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Common Core Anchor Standards — Language

L.CCR.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.CCR.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.CCR.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Common Core Anchor Standards — Speaking and Listening

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

Custom Standards

Section 2: What Skills?

Selected Skills

Preparing for the Task

TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns

TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.

Reading Process

ESSENTIAL VOCABULARY (REPEAT WITH EACH TEXT): Ability to apply strategies for developing an understanding of text(s) by locating words and phrases that identify key concepts and facts, or information.

ACTIVE READING (REPEAT WITH EACH TEXT): Ability to identify the central point and main supporting elements of a text.

ACADEMIC INTEGRITY (REPEAT WITH EACH TEXT): Ability to use and credit sources appropriately.

NOTE-TAKING (REPEAT WITH EACH TEXT): Ability to read purposefully and select relevant information; to summarize and/or paraphrase.

Transition to Writing

BRIDGING: Ability to begin linking reading results to writing task.

Writing Process

CONTROLLING IDEA: Ability to establish a controlling idea and consolidate information relevant to task.

PLANNING: Ability to develop a line of thought and text structure appropriate to an information/explanation task.

DEVELOPMENT: Ability to construct an initial draft with an emerging line of thought and structure.

REVISION: Ability to refine text, including line of thought, language usage, and tone as

appropriate to audience and purpose.

EDITING: Ability to proofread and format a piece to make it more effective.

COMPLETION: Ability to submit final piece that meets expectations.

Section 3: What Instruction?

MiniTasks

Preparing for the Task

TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns

LIST

List names of people, places, events, and random facts that you remember learning about in the Revolutionary War.

Pacing: 15 minutes

Scoring Guide: work meets expectations if:

At least 8 items written down

Teaching Strategies:

Students divide their paper in 4 boxes and list any names of places, famous people, events, or anything else they remember learning about the War and the years leading up to it.

Have students assess how well they know each term they wrote down- know well, kind of remember what it is, only remember the name using 3 different symbols on their paper.

Then, have students discuss their lists with their neighbors. Students should ask group members about the terms they remember a little or not at all. Students must make sure that someone in their group can define each term.

Notes:

Students don't have to be able to define the item completely in order to write it down, but must find someone in their group to explain it to them in order to keep it on their list.

TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.

NOTES

FAT2 the prompt*

Pacing: 5 minutes

Scoring Guide: work meets expectations if:

Students box the formats, circle the audience, and underline the topic.

Teaching Strategies:

Sing the FAT2 the Prompt song (set to Jingle Bells)

Guide students to FAT2 the prompt (box, circle, underline)

Discuss what the prompt is having you do, and address any vocabulary confusion

Notes:

- Teachers using RAMP may RAMP the prompt
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Reading Process

ESSENTIAL VOCABULARY (REPEAT WITH EACH TEXT): Ability to apply strategies for developing an understanding of text(s) by locating words and phrases that identify key concepts and facts, or information.

NOTES

1)Picture Vocabulary

2)KRS

3)"Pronounce, Define, Create Context, Make it Mine"

4)Charades/Motions

Pacing: 20 minutes

Scoring Guide: work meets expectations if:

1)Draws applicable pictures and can explain their choices

2)Fills in definitions/examples as they learn them

3)Creates applicable examples for retention

4)Uses appropriate motions and can explain their choices

Teaching Strategies:

- Divide the words among groups and have them work together to learn the words/complete the task

- Give students opportunity to share

ACTIVE READING (REPEAT WITH EACH TEXT): Ability to identify the central point and main supporting elements of a text.

NOTES

What is the author trying to accomplish? Which parts of the text show you that?

- L2 What competing arguments have you encountered or can you think of?
 - L3 What historical or current examples can you note that relate to the task prompt?
-

Pacing: 1 class period

Scoring Guide: work meets expectations if:

- Answers questions with credible response.
-

Teaching Strategies:

- Review "author's viewpoint"
 - Invite students to brainstorm ways to figure out any author's intent.
 - Invite students to share and discuss their answers for each text.
 - After the discussion, allow them to add to their entries.
-

NOTES

CAN'T YOU MAKE THEM BEHAVE KING GEORGE?

What opinions does the author provide? What is the author's viewpoint? What facts does the author use to support this viewpoint?

