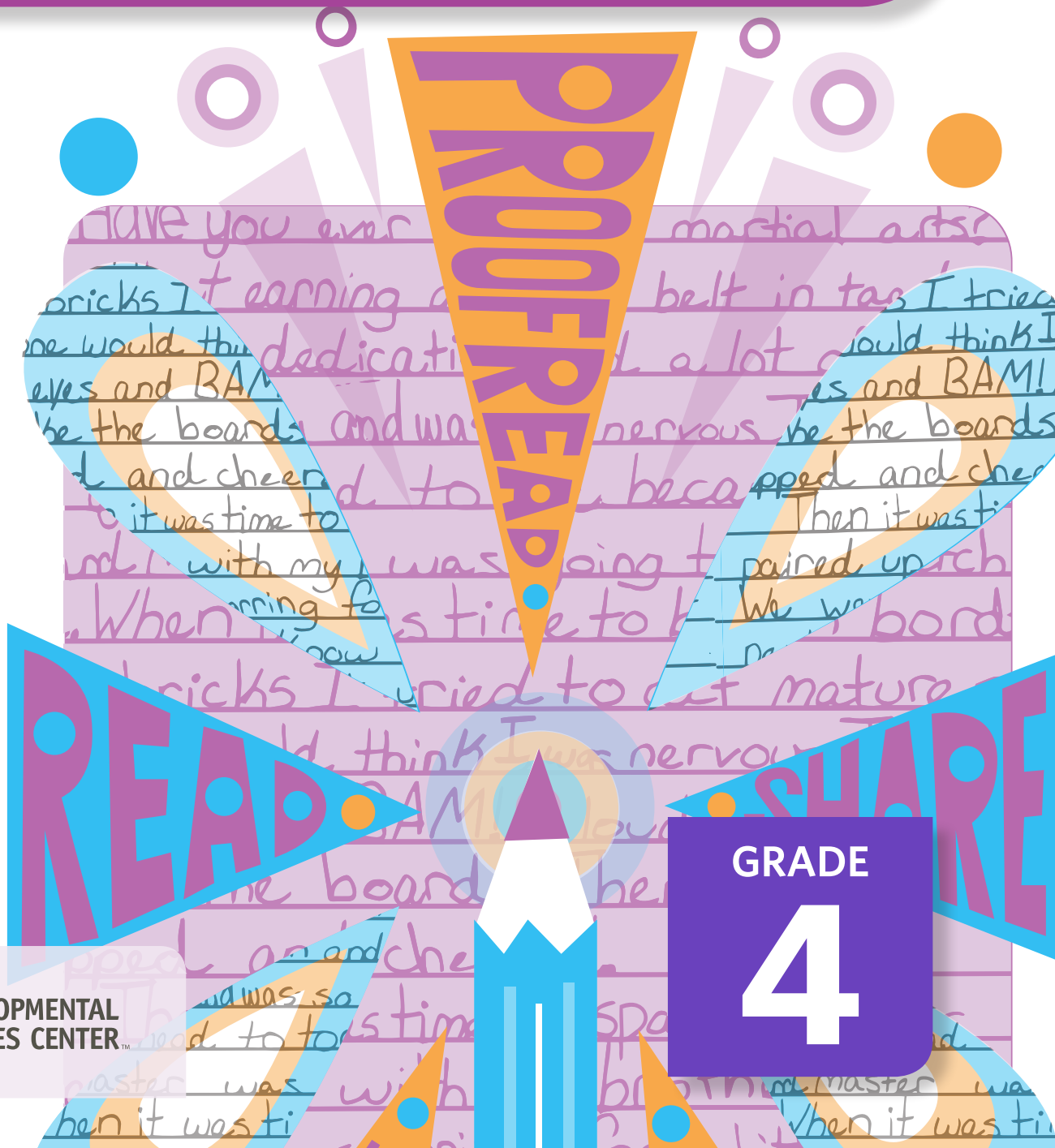
Writing Performance Task
Preparation Guide

DSC Collaborative Literacy

Being a Writer™

SECOND EDITION



GRADE
4

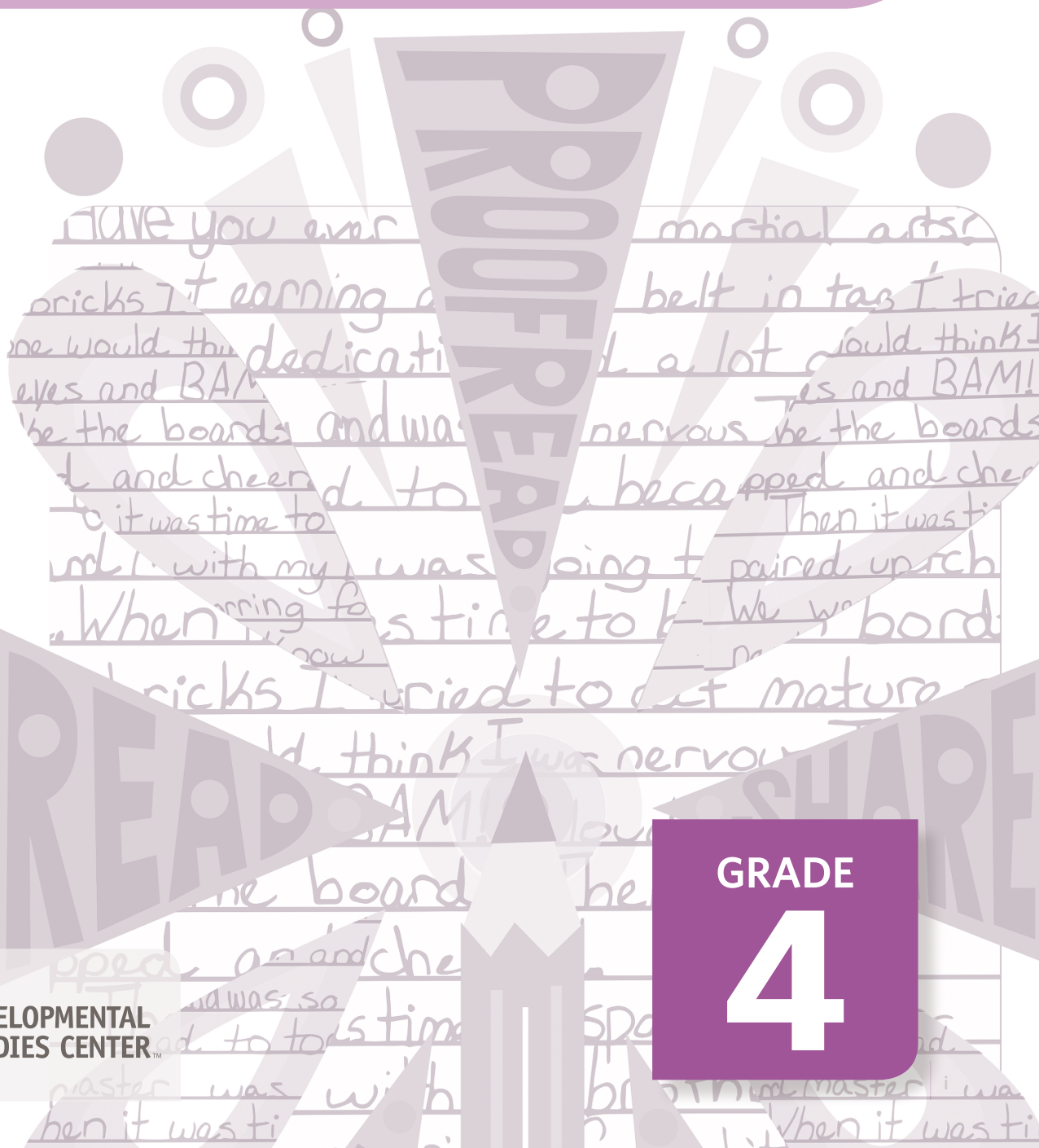
DEVELOPMENTAL STUDIES CENTER™

Writing Performance Task Preparation Guide

DSC Collaborative Literacy

Being a Writer™

SECOND EDITION



GRADE 4

DEVELOPMENTAL STUDIES CENTER™

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Introduction

With the advent of the Common Core State Standards (CCSS), students are required to analyze and gather information from multiple sources and then produce writing in a specified genre. CCSS-based end-of-year summative writing assessments produced by the Partnership for Assessment of Readiness for College and Careers (PARCC) and the Smarter Balanced Assessment Consortium (Smarter Balanced) require students to use information and evidence from provided sources to produce writing. The students are assessed on how well their writing exhibits the qualities of effective writing, as well as how successfully they evaluate, interpret, and integrate information from the sources. These performance-based writing assessments provide teachers, administrators, parents, and the students themselves with evidence of how well students have acquired the skills described in the Common Core State Standards for research and writing.

The goal of the *Writing Performance Task Preparation Guide* is to provide students with strategies they can use to do their best writing in three genres: narrative, informative/explanatory, and opinion. The instruction helps you guide the students through the entire performance task, step by step. The students learn that each task has several parts, and they find out what is expected of them in each part. The guided practice also shows them how to apply what they already know about good writing. This practice and support helps the students gain the confidence they need to perform well when they take a CCSS-based writing assessment.

The units in this guide use the same pedagogy and five-day lesson structure as other units in the *Being a Writer* program. Support materials—including student handouts, interactive whiteboard activities, assessment record sheets, and instructional media—can be accessed via the DSC Learning Hub (teach.devstu.org). For more information about the DSC Learning Hub, see "Using the Technology Features" on page xliv of the *Teacher's Manual*.

Teaching the Units

How the Units Are Organized

The *Writing Performance Task Preparation Guide* includes three units: Narrative Writing, Informative/Explanatory Writing, and Opinion Writing. Each unit includes a Guided Practice Performance Task and one week of lessons. During the one week of lessons, the students complete the Guided Practice Performance Task as a class with support from you.

GUIDED PRACTICE PERFORMANCE TASK

The Guided Practice Performance Tasks in this guide are designed to elicit the same types of thinking that will be required of students when completing CCSS-based writing performance tasks. These tasks require each student to gather and evaluate information about a given topic from multiple sources, use the information to answer research questions, and then produce an extended piece of writing.

Each performance task provides materials similar to those used when completing a PARCC or Smarter Balanced writing performance task. These include teacher directions, student directions, source materials, graphic organizers, research questions, and scoring rubrics for the research questions. The tasks are not computerized and can be administered in a classroom environment using pencils, paper, and other classroom resources.

LESSONS

Each one-week unit consists of five days of lessons. During the lessons, the students work as a class, in pairs, and independently to complete each portion of a performance task. As the students progress through the lessons, they are introduced to and then practice using strategies such as asking themselves questions about a source while reading, rereading a source, and rereading and analyzing their writing. These strategies help the students:

- Check for comprehension while reading or viewing a variety of sources (videos, articles, simulated web articles, and a journal entry)
- Take notes from the sources and use graphic organizers to sort and record information
- Analyze directions to determine what they are being asked to do
- Evaluate, interpret, and integrate information from multiple sources to answer research questions
- Write cohesive pieces using the characteristics of good writing for the genre
- Evaluate their writing for characteristics of good writing and for elements of the genre

Day 1 The students discuss the purpose of a performance-based writing assessment and the importance of doing their best on the assessment. They think about what they have learned about the characteristics of good writing and the elements of the genre. Then the students are introduced to the topic they will write about. They are provided with one or more sources about the topic and learn to stop occasionally when reviewing the source(s) to ask themselves questions about what they are learning. In pairs, they take notes on the source(s) and they each use a graphic organizer to sort and record information from the source(s).

Day 2 The students are introduced to one or more additional sources, and they use the strategies from Day 1 to analyze what they have learned from the source(s). They again work in pairs to take notes, and they each use a graphic organizer to record and organize information from the source(s).

Day 3 The students learn how to analyze three research questions to determine exactly what each question is asking them to do. They work in pairs to generate answers to the questions and then write their own answers to each question using information from the sources and their notes. With guidance from you, the students review their answers to make sure that they have crafted quality responses to each question.

Day 4 The students focus on using information from the sources, with the aid of their notes and their answers to the research questions, to each write a cohesive piece in response to a provided writing assignment. First, the students analyze the writing assignment to determine what it is asking them to do. Then you model writing the first few paragraphs of your own piece using information from all of the sources. (You can write your own piece or use the model provided in the lesson.) The students talk with their partners about what they might write and then write their own pieces.

Day 5 On the final day, you share your completed piece with the students. (You can use your own piece or the model provided in the lesson.) As you share, you point out how you incorporated what you know about good writing and how you met the requirements of the writing assignment. The students then analyze their own writing for the qualities of a well-written piece during a guided rereading, facilitated by you.

Planning and Teaching the Lessons

The units in this guide can be taught in any order; however, we recommend teaching each unit after you complete the corresponding genre unit in the *Teacher's Manual*. (For a suggestion on how to include the units in this guide in your instruction for the year, see the Sample Calendar on page xxxiii of the *Teacher's Manual*.)

To prepare to teach the lessons, begin by reading the unit's introductory pages. The unit's opening page introduces you to the topic of the Guided Practice Performance Task and acquaints you with the goals of the unit, while the Overview table provides a general outline of the unit. The Resources list specifies the physical materials and the supplemental activities

for the entire unit, while the Online Resources list indicates all of the materials that are available digitally on the DSC Learning Hub (teach.devstu.org).

Next, read the writing and social development focuses in the Week Overview. The Do Ahead section alerts you to special requirements for the week and any preparations you should make ahead of time. Preview the lessons and note how the instruction supports the unit's writing and social development focuses from lesson to lesson. Also note the lessons that may require an extended class period.

USING A GUIDED PRACTICE PERFORMANCE TASK AS A PRACTICE TEST

Since the students complete each Guided Practice Performance Task with extensive support from you and in collaboration with their partners, the students' writing is not scored. However, if you feel that your students are ready to complete a performance task independently after completing two of the units, the final Guided Practice Performance Task in this guide can be administered as a practice test. Simply administer the final performance task without the instructional support.

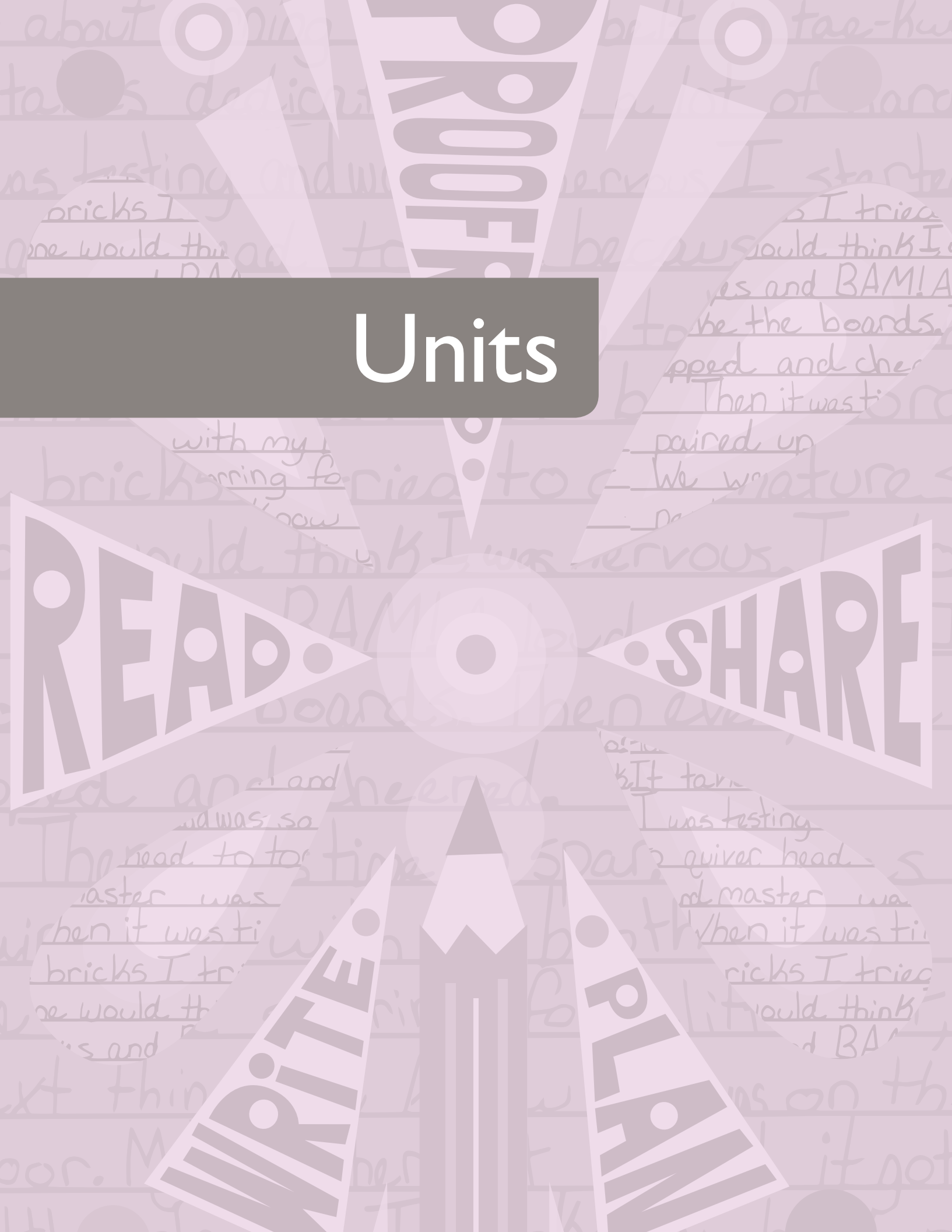
Scoring the Students' Writing If you choose to administer one of the Guided Practice Performance Tasks as a practice test, the research questions in Part 1 can be scored using the rubrics included at the end of the performance task. (For an example, see "Scoring Rubrics for Research Questions" on page 89.) If you teach in a state that has adopted the Common Core State Standards, the students' writing in Part 2 can be scored using the rubrics provided by Smarter Balanced or PARCC. Visit the Smarter Balanced website (smarterbalanced.org) or the PARCC website (parcconline.org) to locate their scoring rubrics.

If you teach in a state that has not adopted the Common Core State Standards, we recommend that you score the students' writing using your state test's writing rubric, which will identify the elements of writing emphasized in your state. The qualities of good writing emphasized in this guide are those taught and practiced throughout the *Being a Writer* program: writing a strong opening and closing; using transition words, sensory details, and interesting words; including elements of the genre; following writing rules for punctuation, spelling, grammar, and capitalization; and clear organization. If your state test's writing rubric emphasizes other elements, you might incorporate instruction of those elements in the lessons by modeling their use during the teacher modeling in Day 4 of each unit.

PROVIDING ADDITIONAL PRACTICE USING AN ONLINE TESTING ENVIRONMENT

If you teach in a state that has adopted the Common Core State Standards, you might administer an online CCSS-based practice performance task that the students complete independently. It can be given right after the guided practice, or at a later time. Practice performance tasks may be available online from Smarter Balanced or PARCC. To access the practice performance tasks, visit the Smarter Balanced website (smarterbalanced.org) or the PARCC website (parcconline.org).

Units



Unit

Narrative Writing

During this one-week unit, the students prepare for the narrative writing portion of a CCSS end-of-year writing performance task. They discuss what they have learned about narrative (fiction) writing and complete a practice performance task as a class, guided by the teacher. The task requires the students to each write a story about traveling west in an imaginary wagon train on the Oregon Trail. To learn about the pioneers and their experiences while migrating west, the students look at a map of the Oregon Trail and read an article and a journal. They take notes about what they learn, and use information from the sources and their notes to answer research questions and write stories. Socially, the students listen respectfully to the thinking of others and share their own, make decisions with their partners, and explain their thinking.



Unit Narrative Writing

RESOURCES

Source Materials

- "The Oregon Trail" map
- "Moving West" article
- "My Trip on the Wagon Train" journal

Extensions

- "Complete a Diagnostic Proofreading Passage"
- "Complete a Writing Practice Performance Task Independently"

Guided Practice Performance Task: Narrative Writing

- Task Overview
- Teacher Directions
- Scoring Rubrics for Research Questions
- Student Handouts 1–7

Assessments

- "Class Assessment Record" sheets



Online Resources

Visit the DSC Learning Hub (teach.devstu.org) to find your online resources for this unit.

Whiteboard Activities

- WA1–WA7

Reproducibles

- "The Oregon Trail" map (BLM1)
- "Moving West" article (BLM2)
- "Article and Journal Notes" graphic organizer (BLM3)
- "Student Directions for Part 1" (BLM4)
- "My Trip on the Wagon Train" journal (BLM5)
- "Research Questions" sheet (BLM6)
- "Student Directions for Part 2" (BLM7)

Assessment Forms

- "Class Assessment Record" sheets (CA1–CA3)

OVERVIEW

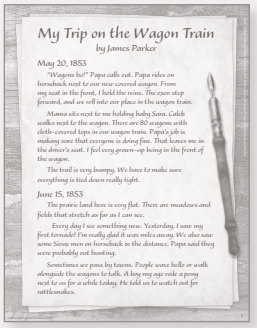
	Day 1	Day 2	Day 3	Day 4	Day 5
Week	**Viewing a Map, Reading an Article, and Taking Notes:** "The Oregon Trail" map, "Moving West" article **Focus:** ▪ Thinking about what they learned about good narrative (fiction) writing ▪ Taking notes from an article ▪ Using graphic organizers to sort information	**Reading a Journal and Taking Notes:** "My Trip on the Wagon Train" journal **Focus:** ▪ Taking notes from a journal ▪ Using graphic organizers to sort information	**Writing Responses to Research Questions** **Focus:** ▪ Using multiple sources to write responses to research questions ▪ Reflecting on and revising responses to research questions	**Writing a Story** **Focus:** ▪ Using multiple sources to write stories	**Revising and Proofreading a Story** **Focus:** ▪ Revising stories ▪ Proofreading stories

Week OVERVIEW



"The Oregon Trail" map (BLM1)

The route of pioneers who traveled west along the Oregon Trail is shown on this map.



"My Trip on the Wagon Train" journal (BLM5)

James Parker, a pioneer boy, writes in this fictional journal about his experiences traveling in a wagon train on the Oregon Trail.



"Moving West" article (BLM2)

This article provides a brief history of the American pioneers' migration along the Oregon Trail in the mid-1800s.

Writing Focus

- Students reflect on what they have learned about narrative (fiction) writing.
- Students view and discuss a map about the topic.
- Students read an article and a journal about the topic, and take notes.
- Students answer research questions about the topic, and plan and write stories.
- Students revise and proofread their writing.

Social Development Focus

- Students listen respectfully to the thinking of others and share their own.
- Students make decisions together.
- Students explain their thinking.

DO AHEAD

✓ Prior to Day 1, read "Guided Practice Performance Task: Narrative Writing" on pages 32–36. This unit's lessons are based on this guided practice performance task. During the unit, the students complete this

(continues)

DO AHEAD *(continued)*

performance task with instructional support and guidance from the teacher. For more information about how the performance task is used in the lesson, see "About the Guided Practice Performance Task" on page 6.

- ✓ Prior to Day 1, familiarize yourself with the content of the map "The Oregon Trail" (BLM1) and locate the cities and examples of terrain referenced in the lesson.
- ✓ Prior to Day 1, read the article "Moving West" (BLM2) to familiarize yourself with the content.
- ✓ Prior to Day 1, prepare several sheets of chart paper so that they resemble the "Article and Journal Notes" graphic organizer (BLM3) the students will use in Days 1 and 2.
- ✓ Prior to Day 1, visit the DSC Learning Hub (teach.devstu.org) to access and print the student handouts (see "Reproducibles" on page 2). Make a class set of copies of each handout listed, except for "Student Directions for Part 1" (BLM4). You might want to have extra copies of the graphic organizer available for the students.
- ✓ Prior to Day 1, prepare a class set of writing folders for the students to use to organize their materials throughout the week.
- ✓ Prior to Day 2, read the journal "My Trip on the Wagon Train" (BLM5) to familiarize yourself with the content.
- ✓ Prior to Day 2, make a copy of the "Class Assessment Record" sheet (CA1) on page 52.
- ✓ Prior to Day 3, prepare a sheet of chart paper so that it resembles the "Research Questions" sheet (BLM6) the students will use. You may want to write each question on a separate piece of chart paper.
- ✓ Prior to Day 3, make a copy of the "Class Assessment Record" sheet (CA2) on page 53.
- ✓ Prior to Day 4, make a copy of the "Class Assessment Record" sheet (CA3) on page 54.

TEACHER AS WRITER

"A good head and good heart are always a formidable combination. But when you add to that a literate tongue or pen, then you have something very special."

— Nelson Mandela

As your students approach the day of the end-of-year writing performance task, take a step back and view the larger picture. Naturally you want your students to do well on the test. Beyond the demands of this particular test, what are your hopes for your students as writers? How do you hope that having a "literate pen" combined with a good head and a good heart will serve each of them? Write in your journal about your aspirations for your students. Consider sharing your writing with your students.

Day 1

Viewing a Map, Reading an Article, and Taking Notes

Materials

- Copy of the map "The Oregon Trail" (BLM1) for each student
- Copy of the article "Moving West" (BLM2) for each student
- Chart paper and a marker
- "The Oregon Trail" chart (WA1)
- "Moving West" chart (WA2)
- "Article and Journal Notes" chart, prepared ahead
- Copy of the "Article and Journal Notes" graphic organizer (BLM3) for each student
- A writing folder for each student

Teacher Note

We recommend that you teach this unit after the class completes the Fiction genre unit.

This lesson may require an extended class period. You might want to stop the lesson at the end of Step 5 and then finish the lesson later in the day or the next day.

Teacher Note

The partners you assign today will stay together for the entire unit.

In this lesson, the students:

- Work with new partners
- Reflect on what they know about good narrative (fiction) writing
- View and discuss a map
- Read and discuss an article
- Take notes on the article as a class and in pairs
- Explain their thinking

ABOUT THE GUIDED PRACTICE PERFORMANCE TASK

During this unit, the students complete a narrative writing performance task as a class with instructional support from you. The purpose for this guided practice performance task is to prepare the students for the CCSS end-of-year performance tasks they will be required to complete independently. Five days of instruction are provided during which the students' writing is neither timed nor scored. This process differs from the proposed CCSS end-of-year assessment process, in which students will be required to complete their writing in a prescribed amount of time and the writing will be scored. In addition, the expectation is that the CCSS assessments will be computer-based and that all student materials, including access to spell-check, will be available within the testing software. This unit's performance task is not computerized and can be administered in a classroom environment using pencils, paper, and other classroom resources.

The topic of the performance task is traveling west by wagon train on the Oregon Trail. The task consists of three sections: an Introductory Classroom Activity (students are introduced to the topic and examine two sources), Part 1 (students examine an additional source and answer research questions about the topic), and Part 2 (students write their own stories). For more information about each section, see "Task Overview" on page 33. For the complete performance task on which this unit's instruction is based, see "Guided Practice Performance Task: Narrative Writing" on pages 32–36.

GETTING READY TO WRITE

1 Pair Students and Introduce the Performance Task

Randomly assign partners and make sure they know each other's names. Have the students bring their pencils and sit at desks with partners together.

Tell the students that at the end of the school year, all the students in their grade will complete a reading and writing assignment called a *performance task*. (You might explain that a *task* is a "job that needs to be done.") Explain that the purpose for the performance task is to show how well they are developing and growing as readers and writers. This is important information for them as students, as well as for their families, teachers, and principal.

Remind the students that for the past several weeks they have been doing fiction writing. Explain that fiction writing is sometimes called narrative writing and that a narrative is a story. Tell the students that narrative, or story, writing is one type of writing they will do on the end-of-year performance task. Explain that during the next several days they will learn strategies for doing well on the narrative writing portion of the performance task.

2 Discuss What the Class Has Learned About Narrative Writing

Point out that the students have learned a lot about how to write good narrative, or fiction, pieces. Explain that they can use what they have learned to help them do well on the performance task. Ask and discuss the questions that follow as a class. Encourage the students to use the discussion prompts they have learned as they talk to one another.

Q *What have you learned about good narrative, or fiction, writing?*

Q *What did you do to make your narrative piece interesting and easy to read?*

> **Students might say:**
>
> "It gets the reader hooked right from the beginning of the story."
>
> "I agree with [Jeremy]. I also think it has interesting characters and events."
>
> "Sometimes it includes dialogue."
>
> "It describes where the story is happening."
>
> "In addition to what [Jeremy and Lisset] said, it stays focused and makes sense."

As the students respond, record their ideas on a sheet of chart paper titled "What We Have Learned About Narrative Writing." If the students do not mention the following qualities of good narrative writing, briefly review them and add them to the chart.

Teacher Note

You might explain to the students that narrative writing can be about true events from their own lives, which we call *personal narrative*, or about fictional (made-up) events. For the next several days, they will be focusing on fictional narratives.

Teacher Note

The discussion prompts are:

- "I agree with _____ because . . ."
- "I disagree with _____ because . . ."
- "In addition to what _____ said, I think . . ."

What We Have Learned About Narrative Writing

- Begins with an opening that makes the reader want to keep reading
- Includes interesting characters and events
- Describes the setting of the story
- Has a chronological sequence of events
- Sometimes includes dialogue
- Stays focused and makes sense
- Uses sensory details
- Establishes a point of view
- Follows writing rules for spelling, punctuation, capitalization, and grammar

Tell the students that you will post the chart where everyone can see it so that they can keep what they have learned about good narrative writing in mind as they prepare for the narrative writing performance task.

3 Introduce the Topic of the Guided Practice Performance Task

Explain that today you will introduce the students to the topic of the performance task, and they will look at a map and read an article about the topic. In the coming days, they will learn more about the topic by reading a journal. Then, as a class, they will use what they learned to answer research questions and write stories about the topic.

Tell the students that they are going to learn about what it was like to travel west by wagon train in the mid-1800s. Explain that this was a time in United States history when many people migrated, or moved, from the eastern part of the United States to the West in search of a better life.

Write the words *migration* and *pioneers* where everyone can see them. Explain that *migration* means "moving from one place to settle in another place." Tell the students that the people who were migrating were called *pioneers*, and that *pioneers* are the "first people to explore or settle a new area." Explain that many pioneers traveled west in covered wagons along a route called the Oregon Trail.

4 Introduce and Discuss a Map

Tell the students that the first source of information they will look at is a map of the Oregon Trail. Display the chart "The Oregon Trail" (WA1) and distribute a copy of the map (BLM1) to each student. Point to the

Teacher Note

You might explain that a *source* is "something that information comes from, such as a book, video, website, or article."

beginning of the trail in Independence, Missouri, and to the end of the trail in Oregon City, Oregon, and explain that the trail was about 2,000 miles long. Ask:

Q *What else do you notice about the map of the Oregon Trail?*

If necessary, point out that the trail crossed plains, deserts, rivers, and mountains. Explain that the students will learn more about the westward migration of pioneers by reading an article about the topic.

5 Introduce the Article and Read It Aloud with Stops

Tell the students that now they will read an article called "Moving West." Explain that the article discusses who the pioneers were, why they migrated west, and what the journey was like. Display the "Moving West" chart (WA2) and distribute a copy of the article (BLM2) to each student. Tell the students that for this task you will read the article aloud, but when they do performance tasks on their own, they will read any source materials independently.

Ask the students to follow along as you read the article aloud, and explain that you will stop during the reading to have pairs discuss what they are learning. Read the title of the article and the first three paragraphs aloud, slowly and clearly. Stop after:

> "Covered wagons were pulled by oxen, horses, or mules."

Ask and briefly discuss:

Q *What did you learn about the pioneers and their experiences while migrating west in the part of the article you just heard? Turn to your partner.*

Without sharing as a class, continue reading the article. Follow the same procedure to have the students discuss what they learned at the following stops:

> "It is estimated that one out of ten pioneers never finished the journey."

> "After planning the next day's journey, they fell asleep wondering what tomorrow would bring."

WRITING TIME

6 Reread the Article and Take Notes as a Class and in Pairs

Post the "Article and Journal Notes" chart that you prepared ahead and distribute a copy of the "Article and Journal Notes" graphic organizer (BLM3) to each student.

Tell the students that you will read the article again, and that as a class and in pairs, they will use this note-taking chart, called a *graphic organizer*, to take notes on what they are learning about the westward

migration of pioneers along the Oregon Trail. Point out that the graphic organizer is divided into three sections. Point to and read each section heading aloud.

Explain that you will read the article again and stop during the reading, as you did before. At each stop, the students will discuss what they have learned and where they will record their notes on the graphic organizer. Tell the students that this information will be useful when they plan and write their stories about traveling west by wagon train.

Read the article and stop (as you did before) after:

> "Covered wagons were pulled by oxen, horses, or mules."

Discuss as a class:

Q *What did you learn about the pioneers and their experiences while traveling west in the part of the article you just heard?*

Q *Where might you put a note saying [some pioneers were teachers] on the graphic organizer? Why?*

> **Students might say:**
>
> "I learned that pioneers were people who went west to start new lives. We should put that in the 'Other Notes' section."
>
> "The pioneers were all kinds of people: teachers, lawyers, doctors, farmers, and ranchers. That would go in the 'Other Notes' section."
>
> "I didn't know that there were no roads going west. That should go in the first section because it could help describe the roughness of the trail."

As the students respond, model writing their responses as notes in the appropriate places on the chart, and have the students copy the notes onto their own graphic organizers.

Using the same procedure, read the next section of the article. Have the students discuss what they learned as a class and model taking notes. Stop after:

> "It is estimated that one out of ten pioneers never finished the journey."



At the last stop, have the students discuss what they learned in pairs (rather than as a class) and record their notes on their graphic organizers. Stop after:

> "After planning the next day's journey, they fell asleep wondering what tomorrow would bring."

Have a few volunteers share what they discussed and where they recorded their notes on the graphic organizer. As they share, add their ideas to the chart.

Teacher Note

You may want to review that notes are most helpful when they are brief and written in the writer's own words rather than copied exactly from the source.

Teacher Note

If the students have difficulty deciding where on the graphic organizer to record their notes, call for their attention and model writing their ideas in the appropriate places on the chart.

Article and Journal Notes

Sights Along the Trail

- no roads or railroads to see
- deserts, mountains, forests, and rivers
- other covered wagons

Experiences Traveling in a Wagon Train

- traveled 10 to 20 miles a day for 5 or 6 months
- had to unpack and repack the wagon to cross rivers
- faced sickness, accidents, floods, snow, and thieves
- one out of ten pioneers never finished the journey
- wagons traveled in trains of 25 to 250 wagons led by a captain
- scouts who knew the way guided the wagon trains
- pioneers helped each other when needed
- pioneers walked alongside the wagons
- formed a circle of wagons at night for protection
- camped near water
- everyone had a job to do
- pioneers sang songs, told stories, and talked at night

Other Notes:

- about 350,000 pioneers migrated west between 1843 and 1859
- pioneers were teachers, lawyers, doctors, farmers, ranchers
- some pioneers went in search of land, some gold
- Oregon Trail starts in Missouri and ends in Oregon
- Oregon Trail is about 2,000 miles long

Tell the students that tomorrow they will read a journal written by James Parker, a pioneer boy who traveled west on the Oregon Trail. Explain that the students will add notes on what they learn from the journal to this graphic organizer.

Distribute a writing folder to each student and explain that this is where the students will keep all of their materials for the week. Have the students put their materials inside their folders and keep them in their desks.

Teacher Note

Save the "What We Have Learned About Narrative Writing" chart and the "Article and Journal Notes" chart to use throughout the unit.

SHARING AND REFLECTING

7 Reflect

Ask and briefly discuss:

Q *In what ways did you and your partner work well together today?*

Day 2

Reading a Journal and Taking Notes

Materials

- Copy of the journal "My Trip on the Wagon Train" (BLM5) for each student
- "Article and Journal Notes" chart from Day 1
- "Student Directions for Part 1" chart (WA3); also available as (BLM4)
- Additional page(s) of the "Article and Journal Notes" chart, prepared ahead
- "My Trip on the Wagon Train" chart (WA4)
- Extra copies of the "Article and Journal Notes" graphic organizer (BLM3) for students, if needed
- A marker
- "Class Assessment Record" sheet (CA1)

Teacher Note

This lesson may require an extended class period. You might want to stop the lesson at the end of Step 3 and then finish the lesson later in the day or the next day.

In this lesson, the students:

- Review what they have learned about pioneers and traveling west by wagon train
- Read and discuss a journal about the topic
- Take notes on the journal in pairs
- Make decisions together
- Work in a responsible way

GETTING READY TO WRITE

1 Briefly Review

Have the students bring their folders and pencils and sit at desks with partners together. Review that the students are completing a narrative writing task about traveling west by wagon train to prepare for the end-of-year performance task. Review that yesterday they discussed what they have learned about good narrative writing. They also read an article about moving west by wagon train, discussed it as a class, and took notes about what they learned.

Direct the students' attention to the "Article and Journal Notes" chart from Day 1. Briefly review the notes by asking:

Q *What did you learn about the pioneers and their experiences while traveling west in the article we read yesterday?*

Tell the students that today they will learn more about pioneers traveling west by reading a journal written by a pioneer boy on the Oregon Trail.

2 Introduce Student Directions for Part 1

Display the "Student Directions for Part 1" chart (WA3). Explain that these are directions for the first part of the performance task, in which the students examine another source about westward migration and

write responses to research questions. Tell the students that, because they are working together to practice for the end-of-year performance task, they will not follow these directions exactly. For example, you will read the journal aloud, rather than have the students read it on their own, and they will take more time than the directions say to complete the steps. Explain that when the students do performance tasks on their own later, they will follow the directions exactly.

3 Introduce the Journal and Read It Aloud with Stops

Tell the students that today's source is a journal titled "My Trip on the Wagon Train." Explain that the journal was written by a pioneer boy named James Parker who traveled west on the Oregon Trail with his family. Explain that this journal, or diary, is a written record of the boy's experiences during his travels. Display the "My Trip on the Wagon Train" chart (WA4) and distribute a copy of the journal (BLM5) to each student. Point to the date of each entry and explain that James started his journal in May of 1853 and stopped writing entries in October of the same year. Ask them to follow along as you read the journal entries aloud, and explain that you will stop during the reading to have pairs discuss what they are learning.

Read the title and the first two entries (including the dates) aloud, slowly and clearly. Stop after:

> "He told us to watch out for rattlesnakes."

Ask:

Q *What did you learn about the pioneers and their experiences while traveling west in the part of the journal you just heard? Turn to your partner.*

Without sharing as a class, continue reading the journal. Follow the same procedure to have the students discuss what they learned at the following stops:

> "Some families have left and are headed south for Utah or Texas."

> "I can hardly wait to find out what our new life here will be like!"

WRITING TIME

4 Reread the Journal and Take Notes in Pairs

Direct the students' attention to the "Article and Journal Notes" chart from Day 1 and explain that you will add notes from the journal to this graphic organizer. Explain that as you read the journal again you will stop, and partners will discuss what more they learned and then write notes in the appropriate places on their own graphic organizers. Remind the students that they will use the information they collect to help them answer research questions and write stories about traveling west by wagon train.

Teacher Note

The purpose for showing the "Student Directions for Part 1" chart (WA3) is to briefly introduce the students to the type of directions they will encounter when they do performance tasks by themselves. It is not necessary to take the students through all the directions now. They will have the experience of "following" the directions over the next few days. As you complete various parts of the directions, you might redisplay the chart and point out the steps the students have completed.

Read the journal and stop (as you did before) after:

> "He told us to watch out for rattlesnakes."

Ask the following questions one at a time, without discussing them as a class:

Q *What more did you learn about the pioneers and their experiences while traveling west in the part of the journal you just heard?*

Q *Where will you write a note about what you have learned on the graphic organizer, and why will you write the note there?*



Say "Turn to your partner," and give partners a few minutes to share their thinking and write notes about what they learned on their graphic organizers. As they work, circulate, observe, and offer assistance.



CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Are partners able to agree about what information to include in their notes?
- Are they able to describe the sights they might see along the trail?
- Are they able to describe the experiences they might have while traveling in a wagon train?
- Are they writing notes in their own words?

If you notice many students having difficulty writing notes, call for the class's attention and have a few volunteers share their ideas for what to write. Then model writing each idea in the appropriate place on the chart. As necessary, encourage the students to reread the journal to collect the information they need.

Record your observations on the "Class Assessment Record" sheet (CA1); see page 52.

After a few minutes, ask volunteers to share their thinking about what they learned and where they recorded notes on their graphic organizers. Then add their ideas to the chart.

Using the same procedure, stop, discuss, and take notes at the following places in the journal:

> "Some families have left and are headed south for Utah or Texas."
>
> "I can hardly wait to find out what our new life here will be like!"

Teacher Note

When you have completely filled the first "Article and Journal Notes" chart with your notes, model continuing your note-taking on a second sheet of prepared chart paper. Tell the students that if they completely fill one graphic organizer with their notes, they can continue taking notes on a second graphic organizer.

Article and Journal Notes

Sights Along the Trail

- no roads or railroads to see
- deserts, mountains, forests, and rivers
- other covered wagons

Experiences Traveling in a Wagon Train

- traveled 10 to 20 miles a day for 5 or 6 months
- had to unpack and repack the wagon to cross rivers
- faced sickness, accidents, floods, snow, and thieves
- one out of ten pioneers never finished the journey
- wagons traveled in trains of 25 to 250 wagons led by a captain
- scouts who knew the way guided the wagon trains
- pioneers helped each other when needed
- pioneers walked alongside the wagons
- formed a circle of wagons at night for protection
- camped near water
- everyone had a job to do
- pioneers sang songs, told stories, and talked at night

Other Notes:

- about 350,000 pioneers migrated west between 1843 and 1859
- pioneers were teachers, lawyers, doctors, farmers, ranchers
- some pioneers went in search of land, some gold
- Oregon Trail starts in Missouri and ends in Oregon
- Oregon Trail is about 2,000 miles long

(continues)

(continued)

Article and Journal Notes

Sights Along the Trail

- flat prairie land, meadows, and fields
- tornadoes
- Sioux men on horseback
- people from towns along the trail
- thunder and lightning
- rattlesnakes
- horse and ox bones
- broken wagon wheels
- graves
- green forests and steep trails

Experiences Traveling in a Wagon Train

- lost track of what day it is
- ate things like bacon and biscuits for breakfast
- had to feed the animals
- hot weather
- some people turned around and headed back to Missouri
- oxen need to rest on steep trails
- need to get through mountains before winter came
- sometimes wheels got stuck in mud or river
- men work together to free stuck wagons
- took many months to complete the journey

Other Notes:

Page 2

Tell the students that tomorrow they will work together, using the sources and their notes, to answer research questions about traveling west in a wagon train on the Oregon Trail. Have them put their materials inside their folders.

SHARING AND REFLECTING

5 Reflect

Ask and briefly discuss:

Q *Why do you think it is a good idea to read a source more than once, like we did today?*

Q *What did you do today to work in a responsible way?*

Teacher Note

Save the "Article and Journal Notes" chart to use throughout the rest of the unit.

Writing Responses to Research Questions

Day 3

In this lesson, the students:

- Read and discuss research questions about traveling west by wagon train, as a class
- Identify words in the questions that give clues about what to write
- Write responses to the questions as a class and independently
- Reflect on and revise their responses

Materials

- "Article and Journal Notes" chart from Day 2
- "Research Questions" chart, prepared ahead
- Copy of the "Research Questions" sheet (BLM6) for each student
- A marker
- "The Oregon Trail" chart (WA1) from Day 1
- "My Trip on the Wagon Train" chart (WA4) from Day 2
- "Class Assessment Record" sheet (CA2)

GETTING READY TO WRITE

1 Briefly Review

Have the students bring their folders and pencils and sit at desks with partners together. Remind the students that they are learning strategies they can use to do well on the end-of-year performance task. Direct the students' attention to the "Article and Journal Notes" chart from Day 2 and review that the students read an article and a journal about pioneers migrating west on the Oregon Trail and took notes about what they learned. Explain that today they will use their notes and the sources to answer research questions about traveling west by wagon train.

2 Model Reading a Question and Writing a Response

Post the "Research Questions" chart that you prepared ahead. Distribute a copy of the "Research Questions" sheet (BLM6) to each student, and have the students write their names and the date on their sheets. Explain that these are the questions the students will answer in Part 1 of the performance task.

Tell the students that the first step in writing a response to a question is to read and think carefully about the question. Point to Question 1 on the chart and ask the students to listen closely as you read it aloud twice. Discuss:

Q *What information is this question asking for?*

Have a few volunteers share their thinking. If necessary, point out that the question is asking you to describe how the map of the Oregon Trail helps you better understand the boy's journal. Underline "add to your understanding of the boy's pioneer journal" on the chart.

Ask the students to watch as you model writing a response to the first question on the chart, thinking aloud as you write. Display the chart "The Oregon Trail" (WA1) and model reviewing the source and your notes for the information you need. Then display the "My Trip on the Wagon Train" chart (WA4) and follow the same procedure.

> **You might say:**
>
> "I know that the question is asking how the map helps me understand the boy's journal. I can see how long the Oregon Trail is on the map, and that helps me understand why the journey took so many months. I'll write: *The map shows how far it is from Missouri to Oregon, and that helps me understand why the journey took so long.* Also, the boy wrote about how difficult the journey was when the wagon had to cross the rivers and go through the mountains. I can see where the mountains and rivers are on the map, and that helps me understand where the most difficult parts of the journey were. I'll write: *I can also see the mountains and rivers on the map. That helps me understand where the most difficult parts of the journey were.*"

Teacher Note

The consortia that are developing the end-of-year performance tasks plan to deliver the assessment electronically. This means that individual students will have computer or tablet access to all research sources, including videos, as they respond to questions and write extended pieces.

Research Questions

1. How does the map add to your understanding of the boy's journal?

   The map shows how far it is from Missouri to Oregon, and that helps me understand why the journey took so long. I can also see the mountains and rivers on the map. That helps me understand where the most difficult parts of the journey were.

3 Read and Discuss Questions as a Class

Explain that the students will read and discuss Questions 2 and 3 as a class. Then, during Writing Time, the students will work in pairs to discuss what they might write in response to those questions, and each write their own responses on their "Research Questions" sheet.

Point to Question 2 on the "Research Questions" chart and read it aloud twice. Ask and discuss:

Q *What information is this question asking for?*

Have a few volunteers share their thinking. If necessary, explain that the question is asking for three pieces of information: "what about the journey would be the most difficult" and "two reasons." Underline those key phrases on the chart.

Follow the same procedure to discuss Question 3. If necessary, explain that the question is asking what kind of scenery they might see while

traveling west on the Oregon Trail and for details from the sources. On the chart, underline "what kind of scenery would you see" and "details from the sources." Point out that both the article and the journal contain information that the students can use to answer this question.

WRITING TIME

4 Discuss Questions in Pairs and Write Answers

Have partners discuss what they might write in response to Questions 2 and 3. Review that each student will write his own response to the questions on his "Research Questions" sheet. Remind the students to use details from their notes and from the sources in their responses. As the students work, circulate, observe, and offer assistance.

CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Do the students' responses indicate that they understand what each question is asking?
- Are they able to incorporate details from their notes and the sources in their responses?

If you notice the students struggling to write responses, support them by asking questions such as:

Q *What information is the question asking for?*

Q *Where in your notes can you find that information? Where in the source can you find that information?*

Q *How might you include information from your notes and the sources in your answer?*

Record your observations on the "Class Assessment Record" sheet (CA2); see page 53.

5 Facilitate Guided Rereading and Revising of Responses

Tell the students that they will now reread their responses to Questions 2 and 3 and then reflect on the quality of their responses by thinking about some questions you will ask.

Have the students quietly reread their responses to Question 2 and look up when they are finished. Ask the following questions one at a time, pausing after each one to give them a moment to review their writing and, if necessary, their sources and notes:

Q *Do you think your response clearly describes what you think would be the most difficult part of traveling west by wagon train? If not, what might you write instead?*

Q *Does your response include at least two reasons why you think it would be the most difficult part? If not, what might you add or take out to improve it?*

Without discussing as a class, have the students revise their responses as necessary. Remind them to refer to their sources and notes if needed.

Using the same procedure, ask the following questions and then have the students reflect on and revise their responses to Question 3:

Q *Do you think your response clearly describes what you would see if you were a pioneer traveling on the Oregon Trail? If not, what might you add or take out to improve it?*

Q *Do you think your response includes enough details from the sources? If not, what details might you add?*

SHARING AND REFLECTING

6 Share Responses and Reflect

Have a few volunteers share with the class what they wrote in response to Question 2. As they share, use their ideas to model writing a well-crafted response to the question on the "Research Questions" chart.

Following the same procedure, model writing a response to Question 3.

Research Questions

2. If you were a pioneer traveling west by wagon train, what about the journey would be the most difficult for you? Give at least two reasons based on the sources.

   The most difficult part of the journey would be how long it takes. The trip would be around 2,000 miles and we would only travel 10 to 20 miles a day. We would be traveling for five or six months during different seasons. It can be difficult to travel when it is very hot or very cold.

3. If you were a pioneer traveling on the Oregon Trail, what kind of scenery would you see? Use details from the sources in your answer.

   If I were a pioneer traveling on the Oregon Trail, I would see flat prairie land at first. Later I might see forests when traveling through the mountains. Sometimes I would come close to a town and would see the people that lived there.

Have the students reflect on their work by asking:

Q *Do you think your notes helped you write good responses to the questions? Why or why not?*

Tell the students that tomorrow they will use the sources, their notes, and their answers to the research questions to each write a story about traveling west by wagon train on the Oregon Trail. Have them put their materials inside their folders.

Teacher Note

Save the "Research Questions" chart to use on Day 4.

Writing a Story

Day 4

In this lesson, the students:

- Plan and write stories about traveling west by wagon train on the Oregon Trail
- Include qualities of a well-written narrative in their writing
- Reflect on how they felt about writing their stories
- Listen respectfully to the thinking of others

GETTING READY TO WRITE

1 Briefly Review

Have the students bring their folders and pencils and sit at desks with partners together. Point to the "Research Questions" chart and remind the students that yesterday they completed the first part of the guided practice performance task—answering questions about traveling west by wagon train. Explain that today they will work together on the second part of the task—writing stories about traveling west by wagon train on the Oregon Trail.

2 Introduce and Discuss the Story-writing Task

Display the "Student Directions for Part 2" chart (WA5) and distribute a copy of the directions (BLM7) to each student. Explain that these are directions for the second part of the performance task, in which each student writes a story about traveling west by wagon train on the Oregon Trail. Review that, because they are working together to practice for the end-of-year performance task, they will not follow these directions exactly. For example, they will take more time than the directions say to write their stories. Remind the students that when they do performance tasks on their own, they will need to follow the directions exactly.

Ask the students to listen as you read each section of the directions aloud, using the following procedure:

1. Read the section "Your Task" aloud and review that the students may use the sources, their notes, and their answers to the research questions to help them write their stories. Remind the students that when they do performance tasks on their own they will be timed, but that today they will not be.
2. Read the section "Your Writing Assignment" aloud and review that each student needs to write a story about traveling west in a wagon train on the Oregon Trail. Remind them that they can each be any character they want, but that they need to use information from the sources to write their stories.

Materials

- "Student Directions for Part 2" chart (WA5)
- Copy of "Student Directions for Part 2" (BLM7) for each student
- "What We Have Learned About Narrative Writing" chart from Day 2
- "Article and Journal Notes" and "Research Questions" charts from Day 3
- "The Oregon Trail" chart (WA1) from Day 3
- "Moving West" chart (WA2) from Day 1
- "My Trip on the Wagon Train" chart (WA4) from Day 3
- Lined writing chart (WA6) for modeling
- "Writing Time" chart (WA7)
- Supply of lined paper for writing stories
- "Class Assessment Record" sheet (CA3)

Teacher Note

This lesson may require an extended class period. You might want to stop the lesson at the end of Step 3 and then finish the lesson later in the day or the next day.

3. Read the section "Begin Work on Your Narrative" aloud. Point out the information that is relevant for this performance task (for example, "plan," "write," and "revise") and underline it.
4. Read the list of qualities of a well-written narrative aloud. Point out that the list is similar to the list the class created on the "What We Have Learned About Narrative Writing" chart. Tell the students that they may refer to both lists as they write their stories.

Ask and briefly discuss:

Q *What questions do you have about the directions for writing the story?*

Tell the students that they will do the writing task together as a class, and that this will help prepare the students to do a task like this on their own.

3 Model Planning and Starting the Story

Tell the students that you will model writing the first two paragraphs of the story. Remind them that the story needs to describe what it was like traveling west in a wagon train on the Oregon Trail and that it needs to include details from the sources.

Explain that you will write an opening paragraph to introduce the setting and the focus of the story, and then you will write a paragraph about the beginning of the trip. Direct the students' attention to the qualities of a well-written narrative in the directions (BLM7) and explain that as you write the story, you will include these qualities in your writing.

Display the lined writing chart (WA6) and model writing a paragraph that introduces the setting and the focus of the story. Then write a paragraph describing the beginning of the journey. Think aloud as you write, and remember to model reviewing your notes and the sources to find the information you need. Be sure to include qualities of a well-written narrative, such as a setting and story focus, and descriptions and sensory details.

> **You might say:**
>
> "My opening paragraph needs to introduce readers to the setting and the focus of the story and make them want to keep reading. My story is going to be about a family traveling west by wagon train on the Oregon Trail, and I am going to be the mother. I'll write: *On a warm spring day in May, my family and I said goodbye to our friends in Missouri. We were moving west to buy our own land and start a farm.* This shows I understood the assignment because my story is about a pioneer traveling west on the Oregon Trail. I need to introduce readers to the focus of the story, which is what happened during our trip, so I'll write: *It took months to prepare for the trip and pack our covered wagon. I thought that was difficult, but it was nothing compared to the difficulties we faced during our trip.* In the last sentence, I think the part 'it was nothing compared to the difficulties we faced during the trip' will make readers want to know more about what happened on the trip.

My next paragraph will describe the first part of the trip. I will use information from my notes and the sources to describe the sights along the trail and experiences traveling in a wagon train. The map shows that the first part of the trail goes through flat prairie lands. I'll write: *At the beginning of the journey we traveled across beautiful prairie land. All I could see was a sea of green in every direction.* I think the description of the prairie will help readers picture the setting in their minds. Now I'll add other details to help the reader understand what the trip was like. I'll write: *We made good time then, traveling about 15 miles a day. The children were happy and sang songs as they walked alongside our wagon.* In my notes I wrote that it became hard to keep track of time. I also remember reading in the journal that the days could sometimes get very hot. Those are good details to include in my story. I'll write: *But as spring turned into summer, the days became really hot. The children were tired from walking, and their skin was red from the sun. The days started to run together and I could hardly keep track of time."*

WA6

On a warm spring day in May, my family and I said goodbye to our friends in Missouri. We were moving west to buy our own land and start a farm. It took months to prepare for the trip and pack our covered wagon. I thought that was difficult, but it was nothing compared to the difficulties we faced during the trip.

At the beginning of our journey we traveled across beautiful prairie land. All I could see was a sea of green in every direction. We made good time then, traveling about 15 miles a day. The children were happy and sang songs as they walked alongside our wagon. But as spring turned into summer, the days became really hot. The children were tired, and their skin was red from the sun. The days started to run together and I could hardly keep track of time.

After you have modeled writing the first two paragraphs of the story, stop and explain that during Writing Time today the students will write their own stories. Explain that the students will use their notes and sources to write an opening paragraph and several other paragraphs to describe their trip traveling by wagon train on the Oregon Trail. Use "Think, Pair, Share" to discuss:

Q *What might you write about in your story today?* [pause] *Turn to your partner.*

Teacher Note

You might remind the students that their stories need to be about traveling in a wagon train on the Oregon Trail, but that they may choose any characters and events to include in their stories.