Pacing: 1 class period

Scoring Guide: work meets expectations if:

Students can correctly sort facts and opinions
Students can find factual support for given opinions

Teaching Strategies:

Review: Fact- something that can be proven
Opinion- something that can be agreed/disagreed with; what someone personally believes

Notes:

Use HM graphic organizer
Complete PB page "Benedict Arnold" PB133

OUTLINE

SUMMARIZE the TEXT

Pacing: 1 class period

Scoring Guide: work meets expectations if:

Correctly prioritized important parts of the text and removes unimportant parts.
Summarized in a logical organization or sequence.

Teaching Strategies:

- ~King George: Collaborative Summary
 - ~Katie's Trunk: Pyramid Summary
 - Plot Diagram/Story Elements Chart
 - ~Sequence Organizer (Molly Pitcher)
-

Notes:

Any strategy can be used with any story if the teacher wishes (except plot diagram-fiction only)

ACADEMIC INTEGRITY (REPEAT WITH EACH TEXT): Ability to use and credit sources appropriately.

NOTES

What is "credibility"?
What is a "source"?

Pacing: 10 minutes

Scoring Guide: work meets expectations if:

None

Teaching Strategies:

- Discuss the credibility of each text.
 - Discuss some non-credible examples.
 - Discuss why it's important to know if your source is credible or not.
-

NOTE-TAKING (REPEAT WITH EACH TEXT): Ability to read purposefully and select relevant information; to summarize and/or paraphrase.

NOTES

For each text, write what happened, who was telling the story (fiction/non-fiction), and what themes/main ideas we can learn from the text.

Pacing: 1 class period (during reading)

Scoring Guide: work meets expectations if:

- Identifies relevant elements.
 - Identifies point of view correctly
 - Identifies applicable themes
-

Teaching Strategies:

- Teach a model format for note taking.
 - Check that early student work is in the assigned format (or in another format that gathers the needed information effectively).
-

SHORT CONSTRUCTED RESPONSE

KATIE'S TRUNK: Rewrite Katie's Trunk from another character's point of view.

Pacing: 1 class period

Scoring Guide: work meets expectations if:

- Student switches narration to first person
 - Student includes events chosen character was involved in and excludes events character was not
 - Student included appropriate dialogue for chosen character
 - Student demonstrates understanding of chosen character's thoughts/feelings
-

Teaching Strategies:

- Review 3rd person and 1st person
 - Skim and scan; make a list of events their chosen character saw/didn't see (i.e. mom was in the woods- she couldn't see the rebels find the trunk)
 - Instruct students to include dialogue, thoughts, and feelings of their chosen character while writing the events as their character would tell them
-

Notes:

- Rebel: average/easy- much of the story is the same as Katie's; students can copy a large portion of the book, but must add his thoughts and feelings especially when he opens the trunk
 - Mom/dad: above average- students must be able to connect with mom and describe her feelings in depth because she does not see many events
 - Hattie: advanced- students must be able to do the same, but must also be able to write in the voice of a very young child
-

NOTES

SPY FOR FREEDOM/KATIE'S TRUNK: Compare the main characters in "Spy for Freedom" and "Katie's Trunk"

Pacing: 20 minutes

Scoring Guide: work meets expectations if:

Students identify at least 3 quality differences and 3 quality similarities between the 2 characters

Teaching Strategies:

Review "quality" in student responses (i.e. NOT 'both people')

Notes:

Top Hat, Venn Diagram, or Y-chart

Transition to Writing

BRIDGING: Ability to begin linking reading results to writing task.

LIST

After re-reading the prompt, update your 4-box list of people, places, and events.

Pacing: 15 minutes

Scoring Guide: work meets expectations if:

None

Teaching Strategies:

Students should cross out items from their list that don't apply to the prompt (aka things they won't be able to use in their answer).

Students should also change their symbols for how well they know each term now.

Any that students only know the term for should be crossed out as unusable.

Writing Process

CONTROLLING IDEA: Ability to establish a controlling idea and consolidate information relevant to task.

OUTLINE

Decide your opinion on the topic. Are you a loyalist, patriot, or neutralist? What is your proposed solution for the conflict?

Pacing: 20 minutes

Scoring Guide: work meets expectations if:

- Writes a clear opinion
 - Identifies true causes of the conflicts
 - Creates a plausible solution
-

Teaching Strategies:

- Encourage students to take a stand other than their instinct (so everyone isn't a patriot).
 - Discuss mistakes on both sides
-

PLANNING: Ability to develop a line of thought and text structure appropriate to an information/explanation task.