After a few moments, signal for the students' attention and remind them that each student will write her own story. Explain that you will also finish your story and share it with the class tomorrow.

WRITING TIME

4 Write Stories

Explain that when the students complete the actual performance task they will write their stories using a computer, but that today they are practicing on paper. Distribute loose, lined sheets of paper and explain that the students will use this paper to write their stories. Display the "Writing Time" chart (WA7) and have them work quietly for 30–40 minutes. As they work, circulate, observe, and offer assistance.

WA7

Writing Time

- Reread the writing assignment in "Student Directions for Part 2."
- Write an opening paragraph that introduces the focus of the story and hooks the reader.
- Include interesting characters and events in the story.
- Include sensory details and other qualities of a well-written narrative in your story.
- Write a conclusion that wraps up the story.



CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Does the students' writing indicate that they understand the task?
- Are they able to introduce the topic and the setting in the opening paragraph of the story?
- Does their writing stay on topic?
- Are they able to incorporate information from their notes and the sources into their stories?

If you notice a student having difficulty starting to write after 5–10 minutes, help stimulate his thinking by asking questions such as:

Q *What is the topic of your story? What might you write to introduce the topic and the setting of the story?*

Q *How might you use your notes to help you decide what to write in your story?*

Q *What information from your notes or the sources might you use to describe [traveling in a wagon train]?*

Record your observations on the "Class Assessment Record" sheet (CA3); see page 54.

Signal the end of Writing Time. Tell the students that tomorrow they will have time to revise and proofread their stories. Have them put their stories and other materials in their folders.

SHARING AND REFLECTING

5 Reflect on Writing Stories

Ask and briefly discuss:

Q *What did you enjoy about writing your story today? What did you find challenging?*

Q *What did you and your partner do to listen respectfully to each other as you shared ideas about what you might write in your stories?*

Teacher Note

Prior to teaching the Day 5 lesson, you will need to write the rest of your story (see the diagram in Day 5, Step 2 on page 26). Include information from the sources, sensory details, and other qualities of a well-written narrative in your story. Save the completed story on the lined writing chart (WA6) to use on Day 5.

Revising and Proofreading a Story

Day 5

In this lesson, the students:

- Revise their stories
- Proofread their stories
- Express interest in and appreciation for one another's writing
- Reflect on what they have learned and how that will help them on the end-of-year performance task

Materials

- Completed story on the lined writing chart (WA6) from Day 4
- "Student Directions for Part 2" chart (WA5) from Day 4

GETTING READY TO WRITE

1 Briefly Review

Have the students bring their folders and pencils and sit at desks with partners together. Remind them that yesterday they each planned and wrote a story about traveling west by wagon train on the Oregon Trail. Explain that today they will have the opportunity to revise and proofread their stories.

2 Discuss Your Story

Display the completed story on the lined writing chart (WA6) and tell the students that yesterday you finished your story. Ask them to follow along as you read it aloud. Review that the opening paragraph introduces the focus and the setting of the story and hooks the reader. In the remaining paragraphs, point out the clear organization, the use of sensory details to make the story more interesting, and other qualities of a well-written narrative.

You might say:

"In my first paragraph, I explained that the story would be about my family moving west to buy our own land and start a farm. I tried to hook the reader by saying that packing the covered wagon was nothing compared to the difficulties we faced during the trip. I think that will make the reader want to keep reading to find out what happened during the trip.

My story stays focused, and the events of the story make sense. After the introduction, I described the first part of the trip, and then I moved on to describe the middle and end of the trip. I stayed on the topic throughout the story.

I included specific information from the sources to describe the scenery and events. For example, when describing the beginning of the trip, I wrote about traveling on the prairie and mentioned that the wagon train traveled about 15 miles a day. Also, when writing about the challenges the characters faced, I described how the baby got sick and how the wagon wheel needed to be replaced.

I used sensory details to describe the setting. For example, in the second paragraph, I described the prairie land. I wrote 'All I could see was a sea of green in every direction' to help the reader imagine what the prairie looks like. In the fourth paragraph, I wrote that the family was 'happily exploring and playing in the dense, green trees' to help the reader imagine what it might feel like to be in the mountains.

The last sentence, 'I can't imagine anything in my life being harder than this trip,' wraps up the story in an interesting way and lets the reader know the story has come to an end."

WA6

On a warm spring day in May, my family and I said goodbye to our friends in Missouri. We were moving west to buy our own land and start a farm. It took months to prepare for the trip and pack our covered wagon. I thought that was difficult, but it was nothing compared to the difficulties we faced during the trip.

At the beginning of our journey we traveled across beautiful prairie land. All I could see was a sea of green in every direction. We made good time then, traveling about 15 miles a day. The children were happy and sang songs as they walked alongside our wagon. But as spring turned into summer, the days became really hot. The children were tired, and their skin was red from the sun. The days started to run together and I could hardly keep track of time.

(continues)

(continued)

WA6

After several days of rain and thunderstorms on the prairie, the baby got sick and had a fever. I was terribly worried. My husband and I thought about turning back, but we knew that would not make her better. My husband was the captain of our wagon train, and everyone was depending on him. Finally, we met some local people who gave us medicine for the baby. Thankfully, it worked and soon she was her laughing, happy self again!

The entire trail had been bumpy, but when we arrived in the mountains it was so bumpy that I had to walk. It was hard to walk up the steep, rocky trail for hours carrying a baby. Everybody was so tired, including the oxen. Then one of our back wheels hit a rock and broke. Luckily the family behind us had an extra wheel that they gave to us. It took a long time to put on the spare. The kids and I didn't mind because we were happily exploring and playing in the green trees. It sure looked different than back home.

Thankfully, we made it through the mountains before winter. Tomorrow we are supposed to arrive in Oregon City. I can hardly wait! My husband says we have been traveling for five months but it seems longer to me. I can't imagine anything in my life being harder than this trip.

WRITING TIME

3 Facilitate Guided Rereading of Stories

Tell the students that they will have time today to finish their stories, but that first they will reread what they have written. Then you will ask some questions for them to think about. Have them quietly reread their writing and look up when they are finished.

Ask the following questions one at a time, giving the students 1–2 minutes after each question to quietly review their writing and mark passages:

- Q *Do you think your opening paragraph does a good job of introducing the setting and the focus of the story? If not, what might you write instead?*
- Q *Do you think your story is clearly focused throughout and that the events happen logically? If you don't think your story is focused, what might you change to make it focused? Underline parts of your story you might change or move around.*
- Q *Are there places where you used, or could use, details from the sources to make your story more interesting? Put a check mark in the margin next to those places.*
- Q *Are there places where you used, or could use, sensory details to describe the setting, characters, or events of the story? Put a star in the margin next to each of those places.*
- Q *Do you think your conclusion does a good job of wrapping up your writing and letting the reader know that the story has come to an end? If not, what might you write instead?*

Without discussing as a class, have the students resume writing for another 10–15 minutes.

4 Facilitate Proofreading of Stories

Display the "Student Directions for Part 2" chart (WA5) and remind the students that it states that a well-written narrative "follows rules for spelling, punctuation, capitalization, and grammar." Explain that the students will proofread their stories to find and correct any spelling, punctuation, capitalization, and grammar errors. Ask:

- Q *Why will you want to proofread your story before turning it in?*
- Q *What will you check for when you are proofreading?*

> **Students might say:**
>
> "Mistakes could make my writing harder to read and understand."
>
> "I would check to make sure I've capitalized names and the beginning of every sentence."
>
> "In addition to what [Annakari] said, I want to make sure every sentence ends with a period, a question mark, or an exclamation point."
>
> "In addition to what [Annakari and Manav] said, I want to correct any spelling errors I find."

Give the students 5–10 minutes to proofread their stories and make any necessary corrections.

SHARING AND REFLECTING

5 Share Writing and Reflect

Have a few volunteers share their stories with the class; then ask:

Q *What qualities of good narrative writing did you notice in [Evan's] story?*

Q *What questions can you ask [Rosa] about her writing?*

Review that this week the students have been learning strategies for doing well on the end-of-year performance task. Ask and briefly discuss:



Q *What have you learned this week that will help you do well on the performance task? Turn to your partner.*

EXTENSIONS

Complete a Diagnostic Proofreading Passage

To assess how your students are progressing with the CCSS Language Standards, you might choose to administer a Diagnostic Proofreading Passage in Appendix C of the *Skill Practice Teaching Guide* (also see "Assessing CCSS Language Skills" on page xi).

Complete a Writing Practice Performance Task Independently

If you teach in a state that has adopted the Common Core State Standards, you might administer a CCSS-based practice performance task that students complete independently. It can be given right after the guided practice, or at a later time. Practice performance tasks may be available online from the Smarter Balanced Assessment Consortium or the Partnership for Assessment of Readiness for College and Careers (PARCC). To access the practice assessments, visit the Smarter Balanced website (smarterbalanced.org) or the PARCC website (parcconline.org).

Introduce the performance task by reminding the students that they spent one week learning about and preparing for the narrative writing portion of the end-of-year writing performance task. Explain that the students will now have the opportunity to do a practice performance task on their own on a different topic, and that they can use what they learned to do their best work on the task. Tell them that they will do this practice performance task under conditions like those they will experience when completing the end-of-year performance task, and that this will help them to be better prepared to do well.

Guided Practice Performance Task

GRADE 4

GUIDED PRACTICE PERFORMANCE TASK:
Narrative Writing

TRAVELING WEST BY WAGON TRAIN

Resources

- Task Overview
- Teacher Directions for the Introductory Classroom Activity
- Teacher Directions for Parts 1 and 2
- Scoring Rubrics for Research Questions
- Student Handouts

Common Core State Standards Assessed

Research Questions 1, 2, and 3:

- W.4.8; W.4.9

Writing Composition:

- W.4.3a–e; W.4.4; W.4.5; W.4.9
- L.4.1; L.4.2; L.4.3; L.4.6

Related Common Core State Standards

Reading:

- RI.4.7; RI.4.9

Task Overview

Introductory Classroom Activity 20 MINUTES

This whole-class activity introduces the students to the topic of the performance task—traveling west by wagon train on the Oregon Trail—and helps prepare the students to answer research questions and write narratives about the topic. As part of this activity, the students will look at a map of the Oregon Trail. Then they will read and discuss an article about westward migration in the United States during the mid-1800s titled "Moving West." They will also be reminded of the features of good narrative writing.

During the introductory activity, the teacher will lead a whole-class discussion about the map and the article. The students may take notes using the provided graphic organizer to help them prepare for writing. The students may use their notes from the Introductory Classroom Activity when they plan, write, and revise their own multi-paragraph narratives in Part 2.

Part 1 35 MINUTES

The students will read journal entries written by a pioneer boy traveling west on the Oregon Trail. The students are encouraged to take notes using the provided graphic organizer to help them prepare for writing. Then the students will respond to three research questions that require them to analyze, evaluate, interpret, and integrate information.

Part 2 70 MINUTES

The students will each plan, write, and revise a narrative about traveling west by wagon train on the Oregon Trail. They may refer to the sources from the Introductory Classroom Activity and Part 1, any notes they took, and their answers to the research questions. The students may not, however, change their answers to the questions.

Scoring

The research questions in Part 1 can be scored with the rubrics included at the end of this performance task (see "Scoring Rubrics for Research Questions" on page 37). If you teach in a state that has adopted the Common Core State Standards, the students' writing in Part 2 can be scored using the rubrics provided by the Smarter Balanced Assessment Consortium or the Partnership for Assessment of Readiness for College and Careers (PARCC). Visit the Smarter Balanced website (smarterbalanced.org) or the PARCC website (parcconline.org) to locate their scoring rubrics. Any notes, prewriting, or drafts will not be scored.

Teacher Preparation

- Make sufficient blank paper and writing tools available for students to use in taking notes. You might make extra copies of the graphic organizers.
- Make a class set of copies of the student handouts on pages 40–49.
- Make dictionaries available to use during Part 2 of the performance task. (The performance tasks planned by Smarter Balanced and PARCC will be computer-based, and many of the student materials, including access to spell-check, will be available within the testing software. For the purpose of student practice, the materials for the guided practice performance task have been modified so that they can be administered using pencils, paper, and other classroom resources.)

Teacher Directions for the Introductory Classroom Activity

1 Introduce the Topic

Tell the students that they are going to learn about what it was like to travel west by wagon train in the mid-1800s. Explain that this was a time in United States history when many people migrated, or moved, from the eastern part of the United States to the west in search of a better life.

Write the words *migration* and *pioneers* where everyone can see them. Explain that *migration* means "moving from one place to settle in another place." Tell the students that the people who were migrating were called *pioneers* and that *pioneers* are the "first people to explore or settle a new area." Explain that many pioneers traveled west in covered wagons along a route called the Oregon Trail.

2 Examine a Source

Distribute the map "The Oregon Trail" (see Student Handout 1 on page 40) and explain that this is a map that shows the route of the Oregon Trail. Point to the beginning of the trail in Independence, Missouri, and to the end of the trail in Oregon City, Oregon, and explain that the trail was about 2,000 miles long. Lead a brief whole-class discussion using the following question:

Question: *What else do you notice about the map of the Oregon Trail?*

If necessary, point out that the trail crossed plains, deserts, rivers, and mountains.

Tell the students that now they will read an article about pioneers who traveled west on the Oregon Trail. Distribute the article "Moving West" and the "Article and Journal Notes" graphic organizer (see Student Handouts 2–3 on pages 41–43). Tell the students that they can take notes about the article as they read it.

Have the students read the article, and then lead a whole-class discussion using the following question:

Question: *What did you learn about the pioneers and their experiences while traveling west on the Oregon Trail from the article?*

3 Explain the Writing Task

Tell the students that in a few minutes they will examine another source about the pioneers who traveled west. Then they will use all of the sources and their notes to answer some questions and write their own narratives about traveling west by wagon train on the Oregon Trail.

Discuss with the students the characteristics of a well-written narrative. A narrative:

- Establishes a setting and story focus
- Establishes a point of view for the narrator
- Stays on focus throughout the narrative
- Has a plot that develops logically
- Uses descriptions and sensory details
- Has a logical conclusion
- Uses language appropriate to the purpose and task
- Follows rules for spelling, punctuation, capitalization, and grammar

Answer any questions the students might have and then move on to Part 1 of the performance task.

Teacher Directions for Parts 1 and 2

Part 1 35 MINUTES

1. Distribute copies of the source material, graphic organizer (if needed), student directions, and research questions (see Student Handouts 3–6 on pages 43–48) to each student, and have the students write their names on all materials. Note that the students should not receive the directions specific to writing their narratives until Part 2.
2. Tell the students to read "Student Directions for Part 1" (see Student Handout 4 on page 44). Remind the students they will have 35 minutes for Part 1, and then tell them to begin.
3. To help the students plan their time, alert them when 15 minutes and 5 minutes remain in Part 1.
4. Signal to let the students know that Part 1 is over.

BREAK

Part 2 70 MINUTES

1. Distribute a copy of "Student Directions for Part 2" (see Student Handout 7 on page 49) to each student. Make sure that the students have access to all of the sources, graphic organizers, any other notes, and their answers to the research questions. Remind the students that they may not change the answers to the research questions from Part 1.
2. Tell the students to read "Student Directions for Part 2" and explain that their writing assignment is included in these directions.
3. After 15 minutes have elapsed, suggest that the students begin writing their narratives.
4. Alert the students when 30 minutes remain.
5. Alert the students when 15 minutes remain, and suggest that they begin revising their narratives.
6. Signal to let the students know that Part 2 is over and collect all materials from each student.

Scoring Rubrics for Research Questions

2-Point Research Rubric
Question 1:

How does the map add to your understanding of the boy's journal?

Interpret and Integrate Information	
2	The response gives sufficient evidence of the ability to locate, select, interpret, and integrate information within and among sources of information. The response gives sufficient evidence of how the map adds to the reader's understanding of the journal.
1	The response gives limited evidence of the ability to locate, select, interpret, and integrate information within and among sources of information. The response gives limited evidence of how the map adds to the reader's understanding of the journal.
0	The response provides no evidence of the ability to locate, select, interpret, and integrate information within and among sources of information. The response does not give evidence of how the map adds to the reader's understanding of the journal. The response may be incomplete, incorrect, vague, or completely absent.

Sample 2-Point Response
The map shows how far it is from Missouri to Oregon, and that helps me understand why the journey took so long. I can also see the mountains and rivers on the map. That helps me understand where the most difficult parts of the journey were.

Sample 1-Point Response
The map shows the Oregon Trail.

Sample 0-Point Response
The Oregon Trail is in the United States.

2-Point Research Rubric
Question 2:

If you were a pioneer traveling west by wagon train, what about the journey would be the most difficult for you? Give at least two reasons based on the sources.

Use Evidence	
2	The response gives sufficient evidence of the ability to cite evidence to support opinions and ideas. The response expresses an opinion about what part of the journey would be most difficult and gives sufficient evidence from the sources to support the opinion.
1	The response gives limited evidence of the ability to cite evidence to support opinions and ideas. The response expresses an opinion about what part of the journey would be most difficult and gives limited evidence from the sources to support the opinion.
0	The response provides no evidence of the ability to cite evidence to support opinions and ideas. The response expresses an opinion about what part of the journey would be most difficult, but does not give evidence from the sources to support the opinion.

Sample 2-Point Response
The most difficult part of the journey would be how long it takes. The trip would be around 2,000 miles and we would only travel 10 to 20 miles a day. We would be traveling for five or six months during different seasons. It can be difficult to travel when it is very hot or very cold.

Sample 1-Point Response
The most difficult part of the journey would be emptying the wagon to cross rivers.

Sample 0-Point Response
The most difficult part of the journey would be getting ready to go.

2-Point Research Rubric
Question 3:

If you were a pioneer traveling on the Oregon Trail, what kind of scenery would you see? Use details from the sources in your answer.

Interpret and Integrate Information	
2	The response gives sufficient evidence of the ability to locate, select, interpret, and integrate information within and among sources of information. The response gives sufficient evidence of what kind of scenery a pioneer would see along the Oregon Trail.
1	The response gives limited evidence of the ability to locate, select, interpret, and integrate information within and among sources of information. The response gives limited evidence of what kind of scenery a pioneer would see along the Oregon Trail.
0	The response provides no evidence of the ability to locate, select, interpret, and integrate information within and among sources of information. The response does not give evidence of what kind of scenery a pioneer would see along the Oregon Trail. The response may be incomplete, incorrect, vague, or completely absent.

Sample 2-Point Response
If I were a pioneer traveling on the Oregon Trail, I would see flat prairie land at first. Later I might see forests when traveling through the mountains. Sometimes I would come close to a town and would see the people that lived there.

Sample 1-Point Response
The Oregon Trail goes through the mountains.

Sample 0-Point Response
There would be lots of different kinds of scenery.

Student Handout 1

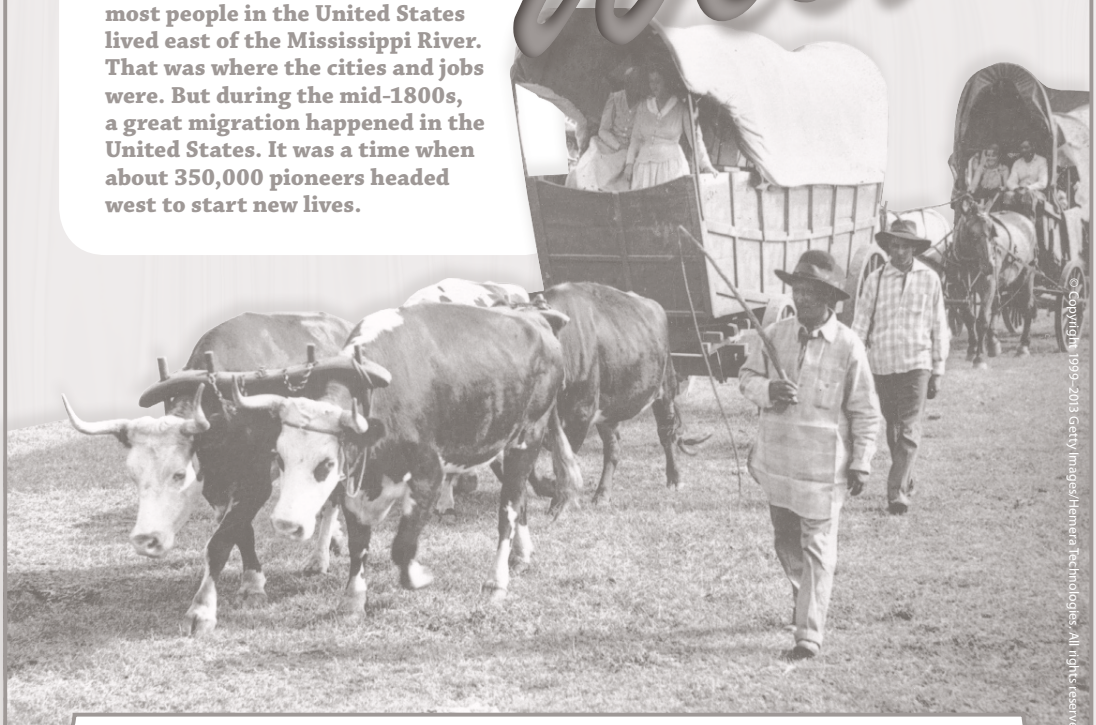


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Student Handout 2

MOVING *West*

IN THE EARLY 1800s, most people in the United States lived east of the Mississippi River. That was where the cities and jobs were. But during the mid-1800s, a great migration happened in the United States. It was a time when about 350,000 pioneers headed west to start new lives.



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WHO WERE THESE PIONEERS?

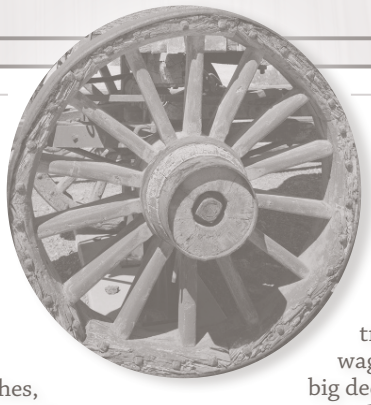
Some pioneers were teachers, lawyers, and doctors. Others were farmers and ranchers. Some were people who dreamed of having their own land. Others had heard there was gold in California and headed west to strike it rich.

Moving west was a risky adventure. Railroads did not yet go to the west coast. There were no roads for much of the journey. Pioneers had to make their own way west. Many pioneers, especially families, chose to travel by covered wagon. Covered wagons were pulled by oxen, horses, or mules.

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TRAVELING IN A COVERED WAGON

Pioneers packed all of the supplies they needed for their trip in their covered wagons. These included clothes, food, medical supplies, tools, and equipment. Most pioneers chose to head west on a route called the Oregon Trail. The Oregon Trail started in Independence, Missouri, and ended in Oregon City, Oregon. It was a big challenge. The trail was about 2,000 miles long!

Covered wagons traveled only 10 to 20 miles a day. That meant the journey would usually take five or six months. On the way, the pioneers crossed deserts, mountains, and rivers. To cross a deep river, pioneers sometimes had to unpack their wagons and put their things into boats. The pioneers also faced sickness, accidents, floods, snow, and thieves. It is estimated that one out of ten pioneers never finished the journey.

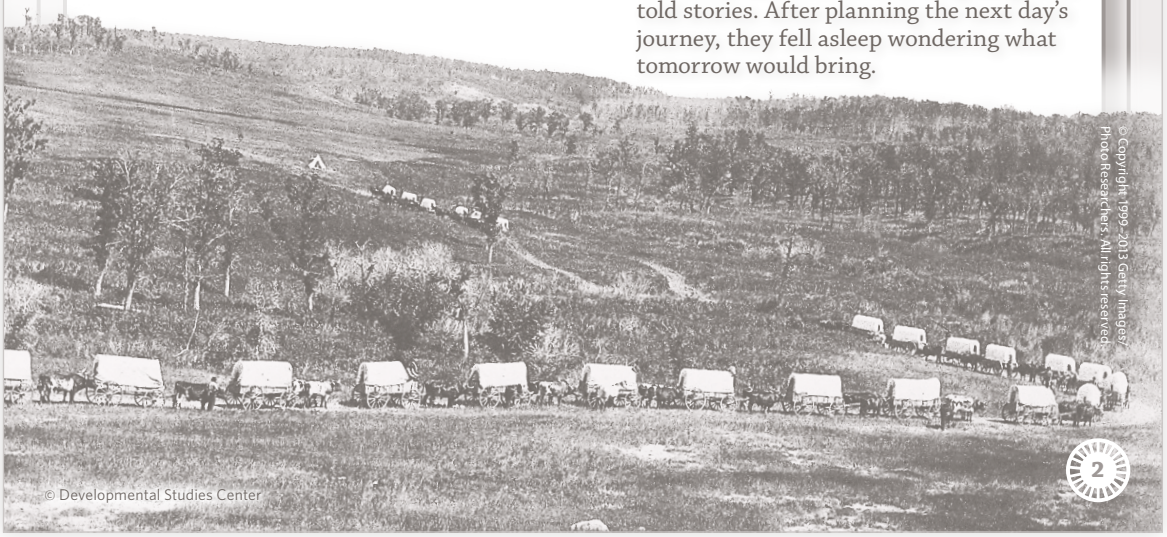
WAGON TRAINS

Covered wagons rolled west in long lines called wagon trains. There might be 25 to 250 wagons in a wagon train. A captain led the group of wagons on the trail and made the big decisions. A scout who knew the way served as a guide during the trip. In a wagon train, people depended on each other. For example, if a wagon wheel broke, somebody might offer a spare.

During the day, most pioneers—including children—walked alongside their wagons. After a hard day's travel, a wagon train would camp for the night. The wagons looped around in a big circle to form a wall of protection. Drinking water was important for the pioneers and their animals, so they camped near water whenever possible.

Everyone had a job at camp. Clothes needed to be washed. A campfire had to be built. The animals had to be cared for. Dinner needed to be cooked. After the meal, people usually visited with others in the camp. Sometimes they sang songs and told stories. After planning the next day's journey, they fell asleep wondering what tomorrow would bring.

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Student Handout 3

NAME _____ DATE _____

Article and Journal Notes
Sights Along the Trail
Experiences Traveling in a Wagon Train
Other Notes:

Your notes will not be scored.

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Student Handout 4

NAME _____ DATE _____

Student Directions for Part 1

Part 1 (35 minutes)

Your Task

You will read a journal written by a boy who traveled west in a wagon train on the Oregon Trail. Then you will answer three research questions about what you have learned. In Part 2, you will write a narrative about taking an imaginary trip in a wagon train. You will be able to refer to the sources, your notes, and the answers to the research questions when you write your narrative.

Steps to Follow

In order to plan and write your narrative, you will do the following:

1. Read the source.

2. Take notes about the information in the source using a graphic organizer.

3. Answer three research questions to help you think about key information in the source.

Directions for Beginning

You will have 35 minutes to read the source, take notes, and answer the research questions. Your answers will be scored.

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Student Handout 5

My Trip on the Wagon Train

by James Parker

May 20, 1853

"Wagons ho!" Papa calls out. Papa rides on horseback next to our new covered wagon. From my seat in the front, I hold the reins. The oxen step forward, and we roll into our place in the wagon train.

Mama sits next to me holding baby Sara. Caleb walks next to the wagon. There are 80 wagons with cloth-covered tops in our wagon train. Papa's job is making sure that everyone is doing fine. That leaves me in the driver's seat. I feel very grown-up being in the front of the wagon.

The trail is very bumpy. We have to make sure everything is tied down really tight.

June 15, 1853

The prairie land here is very flat. There are meadows and fields that stretch as far as I can see.

Every day I see something new. Yesterday, I saw my first tornado! I'm really glad it was miles away. We also saw some Sioux men on horseback in the distance. Papa said they were probably out hunting.

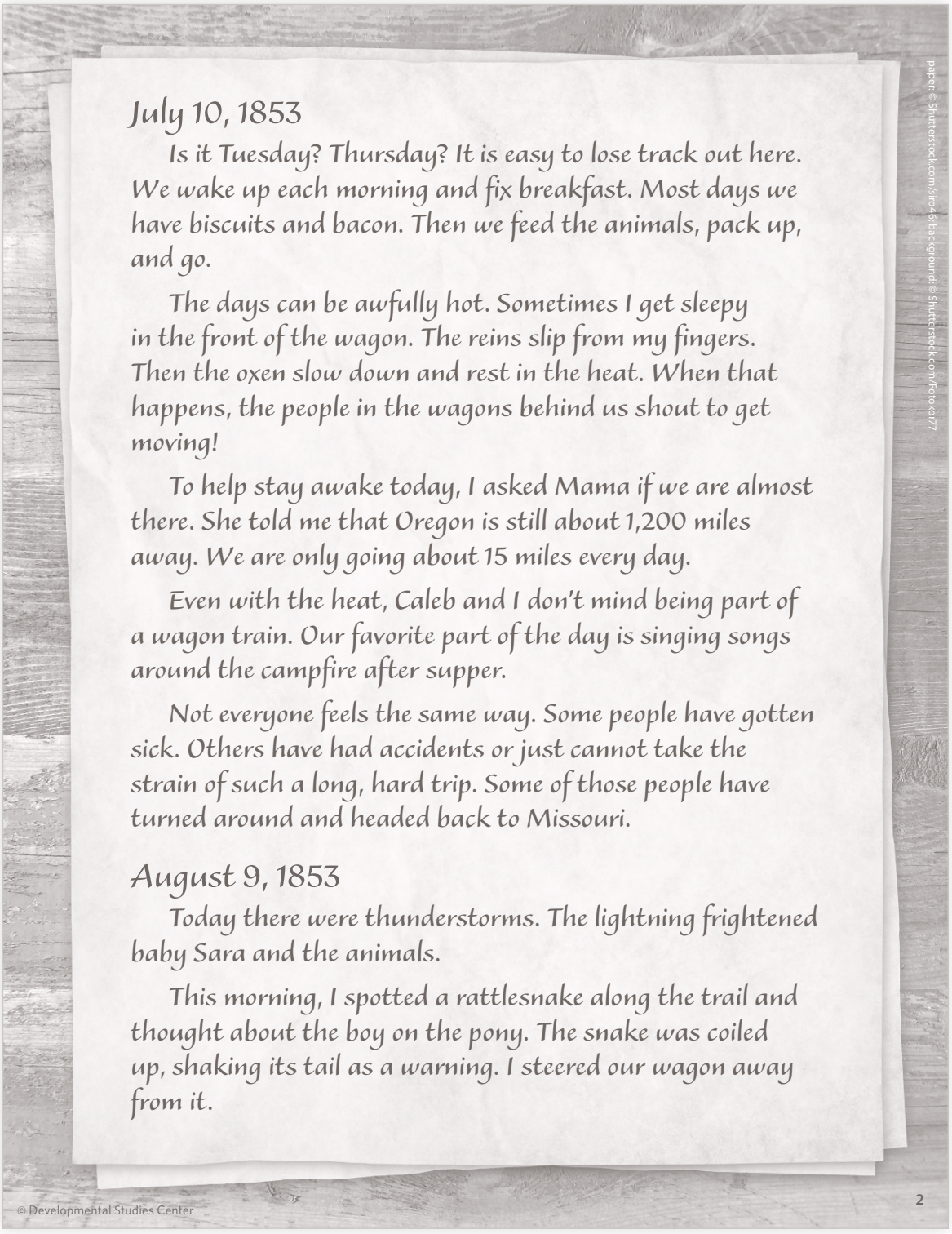
Sometimes we pass by towns. People wave hello or walk alongside the wagons to talk. A boy my age rode a pony next to us for a while today. He told us to watch out for rattlesnakes.

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Student Handout 5 *(continued)*



July 10, 1853

Is it Tuesday? Thursday? It is easy to lose track out here. We wake up each morning and fix breakfast. Most days we have biscuits and bacon. Then we feed the animals, pack up, and go.

The days can be awfully hot. Sometimes I get sleepy in the front of the wagon. The reins slip from my fingers. Then the oxen slow down and rest in the heat. When that happens, the people in the wagons behind us shout to get moving!

To help stay awake today, I asked Mama if we are almost there. She told me that Oregon is still about 1,200 miles away. We are only going about 15 miles every day.

Even with the heat, Caleb and I don't mind being part of a wagon train. Our favorite part of the day is singing songs around the campfire after supper.

Not everyone feels the same way. Some people have gotten sick. Others have had accidents or just cannot take the strain of such a long, hard trip. Some of those people have turned around and headed back to Missouri.

August 9, 1853

Today there were thunderstorms. The lightning frightened baby Sara and the animals.

This morning, I spotted a rattlesnake along the trail and thought about the boy on the pony. The snake was coiled up, shaking its tail as a warning. I steered our wagon away from it.

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Along the way, I have seen many things on the trail. Broken wagon wheels dot the path. Horse and ox bones have turned white in the sun. Here and there is a lonely grave. It reminds me that we have been luckier than a lot of folks.

Our wagon train keeps getting smaller. Some families have left and are headed south for Utah or Texas.

September 22, 1853

We are in the mountains now. There are green forests and steep trails. The oxen need to rest more often. Some days we can only go 5 miles. We must get through the mountains before winter!

Yesterday, we crossed a shallow river. It didn't look the least bit dangerous. We didn't even unpack the wagon to cross. But then one of the wheels got stuck in the rocks in the riverbed. The wagon was leaning to one side. We were afraid that all of our belongings would wind up in the water. Papa and some of the other men had to dig up the rocks to free the wagon.

October 18, 1853

A gentle mist fell as our wagon rolled into Oregon City today. I saw some people pointing at our covered wagon. I turned and noticed that the clean white top is now torn and dirty. I looked over at Caleb. He is brown and lean now. Not the soft city boy he was last spring. And baby Sara has started to talk! I expect I have changed, too.

Tonight we will all get much-needed rest. Tomorrow Papa will go to see about buying some land. I can hardly wait to find out what our new life here will be like!

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Student Handout 6

NAME _____ DATE _____

Research Questions

Directions: Answer the three questions below. Write in the space provided after each question. You may refer to the sources and your notes to answer the questions.

1. How does the map add to your understanding of the boy's journal?

2. If you were a pioneer traveling west by wagon train, what about the journey would be the most difficult for you? Give at least two reasons based on the sources.

3. If you were a pioneer traveling on the Oregon Trail, what kind of scenery would you see? Use details from the sources in your answer.

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Student Handout 7

NAME _____ DATE _____

Student Directions for Part 2

Part 2 (70 minutes)

Your Task

You will have 70 minutes to write your narrative. You should review your notes and sources. Then plan, write, and revise your writing. You may also refer to the answers you wrote to the research questions in Part 1, but you cannot change those answers. Your narrative should use details from the sources.

Your Writing Assignment

Imagine you are a pioneer traveling west in a wagon train on the Oregon Trail. Write a narrative about your trip. You can be any character you like. Your narrative might be about your thoughts and feelings while traveling. Perhaps you met some interesting people or had some exciting adventures. Just make sure to use information from the sources in your narrative.

Begin Work on Your Narrative

Manage your time carefully so that you can:

- Plan your narrative (15 minutes)
- Write your narrative (40 minutes)
- Revise and edit for a final draft (15 minutes)

You may use a dictionary to check spelling.

Things to Remember

Remember that a well-written narrative:

- Establishes a setting and story focus
- Establishes a point of view for the narrator
- Stays on focus throughout the narrative
- Has a plot that develops logically
- Uses descriptions and sensory details
- Has a logical conclusion
- Uses language appropriate to the purpose and task
- Follows rules for spelling, punctuation, capitalization, and grammar

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Class Assessment Records

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
▪ Are partners able to agree about what information to include in their notes?			
▪ Are they able to describe the sights they might see along the trail?			
▪ Are they able to describe the experiences they might have while traveling in a wagon train?			
▪ Are they writing notes in their own words?			
Other observations:			

Considerations:

If you notice many students having difficulty writing notes, call for the class's attention and have a few volunteers share their ideas for what to write. Then model writing each idea in the appropriate place on the chart. As necessary, encourage the students to reread the journal to collect the information they need.

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Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
▪ Do the students' responses indicate that they understand what each question is asking?			
▪ Are they able to incorporate details from their notes and the sources in their responses?			
Other observations:			

Considerations:

If you notice the students struggling to write responses, support them by asking questions such as:

Q *What information is the question asking for?*

Q *Where in your notes can you find that information? Where in the source can you find that information?*

Q *How might you include information from your notes and the sources in your answer?*

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Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
▪ Does the students' writing indicate that they understand the task?			
▪ Are they able to introduce the topic and the setting in the opening paragraph of the story?			
▪ Does their writing stay on topic?			
▪ Are they able to incorporate information from their notes and the sources into their stories?			
Other observations:			

Considerations:

If you notice a student having difficulty starting to write after 5–10 minutes, help stimulate his or her thinking by asking questions such as:

Q *What is the topic of your story? What might you write to introduce the topic and the setting of the story?*

Q *How might you use your notes to help you decide what to write in your story?*

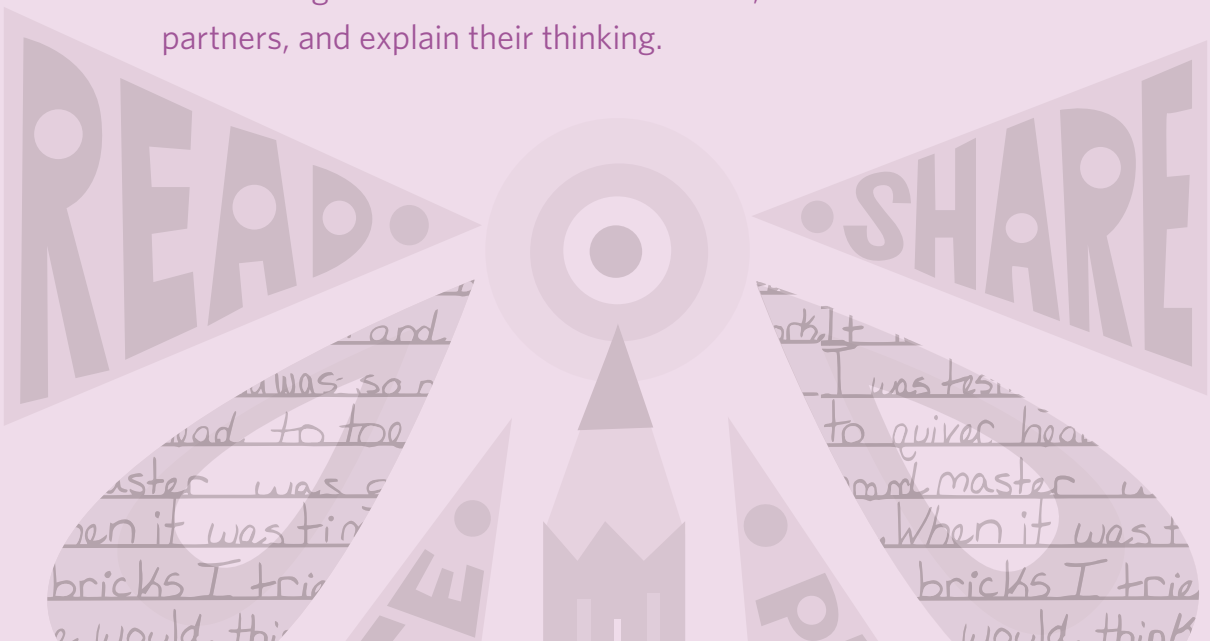
Q *What information from your notes or the sources might you use to describe [traveling in a wagon train]?*

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Unit

Informative/ Explanatory Writing

During this one-week unit, the students prepare for the informative/explanatory writing portion of a CCSS end-of-year writing performance task. They discuss what they have learned about informative/explanatory (nonfiction) writing and complete a practice performance task as a class, guided by the teacher. The students begin by watching two short videos and reading two articles from a simulated website about exploring Mars. They each take notes about what they learn, and use information from the sources and their notes to answer research questions and write a report about the topic. Socially, the students listen respectfully to the thinking of others and share their own, make decisions with their partners, and explain their thinking.



Unit Informative/Explanatory Writing

RESOURCES

Source Materials

- "Mars in a Minute: Is Mars Red Hot?" video
- "Mars in a Minute: How Do You Get to Mars?" video
- "Mars: Exploring a New Frontier" article
- "The Challenges of Space Travel" article

Extensions

- "Complete a Diagnostic Proofreading Passage"
- "Complete a Writing Practice Performance Task Independently"

Guided Practice Performance Task: Informative/Explanatory Writing

- Task Overview
- Teacher Directions
- Scoring Rubrics for Research Questions
- Student Handouts 1–7

Assessments

- "Class Assessment Record" sheets



Online Resources

Visit the DSC Learning Hub (teach.devstu.org) to find your online resources for this unit.

Whiteboard Activities

- WA1–WA6

Instructional Media

- "Mars in a Minute: Is Mars Red Hot?" video (IV1)
- "Mars in a Minute: How Do You Get to Mars?" video (IV2)

Reproducibles

- "Mars: Exploring a New Frontier" article (BLM1)
- "Article 1 Notes" graphic organizer (BLM2)
- "Student Directions for Part 1" (BLM3)
- "The Challenges of Space Travel" article (BLM4)
- "Article 2 Notes" graphic organizer (BLM5)
- "Research Questions" sheet (BLM6)
- "Student Directions for Part 2" (BLM7)

Assessment Forms

- "Class Assessment Record" sheets (CA1–CA3)

OVERVIEW

	Day 1	Day 2	Day 3	Day 4	Day 5
Week	**Watching Videos, Reading an Article, and Taking Notes:** "Mars in a Minute" videos: "Is Mars Red Hot?" and "How Do You Get to Mars?" "Mars: Exploring a New Frontier" article **Focus:** ▪ Thinking about what they have learned about good nonfiction writing ▪ Taking notes from an article ▪ Using graphic organizers to sort information	**Reading an Article and Taking Notes:** "The Challenges of Space Travel" article **Focus:** ▪ Taking notes from an article ▪ Using graphic organizers to sort information	**Writing Responses to Research Questions** **Focus:** ▪ Using multiple sources to write responses to research questions ▪ Reflecting on and revising responses to research questions	**Writing a Report** **Focus:** ▪ Using multiple sources to write reports	**Revising and Proofreading a Report** **Focus:** ▪ Revising reports ▪ Proofreading reports

Week OVERVIEW



"Mars in a Minute: Is Mars Red Hot?" video (IV1)

Learn about the temperature of Mars in this video.



"Mars: Exploring a New Frontier" article (BLM1)

This article discusses the possibility of humans exploring Mars.



"Mars in a Minute: How Do You Get to Mars?" video (IV2)

This video provides future space travelers with tips to remember when planning a trip to Mars.



"The Challenges of Space Travel" article (BLM4)

The many challenges of long-distance space travel are discussed in this article.

Writing Focus

- Students reflect on what they have learned about informative/explanatory (nonfiction) writing.
- Students watch and discuss two videos about the topic.
- Students read two articles about the topic and take notes.
- Students answer research questions about the topic, and plan and write reports.
- Students revise and proofread their writing.

Social Development Focus

- Students listen respectfully to the thinking of others and share their own.
- Students make decisions together.
- Students explain their thinking.

DO AHEAD

✓ Prior to Day 1, read "Guided Practice Performance Task: Informative/Explanatory Writing" on pages 84–88. This unit's lessons are based on this guided practice performance task. During the unit, the students complete this performance task with instructional support and guidance from the teacher. For more information about how the

(continues)

DO AHEAD *(continued)*

performance task is used in the lesson, see "About the Guided Practice Performance Task" on page 60.

- ✓ Prior to Day 1, watch the videos "Mars in a Minute: Is Mars Red Hot?" (IV1) and "Mars in a Minute: How Do You Get to Mars?" (IV2) to familiarize yourself with the content.

IV1 IV2

- ✓ Prior to Day 1, read the article "Mars: Exploring a New Frontier" (BLM1) to familiarize yourself with the content.
- ✓ Prior to Day 1, prepare a sheet of chart paper so that it resembles the "Article 1 Notes" graphic organizer (BLM2) the students will use.
- ✓ Prior to Day 1, visit the DSC Learning Hub (teach.devstu.org) to access and print the student handouts (see "Reproducibles" on page 56). Make a class set of copies of each handout listed, except for the "Student Directions for Part 1" (BLM3). You might want to have extra copies of the graphic organizer available for the students.
- ✓ Prior to Day 1, prepare a class set of writing folders for the students to use to organize their materials throughout the week.
- ✓ Prior to Day 2, read the article "The Challenges of Space Travel" (BLM4) to familiarize yourself with the content.
- ✓ Prior to Day 2, prepare a sheet of chart paper so that it resembles the "Article 2 Notes" graphic organizer (BLM5) the students will use.
- ✓ Prior to Day 2, make a copy of the "Class Assessment Record" sheet (CA1) on page 102.
- ✓ Prior to Day 3, prepare a sheet of chart paper so that it resembles the "Research Questions" sheet (BLM6) the students will use. You may want to write each question on a separate piece of chart paper.
- ✓ Prior to Day 3, make a copy of the "Class Assessment Record" sheet (CA2) on page 103.
- ✓ Prior to Day 4, make a copy of the "Class Assessment Record" sheet (CA3) on page 104.

TEACHER AS WRITER

"The difference between school and life? In school, you're taught a lesson and then given a test. In life, you're given a test that teaches you a lesson."

— Tom Bodett

Think about a time when you took an important test. What was the purpose of the test? What did you do to prepare for it? How did you feel before, during, and after the test? How might your experience help you prepare your students for a high-stakes test? Write about your memories and reflections.

Day 1 Watching Videos, Reading an Article, and Taking Notes

Materials

- "Mars In a Minute: Is Mars Red Hot?" video (IV1)
- "Mars In a Minute: How Do You Get to Mars?" video (IV2)
- Copy of the article "Mars: Exploring a New Frontier" (BLM1) for each student
- Chart paper and a marker
- "Mars: Exploring a New Frontier" chart (WA1)
- "Article 1 Notes" chart, prepared ahead
- "Article 1 Notes" graphic organizer (BLM2) for each student
- A writing folder for each student

Teacher Note

We recommend that you teach this unit after the class completes the Expository Nonfiction genre unit.

This lesson may require an extended class period. You might want to stop the lesson at the end of Step 4 and then finish the lesson later in the day or the next day.

Teacher Note

The partners you assign today will stay together for the entire unit.

In this lesson, the students:

- Work with new partners
- Reflect on what they know about good nonfiction (informative/explanatory) writing
- Watch and discuss two videos
- Read and discuss an article about exploring Mars
- Take notes on the article as a class and in pairs
- Explain their thinking

ABOUT THE GUIDED PRACTICE PERFORMANCE TASK

During this unit, the students complete an informative/explanatory writing performance task as a class with instructional support from you. The purpose for this guided practice performance task is to prepare the students for the CCSS end-of-year performance tasks they will be required to complete independently. Five days of instruction are provided during which the students' writing is neither timed nor scored. This process differs from the proposed CCSS end-of-year assessment process, in which students will be required to complete their writing in a prescribed amount of time and the writing will be scored. In addition, the expectation is that the CCSS assessments will be computer-based and that all student materials, including access to spell-check, will be available within the testing software. This unit's performance task is not computerized and can be administered in a classroom environment using pencils, paper, and other classroom resources.

The topic of the performance task is exploring Mars, and the task consists of three sections: an Introductory Classroom Activity (students are introduced to the topic and examine sources), Part 1 (students examine an additional source and answer research questions about the topic), and Part 2 (students write their own reports). For more information about each section, see "Task Overview" on page 85. For the complete performance task on which this unit's instruction is based, see "Guided Practice Performance Task: Informative/Explanatory Writing" on pages 84–88.

GETTING READY TO WRITE

1 Pair Students and Introduce the Performance Task

Randomly assign partners and make sure they know each other's names. Have the students bring their pencils and sit at desks with partners together.

Tell the students that at the end of the school year all the students in their grade will complete a reading and writing assignment called a *performance task*. (You might explain that a *task* is a "job that needs to be done.") Explain that the purpose for the performance task is to show how well they are developing and growing as strong readers and writers. This is important information for them as students, as well as for their families, teachers, and principal.

Remind the students that for the past several weeks they have been doing nonfiction writing, and explain that nonfiction writing—also called informative or explanatory writing—is one type of writing they will do on the end-of-year performance task. Tell the students that during the next several days they will learn strategies for doing well on the informative/explanatory writing portion of the performance task.

2 Discuss What the Class Has Learned About Informative Writing

Point out that the students have learned a lot about how to write good informative, or nonfiction, pieces, and explain that they can use what they have learned to help them do well on the performance task. Ask and discuss the questions that follow as a class. Encourage the students to use the discussion prompts they have learned as they talk to one another.

Q *What have you learned about good informative, or nonfiction, writing?*

Q *What did you do to make your informative piece interesting and easy to read?*

> **Students might say:**
>
> "It grabs the reader's attention right from the start."
>
> "I agree with [Luca]. I also think that it is based on research. It includes facts about a topic."
>
> "It uses transition words to connect thoughts."
>
> "In addition to what [Park and Marta] said, it is clearly organized and makes sense."
>
> "Sometimes it includes maps and photographs about the topic."

As the students respond, record their ideas on a sheet of chart paper titled "What We Have Learned About Informative Writing." If the students do not mention the following qualities of good informative writing, briefly review them and add them to the chart.

Teacher Note

The discussion prompts are:

- "I agree with _____ because . . ."
- "I disagree with _____ because . . ."
- "In addition to what _____ said, I think . . ."

What We Have Learned About Informative Writing

- Uses strong opening and closing sentences
- Is based on research
- Presents facts about a topic
- Uses transition words
- Sometimes includes text features
- Is clearly organized and makes sense
- Makes the reader want to know more about the topic
- Follows writing rules for spelling, punctuation, capitalization, and grammar

Tell the students that you will post the chart where everyone can see it so that they can keep what they have learned about good informative writing in mind as they prepare for the informative/explanatory writing performance task.

3 Introduce the Topic of the Guided Practice Performance Task

Explain that today you will introduce the students to the topic of the performance task. They will watch two videos and read an article about the topic. In the coming days, they will learn more about the topic by reading another article. Then, as a class, they will use what they learned to answer research questions and write reports about the topic.

Tell the students that they are going to learn about exploring Mars. Write the words *astronaut* and *atmosphere* where everyone can see them. Explain that an *astronaut* is a "person who travels into outer space," and that when astronauts travel to outer space they leave Earth's atmosphere. Tell the students that *atmosphere* is the "mass of gases that surround Earth or another planet."

Write the word *oxygen* where everyone can see it and tell the students that *oxygen* is a "gas found in Earth's atmosphere" and that humans need to breathe oxygen to stay alive. Explain that there is no oxygen to breathe in outer space, so astronauts need to bring it with them when they travel there.

Write the words *space capsule* and tell the students that this is the "small part of a spaceship where people and animals ride." Explain that it is a sealed container that provides pressure and air for astronauts to breathe while in outer space.

4 Watch and Discuss the Videos

Tell the students that they will now watch two videos about Mars from a website called "Mission to Mars." The first video discusses the temperature on Mars, and the second video describes how to travel through space to Mars. Explain that you will play the videos, and after each one you will ask the students to talk in pairs about what they learned. Then they will read and discuss an article from the "Mission to Mars" website.

Play the video "Mars in a Minute: Is Mars Red Hot?" (IV1). Ask:

Q *What did you learn about Mars in the video you just saw? Turn to your partner.*

Have a few volunteers share their thinking with the class.

> **Students might say:**
>
> "Mars is much colder than Earth because it's farther from the Sun."
>
> "The atmosphere on Mars is much thinner than on Earth."
>
> "If you visited Mars, you would have to wear a space suit to stay warm."

Play the next video "Mars in a Minute: How Do You Get to Mars?" (IV2) and follow the same procedure to have the students discuss what they learned.

Teacher Note

If the students struggle to answer the question, you might play the video a second time and then repeat the question.

5 Introduce the Article and Read It Aloud with Stops

Tell the students that now they will read an article from the same website. Explain that this article discusses space exploration and why scientists think it might be possible for humans to live on Mars. It also describes some of the challenges humans would face if they tried to live on Mars. Display the "Mars: Exploring a New Frontier" chart (WA1) and distribute a copy of the article (BLM1) to each student. Tell the students that for this task you will read the article aloud, but when they do performance tasks on their own they will read any source materials independently.

Explain that you will stop during the reading to have pairs discuss what they learned. Ask them to follow along as you read the article aloud; then read the title and the first part of the article aloud, slowly and clearly.

Stop after:

> "That leaves Mars, the planet closest to Earth."

Ask and briefly discuss:

Q *What did you learn about space exploration or surviving on Mars in the part of the article you just heard? Turn to your partner.*

Without sharing as a class, continue reading the article. Following the same procedure, have the students discuss what they learned at the next two stops:

> "They will also protect people from harmful solar radiation."
>
> "The next step in exploring Mars is to send humans there."

Teacher Note

You might explain that a *source* is "something that information comes from, such as a book, video, website, or article."

WRITING TIME

6 Reread the Article and Take Notes as a Class and in Pairs

Post the "Article 1 Notes" chart that you prepared ahead and distribute a copy of the "Article 1 Notes" graphic organizer (BLM2) to each student.

Tell the students that you will read the article again, and that as a class they will use a note-taking chart, called a *graphic organizer*, to take notes on what they are learning about exploring Mars. Explain that the graphic organizer has a column to list general facts about Mars, a column to list challenges of surviving on Mars, and a section at the bottom for other notes. Point to and read each column heading aloud. Explain that you will read the article again and stop three times. At each stop, the students will discuss what they have learned and where they will record their notes on the graphic organizer.

Read the article and stop (as you did before) after:

> "That leaves Mars, the planet closest to Earth."

Discuss as a class:

Q *What more did you learn about space exploration or surviving on Mars in the part of the article you just heard?*

Q *Where might you put a note saying that [Mars is the closest planet to Earth] on the graphic organizer? Why?*

> **Students might say:**
>
> "I learned that the first human walked on the Moon in 1969. That should go in the 'Other Notes' section."
>
> "The Moon is not a good place for humans because it does not have water or oxygen. We should put that in the 'Other Notes' section because it isn't a fact about Mars or a challenge of surviving on Mars."
>
> "We can write that Mars is the closest planet to Earth in the left-hand column because it is a fact about Mars."
>
> "I learned that it is too cold for humans to live on Mars without protection. I think that belongs in the right-hand column."

As the students respond, model writing their responses as notes in the appropriate places on the chart, and have the students copy the notes onto their own graphic organizers.

Using the same procedure, read the next section of the article. Have the students discuss what they learned as a class, and model taking notes. Stop after:

> "They will also protect people from harmful solar radiation."

Teacher Note

You may want to review that notes are most helpful when they are brief and written in the writer's own words rather than copied exactly from the source.

At the last stop, have the students discuss what they learned in pairs (rather than as a class) and record their notes on their graphic organizers. Stop after:

> "The next step in exploring Mars is to send humans there."

Have a few volunteers share what they discussed and where they recorded their notes on the graphic organizer. As they share, add their ideas to the chart.

Article 1 Notes
"Mars: Exploring a New Frontier"

Facts About Mars	Challenges of Surviving on Mars
– scientists think it is possible for humans to live on Mars – closest planet to Earth – atmosphere is mostly carbon dioxide – water is in the ice caps on the poles – some water vapor in its atmosphere – it is cold – has harmful solar radiation and sand and dust storms – day/night cycle is 40 minutes different than Earth's – "rovers" sent to collect soil samples and take pictures	– scientists would have to turn the carbon dioxide on Mars into oxygen for humans to breathe – need special clothing and shelter – low atmospheric pressure on Mars would make a human's blood boil and then freeze – need to live in habitats that control the pressure and temperature – would have to wear space suits and carry their own oxygen – different day/night cycles could affect people's sleep

Other Notes:

- space exploration began with Sputnik I in 1957
- first human walked on the Moon in 1969
- the Moon does not have the amounts of water and oxygen humans need to live
- planets beyond Earth are made of gas
- Mercury and Venus are too hot for humans

Tell the students that tomorrow they will learn more about the challenges of exploring Mars by reading another article from the same website.