OUTLINE

Decide on 3 causes of the conflict between the King and the Colonists. Make sure to choose conflicts that make your side look good and the other side look bad.
Develop your solution. Explain how it will work and why it will work.

Pacing: 20 minutes

Scoring Guide: work meets expectations if:

- Chooses causes that are true and paint the opposition in a negative light and their own in a positive light
-

Teaching Strategies:

- Provide and teach one or more examples of outlines or organizers.
 - Invite students to generate questions in pairs about how the format works, and then take and answer questions.
-

Notes:

Challenge students with the task to come up with ways to think about what the opposition will say and ways to counteract those.

DEVELOPMENT: Ability to construct an initial draft with an emerging line of thought and structure.

LONG CONSTRUCTED RESPONSE

Write an initial draft complete with opening, development, and closing; insert and cite

textual evidence.

Pacing: 1 class period

Scoring Guide: work meets expectations if:

- Provides complete draft with all parts.
 - Supports the opening in the later sections with evidence and citations.
-

Teaching Strategies:

- Encourage students to re-read prompt partway through writing, to check that they are on track.
-

REVISION: Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.

LONG CONSTRUCTED RESPONSE

Revise your piece. Add more information or explanation. Move reasons to make them more impactful. Remove ideas that don't belong or help your argument. Use better, stronger, more vivid words and descriptions to capture the King's attention.

Pacing: 20 minutes

Scoring Guide: work meets expectations if:

- Provides complete draft with all parts.
 - Supports the opening in the later sections with evidence and citations.
 - Improves earlier edition.
-

Teaching Strategies:

- Sample useful feedback that balances support for strengths and clarity about weaknesses.
 - Assign students to provide each other with feedback on those issues.
-

EDITING: Ability to proofread and format a piece to make it more effective.

LONG CONSTRUCTED RESPONSE

Edit your piece. Check Capitalization, Usage (does it sound right?), Punctuation, and Spelling. Use dictionaries and thesauruses.

Pacing: 20 minutes

Scoring Guide: work meets expectations if:

- Provides draft free from distracting surface errors.
 - Uses format that supports purpose.
-

Teaching Strategies:

- Briefly review selected skills that many students need to improve, especially formatting for a letter.
 - Teach a short list of proofreading marks.
 - Assign students to proofread each other's texts a second time.
-

COMPLETION: Ability to submit final piece that meets expectations.

LONG CONSTRUCTED RESPONSE

Turn in your complete set of drafts, plus the final version of your piece

Scoring Guide: work meets expectations if:

- Fits the "Meets Expectations" category in the rubric for the teaching task.
-
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Resources

Uploaded Files

Keywords

*Links**

* These Lexile measures were computed automatically and did not undergo human review. They are not certified measures and should not be published or recorded in any way.

Other Resources

 HM Series

Section 4: What Results?

Classroom Assessment Rubric	
Not Yet	
Focus	Attempts to address prompt but lacks focus or is off-task.
Reading/Research	Demonstrates weak use of reading material to develop argument.
Controlling Idea	Establishes a claim and attempts to support an argument but is not convincing; (L2) Attempts to acknowledge competing arguments.
Development	Reasoning is not clear; examples or explanations are weak or irrelevant. (L3) Connection is weak or not relevant.
Organization	Provides an ineffective structure; composition does not address requirements of the prompt.
Conventions	Demonstrates a weak command of standard English conventions; lacks cohesion; language and tone are not appropriate to audience and purpose.
Meets Expectations	
Focus	Addresses the prompt and stays on task; provides a generally convincing response.
Reading/Research	Demonstrates generally effective use of reading material to develop an argument.
Controlling Idea	Establishes a credible claim and supports an argument that is logical and generally convincing. (L2) Acknowledges competing arguments while defending the claim.
Development	Develops reasoning to support claim; provides evidence from text(s) in the form of examples or explanations relevant to the argument (L3) Makes a relevant connection(s) that supports argument.
Organization	Applies an appropriate text structure to address specific requirements of the prompt.
Conventions	Demonstrates a command of standard English conventions and cohesion; employs language and tone appropriate to audience and purpose.

Classroom Assessment Task

No Classroom Assessment Task for this module

Exemplar Work

Uploaded Files

Comments

Author Notes

Other Comments