Teacher Note

If the students have difficulty deciding where on the graphic organizer to record their notes, call for their attention and model writing each idea in the appropriate places on the chart.

Distribute a writing folder to each student and explain that this is where the students will keep all of their materials for the week. Have the students put their materials inside their folders and keep them in their desks.

SHARING AND REFLECTING

7 Reflect

Ask and briefly discuss:

Q *In what ways did you and your partner work well together today?*

Teacher Note

Save the "What We Have Learned About Informative Writing" chart and the "Article 1 Notes" chart to use throughout the unit.

Day 2

Reading an Article and Taking Notes

Materials

- Copy of the article "The Challenges of Space Travel" (BLM4) for each student
- "Article 1 Notes" chart from Day 1
- "Student Directions for Part 1" chart (WA2; also available as BLM3)
- "The Challenges of Space Travel" chart (WA3)
- "Article 2 Notes" chart, prepared ahead
- "Article 2 Notes" graphic organizer (BLM5) for each student
- A marker
- "Class Assessment Record" sheet (CA1)

In this lesson, the students:

- Review what they have learned about exploring Mars
- Read and discuss an article about the topic
- Take notes on the article in pairs
- Make decisions together
- Work in a responsible way

GETTING READY TO WRITE

1 Briefly Review

Have the students bring their folders and pencils, and sit at desks with partners together. Review that the students are working together to complete an informative writing task about exploring Mars to prepare for the end-of-year performance task. Remind the students that yesterday they discussed what they have learned about good informative writing. They also watched two videos and read an article about surviving on Mars, discussed them as a class, and took notes on the article.

Direct the students' attention to the "Article 1 Notes" chart from Day 1. Briefly review the notes by asking:

Q *What did you learn about space exploration or Mars from the article we read yesterday?*

Tell the students that today they will learn about the challenges of traveling through space by reading another article.

2 Introduce Student Directions for Part 1

Display the "Student Directions for Part 1" chart (WA2). Explain that these are directions for the first part of the performance task, in which the students read another article from the same website and write responses to research questions. Tell the students that, because they are working together to practice for the end-of-year performance task, they will not follow these directions exactly. For example, you will read the article aloud rather than have the students read it on their own, and they will take more time than the directions say to complete the steps. Explain that when the students do performance tasks on their own later, they will follow the directions exactly.

Teacher Note

The purpose of showing the "Student Directions for Part 1" chart (WA2) is to briefly introduce the students to the type of directions they will encounter when they do performance tasks by themselves. It is not necessary to take the students through all the directions now. They will have the experience of "following" the directions over the next few days. As you complete various parts of the directions, you might redisplay the chart and point out the steps the students have completed.

3 Introduce the Article and Read It Aloud with Stops

Tell the students that now they will read an article that discusses some of the challenges of space travel and talks about what kind of person makes a successful astronaut. Display the "The Challenges of Space Travel" chart (WA3) and distribute a copy of the article (BLM4) to each student. Remind the students that for this task you will read the article aloud as you did yesterday, but when they do performance tasks on their own they will read any source materials independently. Ask them to follow along as you read the article aloud, and explain that you will stop during the reading to have pairs discuss what they are learning.

Read the title and the first two paragraphs of the article aloud, slowly and clearly. Stop after:

> "It takes a special kind of person to do this."

Ask:

Q *What did you learn about the challenges of space travel in the part of the article you just heard? Turn to your partner.*

Without sharing as a class, continue reading the article. Following the same procedure, have the students discuss what they learned at the next two stops:

> "For the long trip to Mars, it will be very important to find astronauts who can sleep without the natural rhythms of Earth's day and night."

> "Their bravery will make the first step in sending humans to Mars possible."

WRITING TIME

4 Reread the Article and Take Notes in Pairs

Post the "Article 2 Notes" chart that you prepared ahead and distribute a copy of the "Article 2 Notes" graphic organizer (BLM5) to each student. Explain that as you read the article again you will stop, and partners will discuss what more they learned and then write notes in the appropriate

places on their own graphic organizers. Remind the students that they will use the notes later to help them answer research questions and write reports about exploring Mars.

Read the article and stop (as you did before) after:

> "It takes a special kind of person to do this."

Ask the following questions one at a time, without discussing them as a class:

Q *What did you learn about the challenges of space travel in the part of the article you just heard?*

Q *Where will you write a note about what you have learned on the graphic organizer, and why will you write the note there?*



Say "Turn to your partner," and give partners a few minutes to share their thinking and write notes about what they learned on their graphic organizers. As they work, circulate, observe, and offer assistance.



CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Are partners able to agree about what information to include in their notes?
- Are they recording notes in the appropriate place on their graphic organizers?
- Are they writing notes in their own words?

If you notice many students having difficulty writing notes, call for the class's attention and have a few volunteers share their ideas for what to write. Then model writing each idea in the appropriate place on the chart. As necessary, encourage the students to reread the article to collect the information they need.

Record your observations on the "Class Assessment Record" sheet (CA1); see page 102.

After a few minutes, ask volunteers to share their thinking about what they learned and where they recorded notes on their graphic organizers. Then add their ideas to the chart.

Using the same procedure, stop, discuss, and take notes at the following places in the article:

> "For the long trip to Mars, it will be very important to find astronauts who can sleep without the natural rhythms of Earth's day and night."

> "Their bravery will make the first step in sending humans to Mars possible."

Article 2 Notes

"The Challenges of Space Travel"

Facts About Traveling in Space	Challenges of Space Travel for Astronauts
– no sunrise and sunset, no day and night in outer space – not getting enough sleep affects people's thinking, emotions, and health – astronauts travel in space capsules – muscles and bones become weak because there is less gravity	– must take everything you need with you – need to fix everything yourself in emergency situations (no 911!) – no day and night can make it hard to sleep – have to live in a small space with other people – everything floats because there is less gravity – being weightless weakens muscles and bones – miss family and friends

Other Notes:

- takes 7 or 8 months to get to Mars
- Linenger was on a space station for 5 months and lost 65% of his strength and 14% of his bone mass
- scientists are looking for ways to keep astronauts healthy during the voyage; one idea is to build a space capsule that spins and creates gravity for astronauts in space

Tell the students that tomorrow they will work together, using the sources and their notes, to answer research questions about exploring Mars. Have them put their materials inside their folders.

SHARING AND REFLECTING

5 Reflect

Ask and briefly discuss:

Q *Why do you think it is a good idea to read an article more than once, like we did today?*

Q *What did you do to work in a responsible way?*

Teacher Note

Save the "Article 2 Notes" chart to use throughout the rest of the unit.

Day 3

Writing Responses to Research Questions

Materials

- "Article 1 Notes" chart from Day 1
- "Article 2 Notes" chart from Day 2
- "Research Questions" chart, prepared ahead
- Copy of "Research Questions" sheet (BLM6) for each student
- A marker
- "Mars: Exploring a New Frontier" chart (WA1) from Day 1
- "The Challenges of Space Travel" chart (WA3) from Day 2
- "Class Assessment Record" sheet (CA2)

In this lesson, the students:

- Read and discuss research questions about exploring Mars as a class
- Identify words in the questions that give clues about what to write
- Write responses to the questions as a class and independently
- Reflect on and revise their responses

GETTING READY TO WRITE

1 Briefly Review

Have the students bring their folders and pencils, and sit at desks with partners together. Remind the students that they are learning strategies they can use to do well on the end-of-year performance task. Refer to the article notes charts from Days 1 and 2 and review that the students watched two videos and read two articles about exploring Mars and took notes about what they learned. Explain that today they will use their notes and the articles to answer research questions about exploring Mars.

2 Model Reading a Question and Writing a Response

Post the "Research Questions" chart that you prepared ahead. Distribute a copy of the "Research Questions" sheet (BLM6) to each student, and have the students write their names and the date on their sheets. Explain that these are the questions the students will answer in Part 1 of the performance task.

Tell the students that the first step in writing a response to a question is to read and think carefully about the question. Point to Question 1 on the chart and ask the students to listen closely as you read it aloud twice. Discuss:

Q *What information is this question asking for?*

Have a few volunteers share their thinking. If necessary, point out that the question is asking why Mars is "a better place for humans to live than the Moon." Underline that phrase on the chart.

Point to the statement following the question and read it aloud. Explain that "use details from the sources" means that the students should use facts and other details from their article notes and the sources to write their responses.

Ask the students to watch as you model writing a response to the first question on the chart, thinking aloud as you write. Display the "Mars: Exploring a New Frontier" chart (WA1) and point out that most of the information you need to answer this question will be in this article and in your notes. Be sure to model reviewing your notes and the article for the information you need.

> **You might say:**
>
> "I know the question is asking me to describe why Mars is a better place for humans to live than the Moon. In my notes for the first article, I wrote that the Moon does not have the amount of water and oxygen that humans need to live. There is part of my answer right there! I'll write: *The Moon does not have enough water or oxygen for humans to survive.* My notes also say that there is water in the ice caps on the poles of Mars and some water vapor in the atmosphere on Mars. I'll write: *Mars has water in its polar ice caps and in the atmosphere.* I remember that the article says that the atmosphere on Mars is mostly carbon dioxide but that scientists know how to turn it into oxygen. (Point to the paragraph in the article where you found this information.) I'll write: *Also, the carbon dioxide in Mars' atmosphere can be turned into oxygen for humans to breathe.*"

Research Questions

1. Why is Mars a better place for humans to live than the Moon? Use details from the sources in your answer.

   The Moon does not have enough water or oxygen for humans to survive. Mars has water at its polar ice caps and in the atmosphere. Also, the carbon dioxide in Mars' atmosphere can be turned into oxygen for humans to breathe.

3 Read and Discuss Questions as a Class

Explain that the students will read and discuss Questions 2 and 3 as a class. Then, during Writing Time, the students will work in pairs to discuss what they might write in response to those questions, and each write their own response on their "Research Questions" sheets.

Point to Question 2 on the "Research Questions" chart and read it aloud twice. Ask and discuss:

Q *What information is this question asking for?*

Have a few volunteers share their thinking. If necessary, point out that the question is asking for information about "what happens to humans when they spend a long time in outer space" and for "details from the sources." Underline those key phrases on the chart.

Teacher Note

The consortia that are developing the end-of-year performance tasks plan to deliver the assessment electronically. This means that individual students will have computer or tablet access to all research sources, including videos, as they respond to questions and write extended pieces.

Follow the same procedure to discuss Question 3. If necessary, explain that the question is asking for information about "the challenges of living on Mars" and for "details from the sources." Point out that both articles contain information they can use to answer this question.

WRITING TIME

4 Discuss Questions in Pairs and Write Answers

Have partners discuss what they might write in response to Questions 2 and 3. Review that each student will write his own response to the questions on his "Research Questions" sheet. Remind the students to use details from their notes and from the articles in their responses. As the students work, circulate, observe, and offer assistance.

CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Do the students' responses indicate that they understand what each question is asking?
- Are they able to incorporate details from their notes and the sources in their responses?

If you notice the students struggling to write responses, support them by asking questions such as:

Q *What information is the question asking for?*

Q *Where in your notes can you find that information? Where in the sources can you find that information?*

Q *How might you include information from your notes and the sources in your answer?*

Record your observations on the "Class Assessment Record" sheet (CA2); see page 103.

5 Facilitate Guided Rereading and Revising of Responses

Tell the students that they will now reread their responses to Questions 2 and 3 and then reflect on the quality of their responses by thinking about some questions you will ask.

Have the students quietly reread their responses to Question 2 and look up when they are finished. Ask the following questions one at a time, pausing after each one to give them a moment to review their writing and, if necessary, their sources and notes.

Q *Do you think your response does a good job of describing what happens to humans when they are in space for a long time? If not, what might you add or take out to improve it?*

Q *Do you think your response includes enough details from the sources? If not, what details might you add?*

Without discussing as a class, have the students revise their responses as necessary. Remind them to refer to their sources and notes if needed.

Using the same procedure, ask the following questions and then have the students reflect on and revise their responses to Question 3:

Q *Do you think your response does a good job of explaining the challenges of living on Mars? If not, what might you add or take out to improve it?*

Q *Do you think your response includes enough details from the sources? If not, what details might you add?*

SHARING AND REFLECTING

6 Share Responses and Reflect

Have a few volunteers share with the class what they wrote in response to Question 2. As they share, use their ideas to model writing a well-crafted response to the question on the "Research Questions" chart.

Following the same procedure, model writing a response to Question 3.

Research Questions

2. What happens to humans when they spend a long time in outer space? Use details from the sources in your answer.

   People are weightless in outer space. It makes their muscles and bones get weak.

3. What are some of the challenges of living on Mars? Use details from the sources in your answer.

   If humans go to Mars, they will need to live inside habitats for protection. They will have to make their own oxygen to breathe. When they go outside, they will have to wear space suits and carry their own oxygen.

Have the students reflect on their work by asking:

Q *Do you think your notes helped you write good responses to the questions? Why or why not?*

Tell the students that tomorrow they will each use the sources, their notes, and their answers to the research questions to write reports about exploring Mars. Have them put their materials inside their folders.

Teacher Note

Save the "Research Questions" chart to use on Day 4.

Day 4 Writing a Report

Materials

- "Student Directions for Part 2" chart (WA4)
- Copy of "Student Directions for Part 2" (BLM7) for each student
- "What We Have Learned About Opinion Writing" chart from Day 2
- "Article 1 Notes," "Article 2 Notes," and "Research Questions" charts from Day 3
- "Mars: Exploring a New Frontier" chart (WA1) from Day 3
- "The Challenges of Space Travel" chart (WA3) from Day 3
- Lined writing chart (WA5) for modeling
- "Writing Time" chart (WA6)
- Supply of lined paper for writing reports
- "Class Assessment Record" sheet (CA3)

Teacher Note

This lesson may require an extended class period. You might want to stop the lesson at the end of Step 3 and then finish the lesson later in the day or the next day.

In this lesson, the students:

- Plan and write reports about exploring Mars
- Include qualities of a well-written report in their writing
- Reflect on how they felt about writing their reports
- Listen respectfully to the thinking of others

GETTING READY TO WRITE

1 Briefly Review

Have the students bring their folders and pencils, and sit at desks with partners together. Point to the "Research Questions" chart and remind the students that yesterday they completed the first part of the guided practice performance task—answering questions about exploring Mars. Explain that today they will work together on the second part of the task—writing reports about exploring Mars.

2 Introduce and Discuss the Report-writing Task

Display the "Student Directions for Part 2" chart (WA4) and distribute a copy of the directions (BLM7) to each student. Explain that these are directions for the second part of the performance task, in which each student writes a report about exploring Mars. Review that, because they are working together to practice for the end-of-year performance task, they will not follow these directions exactly. For example, they will take more time than the directions say to write their reports. Remind the students that when they do performance tasks on their own later, they will need to follow the directions exactly.

Ask the students to listen as you read each section of the directions aloud, using the following procedure:

1. Read the section "Your Task" aloud and review that the students may use the sources, their notes, and their answers to the research questions to help them write their reports. Remind the students that when they do performance tasks on their own they will be timed, but that today they will not be.
2. Read the section "Your Writing Assignment" aloud and review that each student needs to write a report about exploring Mars. Remind them what information they are to include and that they should use details from the sources in their reports.

3. Read the section "Begin Work on Your Report" aloud and point out the information that is relevant for this performance task (for example, "plan," "write," and "revise") and underline it.
4. Read the list of qualities of a well-written report aloud. Point out that the list is similar to the list the class created on the "What We Have Learned About Informative Writing" chart. Tell the students that they may refer to both lists as they write their reports.

Ask and briefly discuss:

Q *What questions do you have about the directions for writing the report?*

Tell the students that they will do the writing task together as a class and that this will help prepare the students to do a task like this on their own.

3 Model Planning and Starting the Report

Tell the students that you will model writing the first two paragraphs of the report. Remind them that the report needs to discuss exploring Mars, including reasons why scientists have chosen Mars, the challenges of space flight to Mars, and what life on Mars would be like for astronauts. Tell them that you will write an opening paragraph to introduce the topic of the report, and then you will write a paragraph about why scientists think humans can live on Mars. Direct the students' attention to the qualities of a well-written report in the directions (BLM7) and explain that as you write the report, you will include these qualities in your writing.

Display the lined writing chart (WA5) and model writing a paragraph that introduces the topic and establishes the main idea. Then write a paragraph about why scientists chose Mars. Think aloud as you write, and remember to model reviewing your notes and the sources to find the information you need. Be sure to include qualities of a well-written report, such as clear organization, transition words to connect ideas, and evidence from the sources to support the main idea.

> **You might say:**
>
> "My opening paragraph needs to introduce the topic, or main idea, of the report and make the reader want to know more about it. I'll write: *Could you imagine going to another planet? People have wanted to figure out how to travel to other planets for a long time. Scientists believe that Mars is the only other planet where humans might be able to live. However, living there will be difficult. Getting there will also be a challenge.* This shows I understood the assignment because I've introduced the topic of the report and some ideas that will be discussed in the report. I think the first sentence will hook my reader because it is a question and will make my reader want to keep reading.

The next paragraph will be about why scientists think humans can live on Mars. I have a lot of information about this in the first column and 'Other Notes' section of my notes. My response to Question 1 also provides useful information. I'll write: *Humans need water and oxygen to live. Mars has water in polar ice caps and in the atmosphere. Oxygen can be made out of the carbon dioxide that is in the atmosphere on Mars.* In my notes, I wrote that the day and night cycle on Mars is only about 40 minutes different than Earth's. The second article said that scientists think humans can get used to this difference. I think these are important details to include, so I'll write: *Mars is also a good choice because its day and night cycle is only about 40 minutes different than Earth's. Scientists think humans on Mars can get used to this difference."*

WA5

Could you imagine going to another planet? People have wanted to figure out how to travel to other planets for a long time. Scientists believe that Mars is the only other planet where humans might be able to live. However, living there will be difficult. Getting there will also be a challenge.

Humans need water and oxygen to live. Mars has water in polar ice caps and in the atmosphere. Oxygen can be made out of the carbon dioxide that is in the atmosphere on Mars. Mars is also a good choice because its day and night cycle is only about 40 minutes different than Earth's. Scientists think humans on Mars can get used to this difference.

After you have modeled writing the first two paragraphs of the report, stop and explain that during Writing Time today the students will write their own reports about exploring Mars. Explain that the students will use their notes and sources to write an opening paragraph and several other paragraphs about the ideas listed in the directions. Use "Think, Pair, Share" to discuss:



Q *What might you write about in your report today?* [pause] *Turn to your partner.*

After a few moments, signal for the students' attention and remind them that each student will write her own report. Explain that you will finish your report, and share it with the class tomorrow.

WRITING TIME

4 Write Reports

Explain that when the students complete the actual performance task they will write their reports using a computer, but that today they are practicing on paper. Distribute loose, lined sheets of paper and explain that they will use this paper to write their reports. Display the "Writing Time" chart (WA6) and have them work quietly for 30–40 minutes. As they work, circulate, observe, and offer assistance.

WA6

Writing Time

- Reread the writing assignment in "Student Directions for Part 2."
- Write an opening paragraph that introduces the topic and hooks the reader.
- Include evidence (facts and other details) from the sources in your writing.
- Include transition words and other qualities of a well-written report in your writing.
- Write a conclusion that wraps up the writing.



CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Does their writing indicate that they understand the task?
- Are they able to introduce the topic in the opening paragraph of the report?
- Does their writing stay on topic?
- Are they able to incorporate information from their notes and the sources into their reports?

If you notice a student having difficulty starting to write after 5–10 minutes, help stimulate his thinking by asking questions such as:

Q *What is the topic of your report? What might you write in the opening paragraph to introduce the topic?*

Q *How might you use your notes to help you organize your report?*

Q *What information from your notes or the sources might you use to explain [what the challenges of space travel are]?*

Record your observations on the "Class Assessment Record" sheet (CA3); see page 104.

Signal the end of Writing Time. Tell the students that tomorrow they will have time to revise and proofread their reports. Have them put their materials in their folders.

SHARING AND REFLECTING

5 Reflect on Writing Reports

Ask and briefly discuss:

Q *What did you enjoy about writing your report today? What did you find challenging?*

Q *What did you and your partner do to listen respectfully to each other as you shared about what you might write in your reports?*

Teacher Note

Prior to teaching the Day 5 lesson, you will need to write the rest of your report (see the diagram in Day 5, Step 2 on page 79). Include evidence from the sources, transition words, and other qualities of a well-written report in your writing. Save your completed report on the lined writing chart (WA5).

Day 5

Revising and Proofreading a Report

Materials

- Completed report on the lined writing chart (WA5) from Day 4
- "Student Directions for Part 2" chart (WA4) from Day 4

In this lesson, the students:

- Revise their reports
- Proofread their reports
- Express interest in and appreciation for one another's writing
- Reflect on what they have learned and how that will help them on the end-of-year performance task

GETTING READY TO WRITE

1 Briefly Review

Have the students bring their folders and pencils and sit at desks with partners together. Remind them that yesterday they each planned and wrote a report about exploring Mars. Explain that today they will have the opportunity to revise and proofread their reports.

2 Discuss Your Report

Display the completed report on the lined writing chart (WA5) and tell the students that yesterday you finished your report. Ask them to follow along as you read it aloud. Review that the opening paragraph introduces the topic, or main idea, and hooks the reader. In the remaining paragraphs, point out the clear organization, the use of evidence from the sources, the use of transition words to connect ideas, and other qualities of a well-written report.

You might say:

"I introduced the topic of exploring Mars in the first paragraph. I tried to hook the reader by asking an interesting question. I think that will make the reader want to keep reading to find out more.

My report is clearly organized. After the introduction, I wrote a paragraph about why scientists think humans can live on Mars, a paragraph about the challenges of traveling in space, and a paragraph about what life would be like for astronauts living on Mars. I stayed on the topic throughout the report.

I included specific evidence from the sources to support the topic of each paragraph. For example, when explaining why scientists think people can live on Mars, I included details about how Mars has some of the water and oxygen that humans will need to live. Also, when describing the challenges of getting and living there, I discussed specific examples, like the difference in gravity and the need to wear space suits.

I used transition words to connect one idea to the next. For example, in the first paragraph, I used the word *although* to show I was introducing a contrasting idea. I did the same thing at the start of the third paragraph. In the second paragraph about why scientists chose Mars, I used the word *also* when giving reasons why humans might be able to live on Mars. In other places in my report, I used words like *however*, *additionally*, and *another* to connect ideas.

My concluding sentence, *Living on Mars is possible, but it will not come without challenges!* sums up the report and lets the reader know the piece has come to an end."

WA5

Could you imagine going to another planet? People have wanted to figure out how to travel to other planets for a long time. Scientists believe that Mars is the only other planet where humans might be able to live. However, living there will be difficult. Getting there will also be a challenge.

Humans need water and oxygen to live. Mars has water in polar ice caps and in the atmosphere. Oxygen can be made out of the carbon dioxide that is in the atmosphere on Mars. Mars is also a good choice because its day and night cycle is only about 40 minutes different than Earth's. Scientists think humans on Mars can get used to this difference.

Although humans might be able to live on Mars, getting there will be a challenge. It will take 7 to 8 months to get to

(continues)

(continued)

WA5

Mars. Since there is no day or night in space, astronauts may have trouble sleeping. Without enough sleep, they may have trouble thinking clearly. One of the biggest challenges of traveling to Mars, however, is that there is less gravity in space then there is on Earth. With less gravity, the astronauts will feel weightless and float free. Over time, this will weaken their muscles and bones.

Once astronauts are on Mars, they will have more challenges. They will have to live in small habitats for protection from the cold, solar radiation, and dust storms. They will also have to wear space suits every time they leave their habitats. Additionally, astronauts will have to make their own oxygen and carry it with them whenever they are outside. Another challenge will be that astronauts will need to live on less water than what they are used to on Earth. Living on Mars is possible, but it will not come without challenges!

WRITING TIME

3 Facilitate Guided Rereading of Reports

Tell the students that they will have time today to finish their reports, but that first they will reread what they have written. Then you will ask some questions for them to think about. Have them quietly reread their writing and look up when they are finished.

Ask the following questions one at a time, giving the students 1–2 minutes after each question to quietly review their writing and mark passages:

- **Q** *Do you think your opening paragraph does a good job of introducing the topic and stating the main idea? If not, what might you write instead?*
- **Q** *Will the organization of your report be clear to the reader? If you don't think the organization is clear, what might you move around to make it clearer? Underline parts of the report you might change or move around.*
- **Q** *Are there places where you used, or could use, evidence from the sources to support your main idea? Put a check mark in the margin next to those places.*

Q *Are there places where you used, or could use, transition words to connect one idea to the next? Put a star in the margin next to each of those places.*

Q *Do you think your conclusion does a good job of wrapping up your writing and letting the reader know that the report has come to an end? If not, what might you write instead?*

Without discussing as a class, have the students resume writing for another 10–15 minutes.

4 Facilitate Proofreading of Reports

Display the "Student Directions for Part 2" chart (WA4) and remind the students that it says that a well-written report "follows rules for spelling, punctuation, capitalization, and grammar." Explain that the students will proofread their reports to find and correct any spelling, punctuation, capitalization, and grammar errors. Ask:

Q *Why will you want to proofread your report before turning it in?*

Q *What will you check for when you are proofreading?*

> **Students might say:**
>
> "Mistakes could make my writing harder to read and understand."
>
> "I will check to make sure I've capitalized names and the beginning of every sentence."
>
> "In addition to what [Leo] said, I want to make sure every sentence ends with a period, a question mark, or an exclamation point."
>
> "In addition to what [Leo and Saja] said, I want to correct any spelling errors I find."

Give the students 5–10 minutes to proofread their reports and make any necessary corrections.

SHARING AND REFLECTING

5 Share Writing and Reflect

Have a few volunteers share their reports with the class; then ask:

Q *What qualities of good informative writing did you notice in [Roberta's] report?*

Q *What questions can you ask [Roberta] about her writing?*

Review that this week the students have been learning strategies for doing well on the end-of-year performance task. Ask and briefly discuss:

Q *What have you learned this week that will help you do well on the performance task? Turn to your partner.*

EXTENSIONS

Complete a Diagnostic Proofreading Passage

To assess how your students are progressing with the CCSS Language Standards, you might choose to administer a Diagnostic Proofreading Passage in Appendix C of the *Skill Practice Teaching Guide* (also see "Assessing CCSS Language Skills" on page xi).

Complete a Writing Practice Performance Task Independently

If you teach in a state that has adopted the Common Core State Standards, you might administer a CCSS-based practice performance task that the students complete independently. It can be given right after the guided practice, or at a later time. Practice performance tasks may be available online from the Smarter Balanced Assessment Consortium or the Partnership for Assessment of Readiness for College and Careers (PARCC). To access the practice assessments, visit the Smarter Balanced website (smarterbalanced.org) or the PARCC website (parcconline.org).

Introduce the performance task by reminding the students that they spent one week learning about and preparing for the informative/explanatory end-of-year writing performance task. Explain that the students will now have the opportunity to do a practice performance task on their own on a different topic, and that they can use what they learned to do their best work on the task. Tell them that they will do this practice performance task under conditions like those they will experience when completing the end-of-year performance task, and that this will help them to be better prepared to do well.

Guided Practice Performance Task

GRADE 4

GUIDED PRACTICE PERFORMANCE TASK:
Informative/Explanatory Writing

EXPLORING MARS

Resources

- Task Overview
- Teacher Directions for the Introductory Classroom Activity
- Teacher Directions for Parts 1 and 2
- Scoring Rubrics for Research Questions
- Student Handouts

Common Core State Standards Assessed

Research Questions 1, 2, and 3:

- W.4.8; W.4.9

Writing Composition:

- W.4.2a–e; W.4.4; W.4.5; W.4.9
- L.4.1; L.4.2; L.4.3; L.4.6

Related Common Core State Standards

Reading:

- RI.4.7; RI.4.8; RI.4.9

Task Overview

Introductory Classroom Activity 20 MINUTES

This whole-class activity introduces students to the topic of the performance task, exploring Mars, and helps prepare the students to answer research questions and write reports about the topic. As part of this activity, the students will watch two short videos about Mars, and then read and discuss an article about exploring outer space from a simulated website called "Mission to Mars." They will also be reminded of the features of a well-written report.

During the introductory activity, the teacher will lead a whole-class discussion about the videos and article. The students may take notes to help them prepare for writing. The students may use their notes from the Introductory Classroom Activity when they plan, write, and revise their own multi-paragraph reports in Part 2.

Part 1 35 MINUTES

The students will read another article from the simulated website "Mission to Mars." Students are encouraged to take notes using graphic organizers to help them prepare for writing. Then the students will respond to three research questions that require them to analyze, evaluate, interpret, and integrate information.

Part 2 70 MINUTES

The students will each plan, write, and revise a report about exploring Mars. They may refer to all of the sources from the Introductory Classroom Activity and Part 1, any notes they took, and their answers to the research questions. They may not, however, change their answers to the questions.

Scoring

The research questions in Part 1 can be scored with the rubrics included at the end of this performance task (see "Scoring Rubrics for Research Questions" on page 89). If you teach in a state that has adopted the Common Core State Standards, the students' writing in Part 2 can be scored using the rubrics provided by the Smarter Balanced Assessment Consortium or the Partnership for Assessment of Readiness for College and Career (PARCC). Visit the Smarter Balanced website (smarterbalanced.org) or the PARCC website (parcconline.org) to locate their scoring rubrics. Any notes, prewriting, and drafts will not be scored.

Teacher Preparation

- Make sufficient blank paper and writing tools available for students to use in taking notes. You might make extra copies of the graphic organizers.
- Make a class set of copies of the student handouts on pages 92–100.
- Make dictionaries available to use during Part 2 of the performance task. (The performance tasks planned by Smarter Balanced and PARCC will be computer-based, and many of the student materials, including access to spell-check, will be available within the testing software. For the purpose of student practice, the materials for the guided practice performance task have been modified so that they can be administered using pencil, paper, and other classroom resources.)

Teacher Directions for the Introductory Classroom Activity

1 Introduce the Topic

Tell the students that they are going to learn about exploring Mars. Write the words *astronaut* and *atmosphere* where everyone can see them. Explain that an *astronaut* is a "person who travels into outer space," and that when astronauts travel to outer space they leave Earth's atmosphere. Tell the students that *atmosphere* is the "mass of gases surrounding Earth or another planet."

Write the word *oxygen* where everyone can see it, and tell the students that *oxygen* is a "gas found in Earth's atmosphere" and that humans need to breathe oxygen to stay alive. Explain that there is no oxygen to breathe in outer space, so astronauts need to bring it with them when they travel there.

Write the words *space capsule* and tell the students that this is the "small part of a spaceship where people and animals ride." Explain that it is a sealed container that provides pressure and air for astronauts to breathe while in outer space.

2 Examine Sources

Tell the students that they will watch and discuss two videos about Mars from a website called "Mission to Mars." Then they will read and discuss an article from the same website titled "Mars: Exploring a New Frontier."

Play the videos "Mars in a Minute: Is Mars Red Hot?" (IV1) and "Mars in a Minute: How Do You Get to Mars?" (IV2) one at a time.

After viewing each video, lead a whole-class discussion using the following question:

Question 1: *What did you learn about Mars in the video you just saw?*

The videos are very short, so you may wish to play each one a second time during the discussion if students have difficulty recalling details.

After viewing and discussing the videos, distribute the article "Mars: Exploring a New Frontier" (see Student Handout 1 on page 92) and the graphic organizer "Article 1 Notes" (see Student Handout 2 on page 94). Tell the students that they can take notes about the article as they read it. Once the students have finished reading the article, lead a whole-class discussion using the following question:

Question 2: *What did you learn about surviving on Mars from the article?*

3 Explain the Writing Task

Tell the students that in a few minutes they will examine another article from the website "Mission to Mars." Then the students will use the articles and their notes to answer some questions and write their own reports about exploring Mars.

Discuss with the students the characteristics of a well-written report. A report:

- Establishes a main idea
- Gives evidence from the sources to support the main idea
- Is well-organized and stays on topic
- Explains information clearly
- Uses language appropriate to the purpose and task
- Follows rules for spelling, punctuation, capitalization, and grammar

Answer any questions the students might have and then move on to Part 1 of the performance task.

Teacher Directions for Parts 1 and 2

Part 1 35 MINUTES

1. Distribute copies of the source material, graphic organizers, student directions, and research questions (see Student Handouts 3–6 on pages 95–99) to each student and have the students write their names on all materials. Note that the students should not receive the directions specific to writing their report until Part 2.
2. Tell the students to read "Student Directions for Part 1" (see Student Handout 3 on page 95). Remind the students they will have 35 minutes for Part 1 and then have them begin.
3. To help the students plan their time, alert them when 15 minutes and 5 minutes remain in Part 1.
4. Signal to let the students know that Part 1 is over.

BREAK

Part 2 70 MINUTES

1. Distribute a copy of "Student Directions for Part 2" (see Student Handout 7 on page 100) to each student. Make sure that the students have access to all of the sources, graphic organizers, any other notes, and their answers to the research questions. Remind the students that they may not change the answers to the research questions from Part 1.
2. Tell the students to read "Student Directions for Part 2" and explain that their writing assignment is included in these directions.
3. After 15 minutes have elapsed, suggest that the students begin writing their reports.
4. Alert the students when 30 minutes remain.
5. Alert the students when 15 minutes remain, and suggest that they begin revising their reports.
6. Signal to let the students know that Part 2 is over and collect all materials from each student.

Scoring Rubrics for Research Questions

2-Point Research Rubric
Question 1:

Why is Mars a better place for humans to live than the Moon? Use details from the sources in your answer.

Interpret and Integrate Information	
2	The response gives sufficient evidence of the ability to locate, select, interpret, and integrate information within and among sources of information. The response provides sufficient reasons for why Mars is a better place for humans to live than the Moon.
1	The response gives limited evidence of the ability to locate, select, interpret, and integrate information within and among sources of information. The response provides limited reasons for why Mars is a better place for humans to live than the Moon.
0	The response provides no evidence of the ability to locate, select, interpret, and integrate information within and among sources of information. The response does not provide reasons for why Mars is a better place for humans to live than the Moon. The response is incomplete, incorrect, vague, or completely absent.

Sample 2-Point Response
The Moon does not have enough water or oxygen for humans to survive. Mars has water in its polar ice caps and in the atmosphere. Also, the carbon dioxide in Mars' atmosphere can be turned into oxygen for humans to breathe.

Sample 1-Point Response
There is water at the north and south poles of Mars. It's very cold on Mars so the water is frozen.

Sample 0-Point Response
Mars is about 35 million miles from Earth.

2-Point Research Rubric
Question 2:

What happens to humans when they spend a long time in outer space? Use details from the sources in your answer.

Interpret and Integrate Information	
2	The response gives sufficient evidence of the ability to locate, select, interpret, and integrate information within and among sources of information. The response provides a sufficient description of the effects of long-term weightlessness.
1	The response gives limited evidence of the ability to locate, select, interpret, and integrate information within and among sources of information. The response provides a limited description of the effects of long-term weightlessness.
0	The response provides no evidence of the ability to locate, select, interpret, and integrate information within and among sources of information. The response does not describe the effects of long-term weightlessness. The response is incomplete, incorrect, vague, or completely absent.

Sample 2-Point Response
People are weightless in outer space. It makes their muscles and bones get weak.

Sample 1-Point Response
People must exercise so they don't get too weak.

Sample 0-Point Response
Astronauts miss their families.

2-Point Research Rubric
Question 3:

What are some of the challenges of living on Mars? Use details from the sources in your answer.

Interpret and Integrate Information	
2	The response gives sufficient evidence of the ability to locate, select, interpret, and integrate information within and among sources of information. The response sufficiently describes some of the challenges of living on Mars.
1	The response gives limited evidence of the ability to locate, select, interpret, and integrate information within and among sources of information. The response provides a limited description of the challenges of living on Mars.
0	The response provides no evidence of the ability to locate, select, interpret, and integrate information within and among sources of information. The response does not describe the challenges of living on Mars. The response is incomplete, incorrect, vague, or completely absent.

Sample 2-Point Response
If humans go to Mars, they will have to live inside habitats for protection. They will have to make their own oxygen to breathe. When they go outside, they will have to wear space suits and carry their own oxygen.

Sample 1-Point Response
People could die if they go outside without a space suit.

Sample 0-Point Response
Mars is different than Earth. It's hard to live on another planet.

Student Handout 1



Mars: *Exploring a New Frontier*

Humans have always had the desire to see what's "out there." What's over this hill? What's on the other side of that ocean? There have always been daring people who just had to explore new frontiers.



© NASA

In 1957 the Soviet Union launched the world's first artificial satellite. It was named Sputnik I. It signaled the beginning of a new age of space exploration. Progress was swift. By 1969 the first human walked on the Moon!

After the moonwalk, people began to think about whether they could live on the Moon or another planet. But which one might be able to support life? While the Moon is close, it does not have the amount of water and oxygen humans need to live. Mercury and Venus are also close to Earth. However, they are way too hot because they are near the sun. Most of the planets beyond Earth are made of gas, so there is no land to live on. That leaves Mars, the planet closest to Earth.

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Can people survive on Mars?

Scientists believe it is possible for humans to survive on Mars. The atmosphere is mostly carbon dioxide. However, scientists know how to turn it into oxygen. The oxygen can be used for breathing and also for making rocket fuel.

Another reason to pick Mars is that it has water. There are ice caps at the north and south poles of Mars. The atmosphere also has some water vapor.

Additionally, the cycle of day and night on Mars is only 40 minutes different than on Earth. It is believed that humans could get used to this small difference.

Still, Mars would be a challenging place to live. It is too cold for humans to stay there without special clothing and shelter. The atmospheric pressure on Mars is also lower than on Earth. It would cause a person's blood to boil and then freeze.

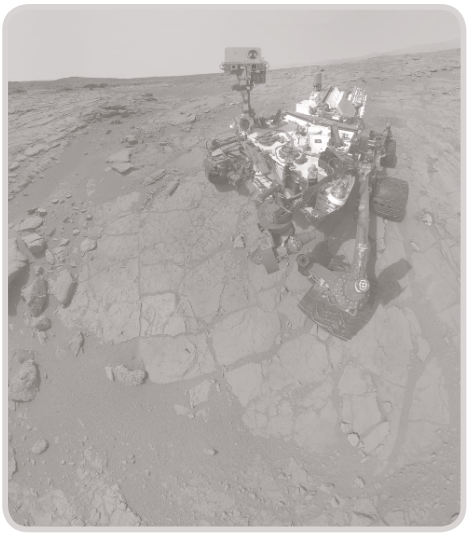
But these problems can be overcome. When outside, people will have to wear space suits for protection. They will have to carry their own oxygen, like scuba divers.

People will also have to live in specially designed shelters called habitats. These habitats will control the pressure and temperature. They will also have oxygen for people to breathe. When there are dust and sand storms, the habitats will provide protection. They will also protect people from harmful solar radiation.

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How are scientists exploring Mars?

In recent years, scientists have sent "rovers" to Mars to explore the planet's surface. The rovers can collect soil samples and take pictures, but scientists want to know more. The next step in exploring Mars is to send humans there.



Courtesy Nasa.gov

Self-portrait by the Mars rover named "Curiosity."

Student Handout 2

NAME _____ DATE _____

Article 1 Notes **"Mars: Exploring a New Frontier"**	
Facts About Mars	**Challenges of Surviving on Mars**
Other Notes:	

Your notes will not be scored.

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Student Handout 3

NAME _____ DATE _____

Student Directions for Part 1

Part 1 (35 minutes)

Your Task

You will read another article titled "The Challenges of Space Travel" from the website "Mission to Mars." Then you will answer three research questions about what you have learned. In Part 2, you will write a report about exploring Mars. You will be able to look at the printed sources, your notes, and the answers to the research questions when you write your report.

Steps to Follow

In order to plan and write your report, you will do the following:

1. Read the article.

2. Take notes about the information in the source using a graphic organizer.

3. Answer three research questions to help you think about key information in the sources.

Directions for Beginning

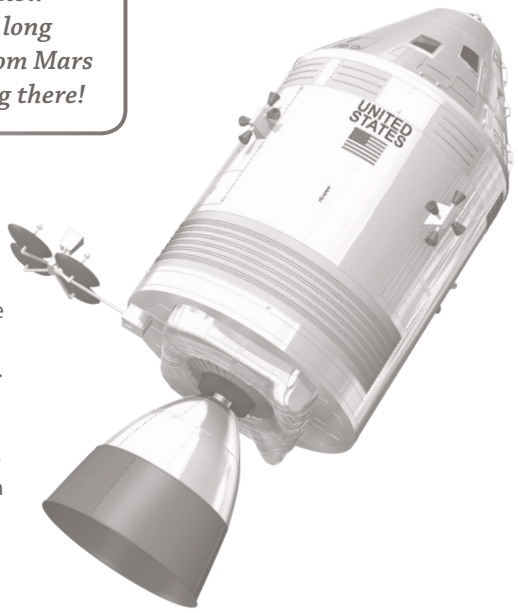
You will have 35 minutes to examine the sources, take notes, and answer the research questions. Your answers will be scored.

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The Challenges of **Space Travel**

The first humans who travel to Mars will be astronauts who go to explore this strange new world. Then these explorers will make the long journey back to Earth. The trips to and from Mars might be even more challenging than living there!



© Shutterstock.com/Computer Earth

Living and working in space

Space travel is not easy. Astronauts have to be away from their families and friends for a long time. They have to live and work in a small space capsule with other astronauts. The space is so cramped that some travelers might get nervous. Others might even feel a sense of panic. There is also no chance to be alone. Astronauts who travel to Mars will have to live in a space capsule for seven to eight months. The trip back to Earth will also take seven to eight months. It takes a special kind of person to do this.

© Developmental Studies Center

(continues)



Courtesy Nasa.gov/Robert Markowitz

Living and working in space is similar to camping in the wilderness. It's not for everyone. Astronauts must have a sense of adventure. They must be willing to take risks and be eager to experience the unknown. They must also be prepared and take absolutely everything they need with them. Additionally, they must be able to fix equipment that breaks and handle any emergency without help. They cannot dial 911 from space!

Another challenge for astronauts is getting enough sleep. In outer space, there is no sunrise and sunset, no day and night. Some people cannot sleep normally under those conditions. Scientists have learned that people who do not sleep enough often cannot think clearly. Lack of sleep may also affect their emotions and their health. For the long trip to Mars, it will be very important to find astronauts who can sleep without the natural rhythms of Earth's day and night.

Staying strong in space

Another issue for astronauts is gravity. On Earth we hardly ever think about gravity. It is just there. But when humans go into outer space, there is much less gravity. They float free—weightless. So does everything else that is not tied down! That might sound like fun. However, it is not good for humans to be weightless for long. Bones and muscles become weaker because they do not have to carry the body's weight. For example, astronaut Jerry Linenger lived on a space station for about five months. When he returned to Earth, Linenger had lost 65 percent of his muscle strength and 14 percent of his bone mass. It took a long time and lots of exercise to get his strength back.

It takes seven to eight months to fly to Mars. That is more time than Linenger spent on the space station. That means astronauts who travel to Mars will be very weak when they arrive. Scientists are looking for ways to deal with this. One idea is to build a space capsule that spins while it travels. The spinning would create gravity within the capsule. There is no solution yet. But we will need to find one so that astronauts who travel to Mars can stay strong and healthy during their long journey.



Courtesy Nasa.gov

When the first astronauts went into space in the 1960s, it was said that the astronauts had to have "the right stuff." That meant they had to have strong minds and bodies. Astronauts traveling to Mars will have to fly farther and longer than any astronauts before them. They truly must have "the right stuff." Their bravery will make the first step in sending humans to Mars possible.

© Developmental Studies Center

Student Handout 5

NAME _____ DATE _____

Article 2 Notes **"The Challenges of Space Travel"**	
Facts About Traveling in Space	**Challenges of Space Travel for Astronauts**
Other Notes:	

Your notes will not be scored.

© Developmental Studies Center

Student Handout 6

NAME _____ DATE _____

Research Questions

Directions: Answer the three questions below. Write in the space provided after each question. You may look at the articles and your notes to answer the questions.

1. Why is Mars a better place for humans to live than the Moon? Use details from the sources in your answer.

2. What happens to humans when they spend a long time in outer space? Use details from the sources in your answer.

3. What are some of the challenges of living on Mars? Use details from the sources in your answer.

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Student Handout 7

NAME _____ DATE _____

Student Directions for Part 2

Part 2 (70 minutes)

Your Task

You will have 70 minutes to write your report. You should review your notes and sources. Then plan, write, and revise your writing. You may also refer to the answers you wrote to the research questions in Part 1, but you cannot change those answers.

Your Writing Assignment

Your class is getting ready for an open house for parents. Student reports will be on display. Write a report about exploring Mars to present at the open house.

Here are some ideas about what to include in your report:

- Why scientists think humans can live on Mars
- What the challenges of space travel are
- What it will be like for people who spend time on Mars

Begin Work on Your Report

Manage your time carefully so that you can:

- Plan your report (15 minutes)
- Write your report (40 minutes)
- Revise and edit for a final draft (15 minutes)

You may use a dictionary to check spelling.

Things to Remember

Remember that a well-written report:

- Establishes a main idea
- Gives evidence from the sources to support the main idea
- Is well-organized and stays on topic
- Explains information clearly
- Uses language appropriate to the purpose and task
- Follows rules for spelling, punctuation, capitalization, and grammar

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Class Assessment Records

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
▪ Are partners able to agree about what information to include in their notes?			
▪ Are they recording their notes in the appropriate places on their graphic organizers?			
▪ Are they writing notes in their own words?			
Other observations:			

Considerations:

If you notice many students having difficulty writing notes, call for the class's attention and have a few volunteers share their ideas for what to write. Then model writing each idea in the appropriate place on the chart. As necessary, encourage the students to reread the article to collect the information they need.

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Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
▪ Do the students' responses indicate that they understand what each question is asking?			
▪ Are they able to incorporate details from their notes and the sources in their responses?			
Other observations:			

Considerations:

If you notice the students struggling to write responses, support them by asking questions such as:

Q *What information is the question asking for?*

Q *Where in your notes can you find that information? Where in the sources can you find that information?*

Q *How might you include information from your notes and the sources in your answer?*

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Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
▪ Does their writing indicate that they understand the task?			
▪ Are they able to introduce the topic in the opening paragraph of the report?			
▪ Does their writing stay on topic?			
▪ Are they able to incorporate information from their notes and the sources into their reports?			
Other observations:			

Considerations:

If you notice a student having difficulty starting to write after 5–10 minutes, help stimulate his or her thinking by asking questions such as:

Q *What is the topic of your report? What might you write in the opening paragraph to introduce the topic?*

Q *How might you use your notes to help you organize your report?*

Q *What information from your notes or the sources might you use to explain [what the challenges of space travel are]?*

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Unit

Opinion Writing

During this one-week unit, the students prepare for the opinion writing portion of a CCSS end-of-year writing performance task. They discuss what they have learned about opinion writing and complete a practice performance task as a class, guided by the teacher. They begin by reading and discussing two articles on the topic—inventions that changed people's lives. They each take notes about what they learn, and use information from the sources and their notes to answer research questions and write an opinion essay about the topic. Socially, the students listen respectfully to the opinions of others and share their own, make decisions with their partners, and explain their thinking.



Unit Opinion Writing

RESOURCES

Source Materials

- "The Telephone" article
- "The Gasoline-powered Engine" article

Extensions

- "Complete a Diagnostic Proofreading Passage"
- "Complete a Writing Practice Performance Task Independently"

Guided Practice Performance Task: Opinion Writing

- Task Overview
- Teacher Directions
- Scoring Rubrics for Research Questions
- Student Handouts 1–6

Assessments

- "Class Assessment Record" sheets



Online Resources

Visit the DSC Learning Hub (teach.devstu.org) to find your online resources for this unit.

Whiteboard Activities

- WA1–WA6

Reproducibles

- "The Telephone" article (BLM1)
- "Article Notes" graphic organizer (BLM2)
- "Student Directions for Part 1" (BLM3)
- "The Gasoline-powered Engine" article (BLM4)
- "Research Questions" sheet (BLM5)
- "Student Directions for Part 2" (BLM6)

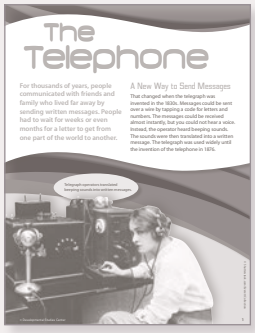
Assessment Forms

- "Class Assessment Record" sheets (CA1–CA3)

OVERVIEW

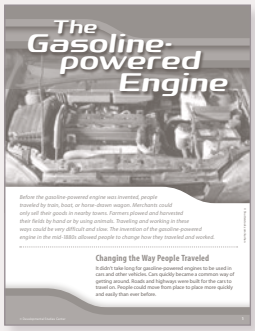
	Day 1	Day 2	Day 3	Day 4	Day 5
Week	**Reading an Article and Taking Notes:** "The Telephone" article **Focus:** ▪ Thinking about what they have learned about good opinion writing ▪ Taking notes from an article ▪ Using a graphic organizer to sort information	**Reading an Article and Taking Notes:** "The Gasoline-powered Engine" article **Focus:** ▪ Taking notes from an article ▪ Using a graphic organizer to sort information	**Writing Responses to Research Questions** **Focus:** ▪ Using multiple sources to write responses to research questions ▪ Reflecting on and revising responses to research questions	**Writing an Essay** **Focus:** ▪ Using multiple sources to write essays	**Revising and Proofreading an Essay** **Focus:** ▪ Revising essays ▪ Proofreading essays

Week OVERVIEW



"The Telephone" article (BLM1)

This article discusses how the invention of the telephone improved communication for people around the world.



"The Gasoline-powered Engine" article (BLM4)

The invention of the gasoline-powered engine and how it impacted people's lives are discussed in this article.

Writing Focus

- Students reflect on what they have learned about opinion writing.
- Students read two articles about the topic and take notes.
- Students answer research questions about the topic, and plan and write opinion essays.
- Students revise and proofread their writing.

Social Development Focus

- Students listen respectfully to the opinions of others and share their own.
- Students make decisions together.
- Students explain their thinking.

DO AHEAD

- ✓ Prior to Day 1, read "Guided Practice Performance Task: Opinion Writing" on pages 132–136. This unit's lessons are based on this guided practice performance task. During the unit, the students complete this performance task with instructional support and guidance from the teacher. For more information about how the performance task is used in the lesson, see "About the Guided Practice Performance Task" on page 110.
- ✓ Prior to Day 1, read the article "The Telephone" (BLM1) to familiarize yourself with the content.
- ✓ Prior to Day 1, prepare a sheet of chart paper so that it resembles the "Article Notes" graphic organizer the students will use (BLM2).
- ✓ Prior to Day 1, visit the DSC Learning Hub (teach.devstu.org) to access and print the student handouts (see "Reproducibles" on page 106). Make a class set of copies of the handouts listed, except for "Student Directions for Part 1" (BLM3). You might want to have extra copies of the graphic organizer available for the students.
- ✓ Prior to Day 1, prepare a class set of writing folders for the students to use to organize their materials throughout the week.
- ✓ Prior to Day 2, read the article "The Gasoline-powered Engine" (BLM4) to familiarize yourself with the content.
- ✓ Prior to Day 2, make a copy of the "Class Assessment Record" sheet (CA1) on page 150.
- ✓ Prior to Day 3, prepare a sheet of chart paper so that it resembles the "Research Questions" sheet (BLM5) the students will use. You may want to write each question on a separate piece of chart paper.
- ✓ Prior to Day 3, make a copy of the "Class Assessment Record" sheet (CA2) on page 151.
- ✓ Prior to Day 4, make a copy of the "Class Assessment Record" sheet (CA3) on page 152.

TEACHER AS WRITER

"If you're not assessing all the time, how do you know if [students] are getting it or not? We need to know what they know so we can teach them what they don't know."

— Jan Borelli, educator

All educators recognize the importance of assessing students to inform classroom instruction, but there is less agreement about the value of standardized testing as an assessment tool. What is your opinion of standardized testing? Do standardized tests help you "know what they know"? Do you have concerns about these tests? Write your thoughts and feelings about standardized testing in your journal.

Day 1

Reading an Article and Taking Notes

Materials

- Copy of the article "The Telephone" (BLM1) for each student
- Chart paper and a marker
- "The Telephone" chart (WA1)
- "Article Notes" chart, prepared ahead
- Copy of "Article Notes" graphic organizer (BLM2) for each student
- A writing folder for each student

Teacher Note

We recommend that you teach this unit after the class completes the Opinion Writing genre unit.

This lesson may require an extended class period. You might want to stop the lesson at the end of Step 4 and then finish the lesson later in the day or the next day.

Teacher Note

The partners you assign today will stay together for the entire unit.

In this lesson, the students:

- Work with new partners
- Reflect on what they know about good opinion writing
- Read and discuss an article
- Take notes on an article as a class and in pairs
- Explain their thinking

ABOUT THE GUIDED PRACTICE PERFORMANCE TASK

During this unit, the students complete an opinion writing performance task as a class with instructional support from you. The purpose for this guided practice performance task is to prepare the students for the CCSS end-of-year performance tasks they will be required to complete independently. Five days of instruction are provided during which the students' writing is neither timed nor scored. This process differs from the proposed CCSS end-of-year assessment process, in which students will be required to complete their writing in a prescribed amount of time and the writing will be scored. In addition, the expectation is that the CCSS assessments will be computer-based and that all student materials, including access to spell-check, will be available within the testing software. This unit's performance task is not computerized and can be administered in a classroom environment using pencils, paper, and other classroom resources.

The topic of the performance task is whether the invention of the telephone or the invention of the gasoline-powered engine has changed people's lives more. The task consists of three sections: an Introductory Classroom Activity (students are introduced to the topic and examine one of the sources), Part 1 (students examine an additional source and answer research questions about the topic), and Part 2 (students write their own opinion essays). For more information about each section, see "Task Overview" on page 133. For the complete performance task on which this unit's instruction is based, see "Guided Practice Performance Task: Opinion Writing" on page 132.

GETTING READY TO WRITE

1 Pair Students and Introduce the Performance Task

Randomly assign partners and make sure they know each other's names. Have the students bring their pencils and sit at desks with partners together.

Tell the students that at the end of the school year, all the students in their grade will complete a reading and writing assignment called a *performance task*. (You might explain that a *task* is a "job that needs to be done.") Explain that the purpose for the performance task is to show how well they are developing and growing as readers and writers. This is important information for them as students, as well as for their families, teachers, and principal.

Remind the students that for the past several weeks they have been doing opinion writing, and explain that opinion writing is one type of writing they will do on the end-of-year performance task. Tell the students that during the next several days they will learn strategies for doing well on the opinion writing portion of the performance task.

2 Discuss What the Class Has Learned About Opinion Writing

Point out that the students have learned a lot about how to write good opinion pieces, and explain that they can use what they have learned to help them do well on the performance task. Ask and discuss the questions that follow as a class. Encourage the students to use the discussion prompts they have learned as they talk to one another.

Q *What have you learned about good opinion writing?*

Q *What did you do to make your opinion piece interesting and easy to read?*

> **Students might say:**
>
> "It clearly states an opinion in the opening sentence or paragraph."
>
> "I agree with [Marit]. It also gives several reasons that support the opinion."
>
> "It uses transition words to connect thoughts."
>
> "In addition to what [Tai and Rebecca] said, it is clearly organized and makes sense."
>
> "It often restates the opinion at the end of the essay."

As the students respond, record their ideas on a sheet of chart paper titled "What We Have Learned About Opinion Writing." If the students do not mention the following qualities of good opinion writing, briefly review them and add them to the chart.

Teacher Note

The discussion prompts are:

- "I agree with _____ because . . ."
- "I disagree with _____ because . . ."
- "In addition to what _____ said, I think . . ."

What We Have Learned About Opinion Writing

- Clearly states an opinion in the opening sentence or paragraph
- Gets the reader interested in knowing more
- Gives reasons that support the opinion
- Uses transition words
- Is clearly organized and makes sense
- Includes a conclusion that wraps up the writing and restates the opinion
- Follows writing rules for spelling, punctuation, capitalization, and grammar

Tell the students that you will post the chart where everyone can see it so that they can keep what they have learned about good opinion writing in mind as they prepare for the opinion writing performance task.

3 Introduce the Topic of the Guided Practice Performance Task

Explain that today you will introduce the students to the topic of the performance task, and they will read an article about the topic. In the coming days, they will learn more about the topic by reading another article. Then, as a class, they will use what they learned to answer research questions and write essays about the topic.

Tell the students that they are going to learn about some inventions that have changed the way people live. Write the word *invention* where everyone can see it and explain that an *invention* is a "useful new product or process." Point out that some inventions, like the electric light and the Internet, become such important parts of our everyday lives that we cannot imagine living without them.

Tell the students that before the electric light was invented, people had to light their homes with candles or oil lamps. Have the students imagine walking around their homes at night without being able to turn on an electric light. Lead a brief whole-class discussion using the following question:

Q *In what ways would our lives be different if we didn't have electric lights?*

Then have the students imagine what it might be like to spend one day without using the Internet. Lead a brief whole-class discussion using the following question:

Q *What would be different at home if you didn't have the Internet? What would be different at school?*

4 Introduce the Article and Read It Aloud with Stops

Tell the students that the first source of information they will read today is an article titled "The Telephone." Explain that the article discusses the invention of the telephone and how it changed people's lives. Display the chart "The Telephone" (WA1) and distribute a copy of the article (BLM1) to each student.

Tell the students that for this task you will read the article aloud, but when they do performance tasks on their own, they will read any source materials independently. Explain that you will stop during the reading to have pairs discuss what they learned. Ask them to follow along as you read the article aloud. Read the title and the first part of the article aloud, slowly and clearly. Stop after:

> "In other places, there was not enough money for them."

Ask and briefly discuss:

Q *What did you learn about the telephone and how it changed people's lives from the part of the article you just heard? Turn to your partner.*

Without sharing as a class, continue reading to the end of the article and follow the same procedure to have the students discuss what they learned.

Teacher Note

You might explain that a *source* is "something that information comes from, such as a book, video, website, or article."

WRITING TIME

5 Reread the Article and Take Notes as a Class and in Pairs

Post the "Article Notes" chart that you prepared ahead and distribute a copy of the "Article Notes" graphic organizer (BLM2) to each student.

Tell the students that you will reread the article, and that as a class and in pairs, they will use this note-taking chart, called a *graphic organizer*, to take notes about what they are learning about inventions that changed people's lives. Point out that the graphic organizer has a column to write notes about how the invention of the telephone changed the way people live, a column to write notes about how the invention of the gasoline-powered engine changed the way people live, and a section at the bottom for other notes. Explain that today they will write notes in the left-hand column and in the "Other Notes" section. Explain that, as you read the article again, you will stop in the middle so that the students can discuss what they have learned and record notes on the graphic organizer. Then you will do the same with the second half of the article.

Read the article and stop (as you did before) after:

> "In other places, there was not enough money for them."

Discuss as a class:

Q *What did you learn about the telephone and how it changed people's lives from the part of the article you just heard?*

Teacher Note

You may want to review that notes are most helpful when they are brief and written in the writer's own words rather than copied exactly from the source.

Teacher Note

If the students have difficulty deciding where on the graphic organizer to record their notes, call for their attention and model writing their ideas in the appropriate places on the chart.

Students might say:

"I learned that people could not talk to friends and family who were far away before the telephone was invented."

"Telephones helped businesses be able to communicate quickly."

"I never knew that telephone cables under the ocean allowed people in the United States to talk to people in Europe."

As the students respond, model writing their responses as notes on the chart. Have the students copy the notes onto their own graphic organizers.



Continue reading to the end of the article. Have the students discuss what they learned in pairs (rather than as a class) and record their notes on their graphic organizers.

Have a few volunteers share what they discussed and where on their graphic organizers they wrote their notes. As they share, add their ideas to the chart.

Article Notes

Ways Telephones Changed How People Live	Ways Gasoline-powered Engines Changed How People Live
– allow you to talk to friends and family who live far away (letters took weeks or months) – allow businesses to communicate quickly – cables under the ocean allowed people in the U.S. to talk to people in Europe – cell phones connect people in parts of the world that aren't connected by telephone wires or cables – cell phones are part of daily life – can use cell phones to do banking – people are now more connected than ever	

Other Notes:

– telephone invented in 1876

– some places were too far away for telephone cables to reach

Tell the students that tomorrow they will learn about another invention that changed people's lives by reading and discussing an article about the gasoline-powered engine.

Distribute a writing folder to each student and explain that this is where the students will keep all of their materials for the week. Have the students put their materials inside their folders and keep them in their desks.

SHARING AND REFLECTING

6 Reflect

Ask and briefly discuss:

Q *What did you and your new partner do to work well together today?*

Teacher Note

Save the "What We Have Learned About Opinion Writing" chart and the "Article Notes" chart to use throughout the unit.

Reading an Article and Taking Notes

Day 2

In this lesson, the students:

- Review what they have learned about the invention of the telephone
- Read and discuss another article about the topic
- Take notes on the article in pairs
- Make decisions together
- Work in a responsible way

Materials

- Copy of the article "The Gasoline-powered Engine" (BLM4) for each student
- "Article Notes" chart from Day 1
- "Student Directions for Part 1" chart (WA2; also available as BLM3)
- "The Gasoline-powered Engine" chart (WA3)
- Extra copies of "Article Notes" graphic organizer (BLM2) for students, if needed
- A marker
- "Class Assessment Record" sheet (CA1)

GETTING READY TO WRITE

1 Briefly Review

Have the students bring their folders and pencils, and sit together with partners at desks. Review that the students are working together to complete an opinion writing task about whether the invention of the telephone or the invention of the gasoline-powered engine has changed people's lives more. Review that yesterday the students discussed what they have learned about good opinion writing. They also read an article about the invention of the telephone, discussed it as a class, and took notes about what they learned. Direct the students' attention to the "Article Notes" chart from Day 1. Briefly review the notes by asking:

Q *What did you learn about the invention of the telephone from the article we read yesterday?*

Tell the students that today they will read an article about another invention—the gasoline-powered engine.

2 Introduce Student Directions for Part 1

Display the "Student Directions for Part 1" chart (WA2). Explain that these are directions for the first part of the performance task in which the students examine another source about inventions and write responses to research questions. Tell the students that, because they are working together to practice for the end-of-year performance task, they will not follow these directions exactly. For example, you will read the article aloud, rather than have the students read it on their own, and they will take more time than the directions say to complete the steps. Explain that when the students do performance tasks on their own later, they will follow the directions exactly.

Teacher Note

The purpose for showing the "Student Directions for Part 1" chart (WA2) is to briefly introduce the students to the type of directions they will encounter when they do performance tasks by themselves. It is not necessary to take the students through all the directions now. They will have the experience of "following" the directions over the next few days. As you complete various parts of the directions, you might redisplay the chart and point out the steps the students have completed.

3 Introduce the Article and Read It Aloud with Stops

Tell the students that today's source is an article titled "The Gasoline-powered Engine" and that it discusses how the gasoline-powered engine changed people's lives. Display the chart "The Gasoline-powered Engine" (WA3) and distribute a copy of the article (BLM4) to each student. Ask the students to follow along as you read the article aloud, and explain that you will stop during the reading to have pairs discuss what they are learning.

Read the title of the article and the first two paragraphs aloud, slowly and clearly. Stop after:

> "People could move from place to place more quickly and easily than ever before."

Ask:

Q *What did you learn about the gasoline-powered engine and how it changed people's lives in the part of the article you just heard? Turn to your partner.*

Without sharing as a class, continue reading to the end of the article and follow the same procedure to have the students discuss what they learned.

WRITING TIME

4 Reread the Article and Take Notes in Pairs

Direct the students' attention to the "Article Notes" chart from Day 1 and explain that today you will take notes in the right-hand column and the "Other Notes" section of the graphic organizer.

Have the students get out their "Article Notes" graphic organizers (BLM2) from Day 1. Explain that as you read the article again you will stop, and partners will discuss what more they learned and then write

notes in the appropriate places on their own graphic organizers. Remind them that they will use the information they collect to answer research questions and write opinion essays about whether the invention of the telephone or the gasoline-powered engine has changed people's lives more.

Read the article and stop (as you did before) after:

> "People could move from place to place more quickly and easily than ever before."

Ask the following question without discussing it as a class:

Q *What did you learn about the gasoline-powered engine and how it changed people's lives in the part of the article you just heard?*

Say "Turn to your partner," and give partners a few minutes to share their thinking and write notes about what they learned on their graphic organizers. As they work, circulate, observe, and offer assistance.

CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Are partners able to agree about what information to include in their notes?
- Are they recording notes in the appropriate places on their graphic organizers?
- Are they writing notes in their own words?

If you notice many students having difficulty writing notes, call for their attention and have a few volunteers share their ideas for what to write. Then model writing each idea in the appropriate place on the chart. As necessary, encourage the students to reread the article to collect the information they need.

Record your observations on the "Class Assessment Record" sheet (CA1); see page 150.

When most pairs have finished, ask volunteers to share their thinking about what they learned and where they recorded their notes on their graphic organizers. Then add their ideas to the chart.

Continue reading to the end of the article and using the same procedure, stop, discuss, and take notes.

Article Notes

Ways Telephones Changed How People Live	Ways Gasoline-powered Engines Changed How People Live
– allow you to talk to friends and family who live far away (letters took weeks or months) – allow businesses to communicate quickly – cables under the ocean allowed people in the U.S. to talk to people in Europe – cell phones connect people in parts of the world that weren't connected by telephone cables – cell phones are part of daily life – can use cell phones to do banking – people are now more connected than ever	– used to have to travel by train, boat, or horse-drawn wagon – used in cars, trucks, and other vehicles – cars became a common form of transportation and more roads and highways were built – used by farmers and businesses in trucks that transport produce and goods – led to the invention of other engines, such as the jet engines used in airplanes – used in tractors and machines that replaced animals in farming – a part of everyday life

Other Notes:

– telephone invented in 1876

– some places were too far away for telephone cables to reach

Tell the students that tomorrow they will work together, using the sources and their notes, to answer research questions about the invention of the telephone and the gasoline-powered engine. Have them put all their materials inside their folders.

SHARING AND REFLECTING

5 Reflect

Ask and briefly discuss:

Q *Why do you think it is a good idea to read a source more than once, like we did today?*

Q *What did you do today to work in a responsible way?*

Teacher Note

Save the "Article Notes" chart to use throughout the rest of the unit.

Writing Responses to Research Questions

Day 3

In this lesson, the students:

- Read and discuss research questions about inventions that changed people's lives as a class
- Identify words in the questions that give clues about what to write
- Write responses to the questions as a class and independently
- Reflect on and revise their responses

GETTING READY TO WRITE

1 Briefly Review

Have the students bring their folders and pencils, and sit at desks with partners together. Remind the students that they are learning strategies they can use to do well on the end-of-year performance task. Direct the students' attention to the "Article Notes" chart from Day 2 and review that the students read two articles about inventions that changed the way people live and took notes about what they learned. Explain that today they will use their notes and the articles to answer research questions about the inventions.

2 Model Reading a Question and Writing a Response

Post the "Research Questions" chart that you prepared ahead. Distribute a copy of the "Research Questions" sheet (BLM5) to each student, and have the students write their names and the date on their sheets. Explain that these are the questions the students will answer in Part 1 of the performance task.

Tell the students that the first step in writing a response to a question is to read and think carefully about the question. Point to Question 1 on the chart and ask the students to listen closely as you read it aloud twice. Discuss:

Q *What information is this question asking for?*

Have a few volunteers share their thinking. If necessary, point out that the question is asking for "what is similar" about the telephone and the gasoline-powered engine. Underline that key phrase and the name of each invention on the chart.

Ask the students to watch as you model writing a response to the first question on the chart, thinking aloud as you write. Display the chart "The Telephone" (WA1) and model reviewing the source and your notes for the information you need. Then display the chart "The Gasoline-powered Engine" (WA3) and follow the same procedure.

Materials

- "Article Notes" chart from Day 2
- "The Gasoline-powered Engine" chart (WA3) from Day 2
- "The Telephone" chart (WA1) from Day 1
- "Research Questions" chart, prepared ahead
- Copy of "Research Questions" sheet (BLM5) for each student
- A marker
- "Class Assessment Record" sheet (CA2)

Teacher Note

The consortia that are developing the end-of-year performance tasks plan to deliver the assessment electronically. This means that individual students will have computer or tablet access to all research sources as they respond to questions and write extended pieces.

You might say:

"I know that the question is asking for what is similar about the telephone and the gasoline-powered engine. In my notes, I wrote that before people had the telephone, they could not easily talk to friends and family who lived far away. I also wrote that before gasoline-powered engines were used in cars, people had to use trains or horse-drawn wagons to travel. I think they are similar because both of these inventions changed people's lives. I'll write: *Both the telephone and the gasoline-powered engine changed people's lives when they were first invented.* Now I'll write about *how* they changed people's lives. I'll write: *The telephone helped people talk to family and friends who lived far away. The gasoline-powered engine helped people travel much more quickly.* Both articles also mention that these inventions are important parts of people's lives today. I'll write: *People still use both of these inventions today.*"

Research Questions

1. What is similar about the telephone and the gasoline-powered engine? Use details from the sources in your answer.

   Both the telephone and the gasoline-powered engine changed people's lives when they were first invented. The telephone helped people talk to family and friends who lived far away. The gasoline-powered engine helped people travel much more quickly. People still use both of these inventions today.

3 Read and Discuss Questions as a Class

Explain that the students will read and discuss Questions 2 and 3 as a class. Then, during Writing Time, the students will work in pairs to discuss what they might write in response to those questions, and each write their own responses on their "Research Questions" sheets.

Point to Question 2 on the "Research Questions" chart and read it aloud twice. Ask and discuss:

Q *What information is this question asking for?*

Have a few volunteers share their thinking. If necessary, point out that the question is asking "how did the invention of the telephone change the way people lived" and for "details from the sources." Underline those key phrases on the chart.

Follow the same procedure to discuss Question 3. If necessary, explain that the question is asking for "two ways the gasoline-powered engine changed people's lives" and for "details from the sources." Underline those key phrases on the chart.

WRITING TIME

4 Discuss Questions in Pairs and Write Answers

Have partners discuss what they might write in response to Questions 2 and 3. Review that each student will write his own response to the questions on his "Research Questions" sheet. Remind the students to use details or examples from their notes and from the articles in their responses. As the students work, circulate, observe, and offer assistance.

CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Do the students' responses indicate that they understand what each question is asking?
- Are they able to incorporate information from their notes and the sources in their responses?

If you notice the students struggling to write responses, support them by asking questions such as:

Q *What information is the question asking for?*

Q *Where in your notes can you find that information? Where in the source can you find that information?*

Q *How might you include information from your notes and the sources in your answer?*

Record your observations on the "Class Assessment Record" sheet (CA2); see page 151.

5 Facilitate Guided Rereading and Revising of Responses

Tell the students that they will now reread their responses to Questions 2 and 3 and then reflect on the quality of their responses by thinking about some questions you will ask.

Have the students quietly reread their responses to Question 2 and look up when they are finished. Ask the following questions one at a time, pausing after each one to give them a moment to review their writing and, if necessary, their sources and notes:

Q *Do you think your response does a good job of explaining how the invention of the telephone changed the way people lived? If not, what might you write instead?*

Q *Do you think your response includes enough details from the sources? If not, what details might you add?*

Without discussing as a class, have the students revise their responses as necessary. Remind them to refer to their sources and notes if needed.

Using the same procedure, ask the following questions and then have the students reflect on and revise their responses to Question 3:

Q *Do you think your answer clearly states two ways the gasoline-powered engine changed people's lives? If not, what might you add or take out to improve it?*

Q *Do you think your response includes enough details from the sources? If not, what details might you add?*

SHARING AND REFLECTING

6 Share Responses and Reflect

After several minutes, have a few volunteers share with the class what they wrote in response to Question 2. As they share, use their ideas to model writing a well-crafted response to the question on the "Research Questions" chart.

Following the same procedure, model writing a response to Question 3.

Research Questions

2. How did the invention of the telephone change the way people lived? Use details from the sources in your answer.

   Before the invention of the telephone, people had to send messages in the mail, which took a long time. The telephone allowed people to talk to others who lived far away.

3. What are two ways the gasoline-powered engine changed people's lives? Use details from the sources in your answer.

   Before gasoline-powered engines, people usually traveled by train, boat, or horse-drawn wagon. The gasoline-powered engines in cars, trucks, and other vehicles allow us to travel more quickly. They have also made farming easier.

Have the students reflect on their work by asking:

Q *Do you think your notes helped you write good responses to the questions? Why or why not?*

Tell the students that tomorrow they will use the sources, their notes, and their answers to the research questions to each write an opinion essay about whether they think the telephone or the gasoline-powered engine changed people's lives more. Have them put their materials inside their folders.

Teacher Note

Save the "Research Questions" chart to use on Day 4.

Writing an Essay

Day 4

In this lesson, the students:

- Plan and write opinion essays about whether the telephone or gasoline-powered engine changed people's lives more
- Include qualities of a well-written opinion essay in their writing
- Reflect on how they felt about writing their essays
- Respectfully consider the opinions of others

GETTING READY TO WRITE

1 Briefly Review

Have the students bring their folders and pencils, and sit together with partners at desks. Point to the "Research Questions" chart and remind the students that yesterday they completed the first part of the guided practice performance task—answering questions about inventions that changed the way people live. Explain that today partners will work together on the second part of the task—writing opinion essays about the topic.

2 Introduce and Discuss the Essay-writing Task

Display the "Student Directions for Part 2" chart (WA4) and distribute a copy of the directions (BLM6) to each student. Explain that these are directions for the second part of the performance task, in which the students each write an opinion essay about whether they think the invention of the telephone or the gasoline-powered engine changed people's lives more. Review that, because they are working together to practice for the end-of-year performance task, they will not follow these directions exactly. For example, they will take more time than the directions say to write their essays. Remind the students that when they do performance tasks on their own, they will need to follow the directions exactly.

Ask the students to listen as you read from each section of the directions aloud, using the following procedure:

1. Read the section "Your Task" aloud and review that the students may use the sources, their notes, and their answers to the research questions to help them write their essays. Remind the students that when they do performance tasks on their own they will be timed, but that today they will not be.

Materials

- "Student Directions for Part 2" chart (WA4)
- Copy of "Student Directions for Part 2" (BLM6) for each student
- "Article Notes" and "Research Questions" charts from Day 3
- "The Gasoline-powered Engine" chart (WA3) from Day 3
- "The Telephone" chart (WA1) from Day 3
- Lined writing chart (WA5) for modeling
- "Writing Time" chart (WA6)
- Supply of lined paper for writing essays
- "Class Assessment Record" sheet (CA3)

Teacher Note

This lesson may require an extended class period. You might want to stop the lesson at the end of Step 3 and then finish the lesson later in the day or the next day.

2. Read the section "Your Writing Assignment" aloud and review that each student needs to write an essay that tells her opinion about whether the telephone or the gasoline-powered engine changed people's lives more. The students will need to support their opinions with reasons from the sources.
3. Read the section "Begin Work on Your Essay" aloud, point out the information that is relevant for this practice task (for example, "plan," "write," and "revise"), and underline it.
4. Read the list of qualities of a well-written opinion essay aloud. Point out that the list is similar to the list the class created on the "What We Learned About Opinion Writing" chart. Tell the students that they may refer to both lists as they write their essays.

Ask and briefly discuss:

Q *What questions do you have about the directions for writing the opinion essay?*

Tell the students that they will do the writing task together as a class and that this will help prepare them to do tasks like this on their own.

3 Model Planning and Starting the Essay

Tell the students that you will model writing the first two paragraphs of the essay. Remind them that the essay needs to state an opinion clearly and support the opinion with reasons from the sources. Tell them that you will write an opening paragraph that states your opinion, and then you will write a paragraph describing one reason that supports your opinion. Direct the students' attention to the qualities of a well-written opinion essay in the directions (BLM6) and explain that as you write the essay, you will include these qualities in your writing.

Display the lined writing chart (WA5) and model writing the first two paragraphs of the essay. Think aloud as you write, and remember to model reviewing your notes and the sources to find the information you need. Be sure to include qualities of a well-written opinion essay, such as clear organization and an opening paragraph that states your opinion.

> **You might say:**
>
> "My opening paragraph needs to state my opinion on the topic clearly. I also want the opening to get the reader interested in reading my essay. I'll write: *There are many inventions that have changed the way people live. Inventions like the telephone and the gasoline-powered engine make our lives a lot easier, but the gasoline-powered engine changed our lives forever.* This shows I understood the assignment because I've stated my opinion clearly in the second sentence. I think saying 'the gasoline-powered engine changed our lives forever' will make my reader want to keep reading.
>
> The next paragraph will describe one reason that supports my opinion. I have a lot of information in my notes about how the gasoline-powered engine changed people's lives. One important

reason is that gasoline-powered engines made traveling so much faster because people could travel in cars and planes. I also have information about this in my answer to the third research question. I'll write: *One way the gasoline-powered engine changed people's lives is that it made traveling faster and easier. Today we travel in vehicles like cars, trucks, and planes.* I'll use the point from the article about how traveling used to be very difficult and slow. I'll write: *People used to have to travel by horse-drawn wagons, which could be difficult and took a long time."*

WA5

There are many inventions that have changed the way people live. Inventions like the telephone and the gasoline-powered engine make our lives a lot easier, but the gasoline-powered engine changed our lives forever.

One way the gasoline-powered engine changed people's lives is that it made traveling faster and easier. Today we travel in vehicles like cars, trucks, and planes. People used to have to travel by horse-drawn wagons, which could be difficult and took a long time.

After you have modeled writing the first two paragraphs of the essay, stop and explain that during Writing Time today the students will write their own opinion essays. Explain that they will use their notes and sources to each write an opening paragraph that clearly states their opinion and then describe several reasons that support their opinion. Use "Think, Pair, Share" to discuss:

Q *What might you write about in your opinion essay today?* [pause] *Turn to your partner.*

After a few moments, signal for the students' attention and remind them that each student will write her own essay. Explain that you will finish your essay and share it with the class tomorrow.

Teacher Note

You might point out that the students' opinions may be different from yours and that is fine. Remind them that what is important is that they support their opinion with reasons from the sources.

WRITING TIME

4 Write Opinion Essays

Explain that when the students complete the actual performance task they will write their essays using computers, but that today they are practicing on paper. Distribute loose, lined sheets of paper and explain that they will use this paper to write their essays. Display the "Writing Time" chart (WA6) and have them work quietly for 30–40 minutes. As they work, circulate, observe, and offer assistance.

Writing Time

- Reread the writing assignment in "Student Directions for Part 2."
- Write an opening paragraph that states your opinion and gets the reader interested in reading more.
- Give reasons to support your opinion.
- Include transition words and other qualities of a well-written essay in your piece.
- Write a conclusion that wraps up the writing.



CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Does the students' writing indicate that they understand the task?
- Are they able to clearly state their opinion in the opening paragraph of the essay?
- Does their writing stay on topic?
- Are they able to incorporate information from their notes and the sources into their essays?

If you notice a student is having difficulty starting to write after 5–10 minutes, help stimulate his thinking by asking questions such as:

Q *What is the topic of your essay? What might your write in your opening paragraph to clearly state your opinion about the topic?*

Q *How might you use your notes to help you decide what to write in your essay?*

Q *What information from your notes or the sources can you use to support your opinion?*

Record your observations on the "Class Assessment Record" sheet (CA3); see page 152.

Signal the end of Writing Time. Tell the students that tomorrow they will have time to revise and proofread their essays. Have them put their essays and other materials in their folders.

Teacher Note

Prior to teaching the Day 5 lesson, you will need to write the rest of your essay (see the diagram in Day 5, Step 2 on page 128). Include evidence from the sources, transition words, and other qualities of a well-written opinion essay in your writing. Save your completed essay on the lined writing chart (WA5).

SHARING AND REFLECTING

5 Reflect on Writing Essays

Ask and briefly discuss:

Q *What did you enjoy about writing your opinion essay today? What did you find challenging?*

Q *What did you and your partner do to show respect for each other's opinions as you shared ideas about your essays?*

Revising and Proofreading an Essay

Day 5

In this lesson, the students:

- Revise their essays
- Proofread their essays
- Express interest in and appreciation for one another's writing
- Reflect on what they have learned and how that will help them on the end-of-year performance task

Materials

- Completed essay on the lined writing chart (WA5) from Day 4
- "Student Directions for Part 2" chart (WA4) from Day 4

GETTING READY TO WRITE

1 Briefly Review

Have the students bring their folders and pencils, and sit at desks with partners together. Remind them that yesterday they each planned and wrote an opinion essay about whether the invention of the telephone or the invention of the gasoline-powered engine changed people's lives more. Explain that today they will have the opportunity to revise and proofread their essays.

2 Discuss Your Essay

Display the completed essay on the lined writing chart (WA5) from Day 4 and tell the students that yesterday you completed your essay. Ask them to follow along as you read it aloud. Review that the opening paragraph clearly states your opinion and gets the reader interested in reading more. In the remaining paragraphs, point out the clear organization, the reasons to support your opinion, the use of transition words to connect ideas, and other qualities of a well-written essay.

> **You might say:**
>
> "I clearly stated my opinion about which invention I think changed people's lives more in the first paragraph. I tried to get the reader interested by writing that *the gasoline-powered engine changed our lives forever.* I think that will make the reader want to keep reading to find out more.
>
> My essay is clearly organized. After stating my opinion in the introduction, I wrote a paragraph for each of the reasons supporting my opinion. I also stayed on the topic throughout the essay.
>
> I used details from the sources in each paragraph. For example, in the fourth paragraph I compared how farmers used to use their hands or animals to do the work, but now gasoline-powered tractors and other machines make it easier.

I used transition words to connect one idea to the next. For example, I wrote *one way, another way*, and *finally* at the beginning of each paragraph to help the reader keep track of the reasons for my opinion.

My concluding sentence, *For all of these reasons, I think that the gasoline-powered engine changed the way people live more than the telephone,* restates my opinion and lets the reader know the piece has come to an end."

WA5

There are many inventions that have changed the way people live. Inventions like the telephone and the gasoline-powered engine make our lives a lot easier, but the gasoline-powered engine changed our lives forever.

One way the gasoline-powered engine changed people's lives is that it made traveling faster and easier. Today we travel in vehicles like cars, trucks, and planes. People used to have to travel by horse-drawn wagons, which could be difficult and took a long time.

Another way the gasoline-powered engine changed people's lives is that it allowed us to transport goods to other countries and receive goods from other countries. I think this makes us more connected to the world.

Finally, gasoline-powered engines have made farming easier and faster. Farmers no longer have to do all the work by hand or by using animals. Tractors and other machines that run on gasoline-powered engines make farming easier and faster. For all of these reasons, I think that the gasoline-powered engine changed the way people live more than the telephone.

WRITING TIME

3 Facilitate Guided Rereading of Essays

Tell the students that they will have time today to finish their essays, but that first they will reread what they have written. Then you will ask some questions for them to think about. Have them quietly reread their writing and look up when they are finished.

Ask the following questions one at a time, giving the students 1–2 minutes after each question to quietly review their writing and mark passages:

- Q *Do you think your opening paragraph states your opinion clearly and gets the reader interested in reading more? If not, what might you write instead?*
- Q *Will the organization of your essay be clear to the reader? If you don't think the organization is clear, what might you move around to make it clearer? Underline parts of the essay you might change or move around.*
- Q *Are there places where you gave, or could give, reasons from the sources to support your opinion? Put a check mark in the margin next to those places.*
- Q *Are there places where you used, or could use, transition words to connect one idea to the next? Put a star in the margin next to each of those places.*
- Q *Do you think your conclusion does a good job of wrapping up your writing and letting the reader know that the essay has come to an end? If not, what might you write instead?*

Without discussing as a class, have the students resume writing for another 10–15 minutes.

4 Facilitate Proofreading of Essays

Display the "Student Directions for Part 2" chart (WA4) and remind the students that it states that a well-written essay "follows rules for spelling, punctuation, capitalization, and grammar." Explain that the students will proofread their essays to find and correct any spelling, punctuation, capitalization, and grammar errors. Ask:

- Q *Why will you want to proofread your essay before turning it in?*
- Q *What will you check for when you are proofreading?*

> **Students might say:**
>
> "Mistakes could make my writing harder to read and understand."
>
> "I will check to make sure I've capitalized names and the beginning of every sentence."
>
> "In addition to what [Seray] said, I want to make sure every sentence ends with a period, a question mark, or an exclamation point."
>
> "In addition to what [Seray and Juan] said, I want to correct any spelling errors I find."

Give the students 5–10 minutes to proofread their essays and make any necessary corrections.

SHARING AND REFLECTING

5 Share Writing and Reflect

Have a few volunteers share their essays with the class; then ask:

Q *What qualities of good opinion writing did you notice in [Masao's] essay?*

Q *What questions can you ask [Masao] about his writing?*

Review that this week the students have been learning strategies for doing well on the end-of-year performance task. Ask and briefly discuss:



Q *What have you learned this week that will help you do well on the performance task? Turn to your partner.*

EXTENSIONS

Complete a Diagnostic Proofreading Passage

To assess how your students are progressing with the CCSS Language Standards, you might choose to administer a Diagnostic Proofreading Passage in Appendix C of the *Skill Practice Teaching Guide* (also see "Assessing CCSS Language Skills" on page xi).

Complete a Writing Practice Performance Task Independently

If you teach in a state that has adopted the Common Core State Standards, you might administer a CCSS-based practice performance task that the students complete independently. It can be given right after the guided practice, or at a later time. Practice performance tasks may be available online from the Smarter Balanced Assessment Consortium or the Partnership for Assessment of Readiness for College and Careers (PARCC). To access the practice assessments, visit the Smarter Balanced website (smarterbalanced.org) or the PARCC website (parcconline.org).

Introduce the performance task by reminding the students that they spent one week learning about and preparing for the opinion writing portion of the end-of-year writing performance task. Explain that the students will now have the opportunity to do a practice performance task on their own on a different topic, and that they can use what they learned to do their best work on the task. Tell them that they will do this practice performance task under conditions like those they will experience when completing the end-of-year performance task, and that this will help them to be better prepared to do well.

Guided Practice Performance Task

GRADE 4

GUIDED PRACTICE PERFORMANCE TASK:
Opinion Writing

INVENTIONS THAT CHANGED PEOPLE'S LIVES

Resources

- Task Overview
- Teacher Directions for the Introductory Classroom Activity
- Teacher Directions for Parts 1 and 2
- Scoring Rubrics for Research Questions
- Student Handouts

Common Core State Standards Assessed

Research Questions 1, 2, and 3:

- W.4.8; W.4.9

Writing Composition:

- W.4.1a–d; W.4.4; W.4.5; W.4.9
- L.4.1; L.4.2; L.4.3; L.4.6

Related Common Core State Standards

Reading:

- RI.4.7; RI.4.8; RI.4.9

Task Overview

Introductory Classroom Activity 20 MINUTES

This whole-class activity introduces the students to the topic of the performance task, inventions that changed people's lives, and helps prepare the students to answer research questions and write opinion essays about the topic. As part of this activity, the students will discuss the impact of electricity and the Internet on their daily lives. Then they will read an article about the invention of the telephone. They will also be reminded of the features of a well-written opinion essay.

During the introductory activity, the teacher will lead a whole-class discussion about the article. The students may take notes using the provided graphic organizer to help them prepare for writing. The students may use their notes from the Introductory Classroom Activity when they plan, write, and revise their own multi-paragraph reports in Part 2.

Part 1 35 MINUTES

The students will read and examine an article about the invention of the gasoline-powered engine. The students are encouraged to take notes using the provided graphic organizer to help them prepare for writing. Then the students will respond to three research questions that require them to analyze, evaluate, interpret, and integrate information.

Part 2 70 MINUTES

The students will each plan, write, and revise an opinion essay about whether they think the invention of the telephone or the invention of the gasoline-powered engine changed people's lives more. They may refer to all of the sources from the Introductory Classroom Activity and Part 1, any notes they took, and their answers to the research questions. The students may not, however, change their answers to the questions.

Scoring

The research questions in Part 1 can be scored with the rubrics included at the end of this performance task (see "Scoring Rubrics for Research Questions" on page 137). If you teach in a state that has adopted the Common Core State Standards, the students' writing in Part 2 can be scored using the rubrics provided by the Smarter Balanced Assessment Consortium or the Partnership for Assessment of Readiness for College and Careers (PARCC). Visit the Smarter Balanced website (smarterbalanced.org) or the PARCC website (parcconline.org) to locate their scoring rubrics. Any notes, prewriting, or drafts will not be scored.

Teacher Preparation

- Make sufficient blank paper and writing tools available for students to use in taking notes. You might make extra copies of the graphic organizers.
- Make a class set of copies of the student handouts on pages 140–147.
- Make dictionaries available to use during Part 2 of the performance task. (The performance tasks planned by Smarter Balanced and PARCC will be computer-based, and many of the student materials, including access to spell-check, will be available within the testing software. For the purpose of student practice, the materials for the guided practice performance task have been modified so that they can be administered using pencils, paper, and other classroom resources.)

Teacher Directions for the Introductory Classroom Activity

1 Introduce the Topic

Tell students that they are going to learn about some inventions that have changed the way people live. Write the word *invention* where everyone can see it and explain that an *invention* is a "useful new product or process." Point out that some inventions, like the electric light and the Internet, become such important parts of our everyday lives that we cannot imagine living without them.

Tell the students that before the electric light was invented, people had to light their homes with candles or oil lamps. Have the students imagine walking around their homes at night without being able to turn on an electric light. Lead a brief whole-class discussion using the following question:

Question 1: *In what ways would our lives be different if we didn't have electric lights?*

Then have the students imagine what it might be like to spend one day without using the Internet. Lead a brief whole-class discussion using the following question:

Question 2: *What would be different at home if you didn't have the Internet? What would be different at school?*

2 Examine a Source

Tell the students that they will read an article about the telephone and how it has affected people's lives and then discuss it as a group.

Distribute the article "The Telephone" (see Student Handout 1 on page 140) and the "Article Notes" graphic organizer (see Student Handout 2 on page 142). Tell the students that they can take notes about the article as they read it.

Have the students read the article, and then lead a whole-class discussion using the following question:

Question: *How did the telephone change the way people communicate?*

3 Explain the Writing Task

Tell students that in a few minutes they will read an article about the invention of the gasoline-powered engine. Then the students will use the articles and their notes to answer some questions and write their own opinion essays about which invention, the telephone or the gasoline-powered engine, they think changed people's lives more.

Discuss with the students the characteristics of a well-written opinion essay. An opinion essay:

- States an opinion
- Gives reasons that support the opinion
- Explains information clearly
- Provides a conclusion
- Uses language appropriate to the purpose and task
- Follows rules for spelling, punctuation, capitalization, and grammar

Answer any questions the students might have and then move on to Part 1 of the performance task.

Teacher Directions for Parts 1 and 2

Part 1 35 MINUTES

1. Distribute copies of the source material, student directions, and research questions (see Student Handouts 3–5 on pages 143–146) to each student, and have the students write their names on all materials. Note that students should not receive the directions specific to writing their essays until Part 2.
2. Tell the students to read "Student Directions for Part 1" (see Student Handout 3 on page 143). Remind the students they will have 35 minutes for Part 1 and then tell them to begin.
3. To help the students plan their time, alert them when 15 minutes and 5 minutes remain in Part 1.
4. Signal to let the students know that Part 1 is over.

BREAK

Part 2 70 MINUTES

1. Distribute a copy of "Student Directions for Part 2" (see Student Handout 6 on page 147) to each student. Make sure that the students have access to all of the sources, graphic organizers, any other notes, and their answers to the research questions. Remind the students that they may not change the answers to the research questions from Part 1.
2. Tell the students to read "Student Directions for Part 2" and explain that their writing assignment is included in these directions.
3. After 15 minutes have elapsed, suggest that the students begin writing their essays.
4. Alert the students when 30 minutes remain.
5. Alert the students when 15 minutes remain, and suggest that they begin revising their essays.
6. Signal to let the students know that Part 2 is over and collect all materials from each student.

Scoring Rubrics for Research Questions

2-Point Research Rubric
Question 1:

What is similar about the telephone and the gasoline-powered engine? Use details from the sources in your answer.

Interpret and Integrate Information	
2	The response gives sufficient evidence of the ability to locate, select, interpret, and integrate information within and among sources of information. The response states that each of them had a big impact on the way people lived when they were invented and continue to impact our daily lives.
1	The response gives limited evidence of the ability to locate, select, interpret, and integrate information within and among sources of information. The response states that both are important in today's world.
0	The response provides no evidence of the ability to locate, select, interpret, and integrate information within and among sources of information. The response does not state a connection. The response may be incomplete, incorrect, vague, or completely absent.

Sample 2-Point Response
Both the telephone and the gasoline-powered engine changed people's lives when they were first invented. The telephone helped people talk to family and friends who lived far away. The gas-powered engine helped people travel much more quickly. People still use both of these inventions today.

Sample 1-Point Response
People use telephones and cars every day.

Sample 0-Point Response
They are both inventions.

2-Point Research Rubric
Question 2:

How did the invention of the telephone change the way people lived? Use details from the sources in your answer.

Interpret and Integrate Information	
2	The response gives sufficient evidence of the ability to locate, select, interpret, and integrate information within and among sources of information. The response gives sufficient evidence of how having telephones impacted the way people lived.
1	The response gives limited evidence of the ability to locate, select, interpret, and integrate information within and among sources of information. The response gives limited evidence of how having telephones impacted the way people lived.
0	The response provides no evidence of the ability to locate, select, interpret, and integrate information within and among sources of information. The response does not include evidence of how having telephones impacted the way people lived. The response may be incomplete, incorrect, vague, or completely absent.

Sample 2-Point Response
Before the invention of the telephone, people had to send messages in the mail, which took a long time. The telephone allowed people to talk to others who lived far away.

Sample 1-Point Response
People could talk to people who lived far away.

Sample 0-Point Response
People didn't use telegraphs anymore.

2-Point Research Rubric
Question 3:

What are two ways the gasoline-powered engine changed people's lives? Use details from the sources in your answer.

Interpret and Integrate Information	
2	The response gives sufficient evidence of the ability to locate, select, interpret, and integrate information within and among sources of information. The response gives sufficient evidence of how the gasoline-powered engine impacted the way people lived.
1	The response gives limited evidence of the ability to locate, select, interpret, and integrate information within and among sources of information. The response gives limited evidence of how the gasoline-powered engine impacted the way people lived.
0	The response provides no evidence of the ability to locate, select, interpret, and integrate information within and among sources of information. The response does not include evidence of how gasoline-powered engines impacted the way people lived. The response may be incomplete, incorrect, vague, or completely absent.

Sample 2-Point Response
Before gasoline-powered engines, people usually traveled by train, boat, or horse-drawn wagon. The gasoline-powered engines in cars, trucks, and other vehicles allow us to travel more quickly. They have also made farming easier.

Sample 1-Point Response
Most people in the world get around by cars that run on gasoline engines.

Sample 0-Point Response
The first cars were slower than horses.

Student Handout 1

The Telephone

For thousands of years, people communicated with friends and family who lived far away by sending written messages. People had to wait for weeks or even months for a letter to get from one part of the world to another.

A New Way to Send Messages

That changed when the telegraph was invented in the 1830s. Messages could be sent over a wire by tapping a code for letters and numbers. The messages could be received almost instantly, but you could not hear a voice. Instead, the operator heard beeping sounds. The sounds were then translated into a written message. The telegraph was used widely until the invention of the telephone in 1876.



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Changing Communication Forever

The invention of the telephone changed communication forever. Like the telegraph, the telephone sent messages over a wire. But it did what the telegraph could not. It allowed you to hear a voice. It did not take long before people had telephones in their homes. They could talk to friends and family, even if they lived far away. Telephones also became an important tool for businesses. Buyers and sellers could communicate instantly. Telephone wires slowly connected cities across the United States. By 1915, a call could be made by a person in New York to a person in San Francisco. It was only a matter of time before people would be able to call someone who lived in another country.



The candlestick telephone was popular in the early 1900s.

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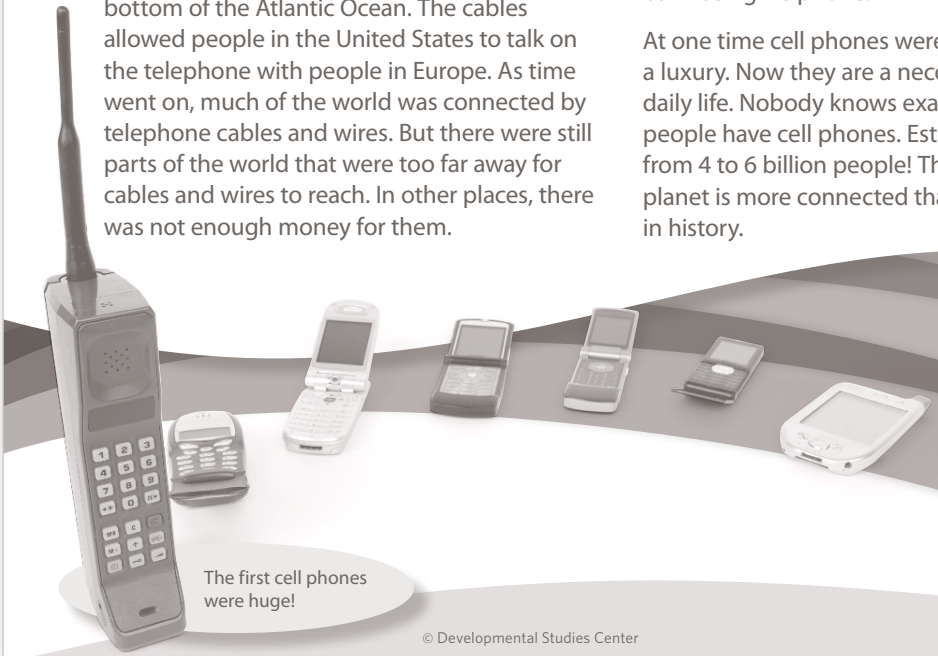
In 1956, telephone cables were laid on the bottom of the Atlantic Ocean. The cables allowed people in the United States to talk on the telephone with people in Europe. As time went on, much of the world was connected by telephone cables and wires. But there were still parts of the world that were too far away for cables and wires to reach. In other places, there was not enough money for them.

Connecting the Planet

Those problems were solved with the invention of wireless phones, also called cell phones. People started using cell phones in the 1980s. Within a few decades, people all over the world had them. Places that never had telephones before became connected.

There are places that don't have running water, but they have cell phones. In places where people used to walk for hours to check on a sick relative, they can now just call. Some parts of Africa have very few or no banks. Now people living there can do their banking with a cell phone. For example, a Masai tribesman in Kenya can sell his cattle and put the money in the bank using his phone.

At one time cell phones were considered a luxury. Now they are a necessary part of daily life. Nobody knows exactly how many people have cell phones. Estimates range from 4 to 6 billion people! The whole planet is more connected than at any time in history.



The first cell phones were huge!

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Student Handout 2

NAME _____ DATE _____

Article Notes	
Ways Telephones Changed How People Live	**Ways Gasoline-powered Engines Changed How People Live**
Other Notes:	

Your notes will not be scored.

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Student Handout 3

NAME _____ DATE _____

Student Directions for Part 1

Part 1 (35 minutes)

Your Task

You will read an article describing another invention that changed people's lives. Then you will answer three research questions about what you have learned. In Part 2, you will write an opinion essay about which invention—the telephone or the gasoline-powered engine—you think changed people's lives more. You will be able to refer to the sources, your notes, and the answers to the research questions when you write your essay.

Steps to Follow

In order to plan and write your essay, you will do the following:

1. Read the source.

2. Take notes about the information in the source using a graphic organizer.

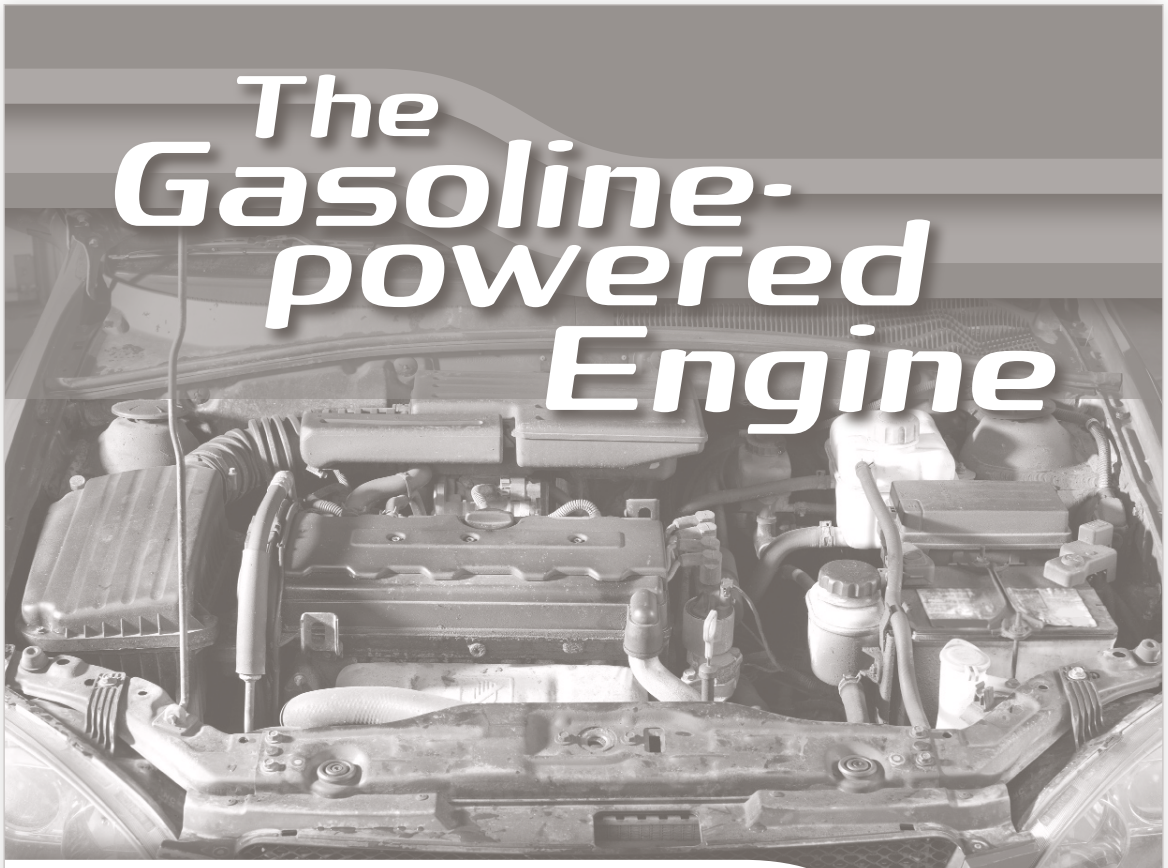
3. Answer three research questions to help you think about key information in the sources.

Directions for Beginning

You will have 35 minutes to read the sources, take notes, and answer the research questions. Your answers will be scored.

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The Gasoline-powered Engine



Before the gasoline-powered engine was invented, people traveled by train, boat, or horse-drawn wagon. Merchants could only sell their goods in nearby towns. Farmers plowed and harvested their fields by hand or by using animals. Traveling and working in these ways could be very difficult and slow. The invention of the gasoline-powered engine in the mid-1880s allowed people to change how they traveled and worked.

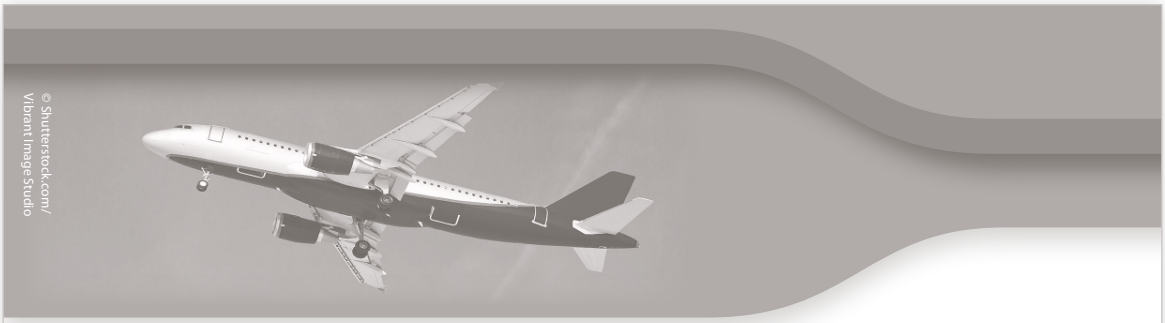
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Changing the Way People Traveled

It didn't take long for gasoline-powered engines to be used in cars and other vehicles. Cars quickly became a common way of getting around. Roads and highways were built for the cars to travel on. People could move from place to place more quickly and easily than ever before.

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Changing the Way People Worked

The gasoline-powered engine also made work faster and easier for many people. A manufacturer could send large amounts of goods from place to place by truck. Instead of plowing and harvesting by hand or with animals, farmers could now use tractors and other machines. Farmers could also use trucks to send their produce to market.

Later, the gasoline-powered engine led to the invention of other types of engines. The jet engine is one example. Today, jet engines are used in the airplanes that carry people and goods all over the world. You can go to a grocery store in the United States and buy bananas from South America and beef from Australia.

You can go just about anywhere on Earth and find cars and other vehicles that use gasoline-powered engines. They have become part of everyday life. It's safe to say that the gasoline-powered engine changed the world forever.

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Student Handout 5

NAME _____ DATE _____

Research Questions

Directions: Answer the three questions below. Write in the space provided after each question. You may refer to the sources and your notes to answer the questions.

1. What is similar about the telephone and the gasoline-powered engine? Use details from the sources in your answer.

2. How did the invention of the telephone change the way people lived? Use details from the sources in your answer.

3. What are two ways the gasoline-powered engine changed people's lives? Use details from the sources in your answer.

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Student Handout 6

NAME _____ DATE _____

Student Directions for Part 2

Part 2 (70 minutes)

Your Task

You will have 70 minutes to write your essay. You should review your notes and sources. Then plan, write, and revise your writing. You may also refer to the answers you wrote to the research questions in Part 1, but you cannot change those answers.

Your Writing Assignment

People's lives were changed by the invention of the telephone and the gasoline-powered engine. Write an opinion essay telling whether you think the invention of the telephone or the gasoline-powered engine changed people's lives more. Support your opinion with information from the sources you have read.

Begin Work on Your Essay

Manage your time carefully so that you can:

- Plan your essay (15 minutes)
- Write your essay (40 minutes)
- Revise and edit for a final draft (15 minutes)

You may use a dictionary to check spelling.

Things to Remember

Remember that a well-written opinion essay:

- States an opinion
- Gives reasons that support the opinion
- Explains information clearly
- Provides a conclusion
- Uses language appropriate to the purpose and task
- Follows rules for spelling, punctuation, capitalization, and grammar

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Class Assessment Records

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
▪ Are partners able to agree about what information to include in their notes?			
▪ Are they recording their notes in the appropriate places on their graphic organizers?			
▪ Are they writing notes in their own words?			
Other observations:			

Considerations:

If you notice many students having difficulty writing notes, call for the class's attention and have a few volunteers share their ideas for what to write. Then model writing each idea in the appropriate place on the chart. As necessary, encourage the students to reread the article to collect the information they need.

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Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
▪ Do the students' responses indicate that they understand what each question is asking?			
▪ Are they able to incorporate information from their notes and the sources in their responses?			
Other observations:			

Considerations:

If you notice the students struggling to write responses, support them by asking questions such as:

Q *What information is the question asking for?*

Q *Where in your notes can you find that information? Where in the source can you find that information?*

Q *How might you include information from your notes and the sources in your answer?*

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Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
▪ Does the students' writing indicate that they understand the task?			
▪ Are they able to clearly state their opinion in the opening paragraph of the essay?			
▪ Does their writing stay on topic?			
▪ Are they able to incorporate information from their notes and the sources into their essays?			
Other observations:			

Considerations:

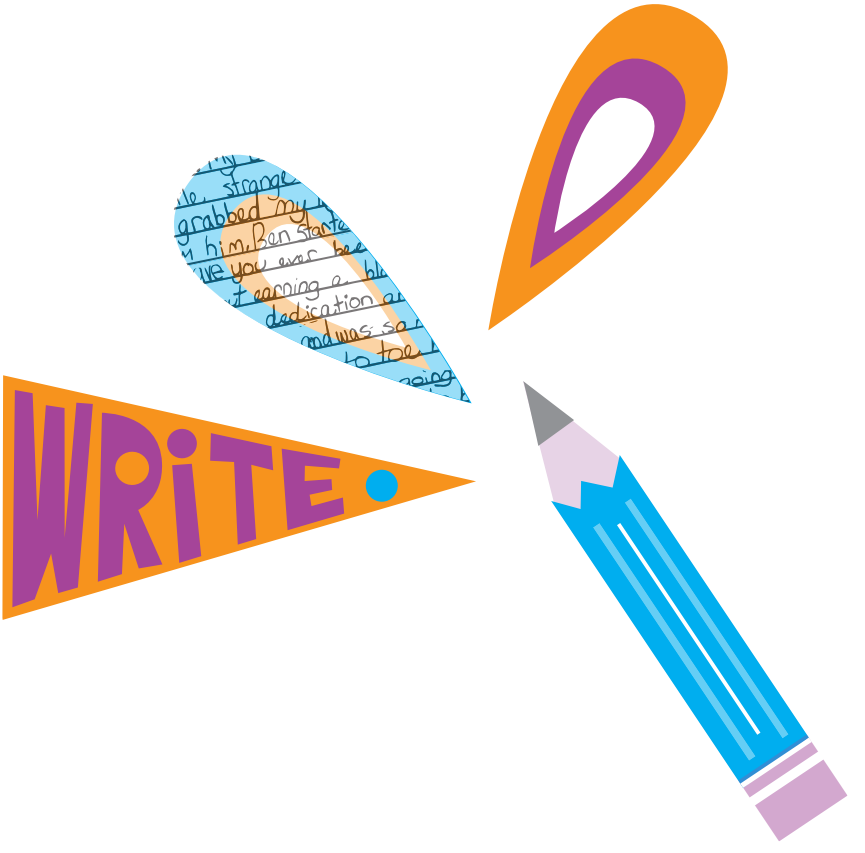
If you notice a student having difficulty starting to write after 5–10 minutes, help stimulate his or her thinking by asking questions such as:

Q *What is the topic of your essay? What might you write in your opening paragraph to clearly state your opinion about the topic?*

Q *How might you use your notes to help you decide what to write in your essay?*

Q *What information from your notes or the sources can you use to support your opinion?*

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