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# Introduction:

This instructional unit is designed to guide writers through the process of answering open-ended response questions. The target audience for this instruction is students in grade five. However, the instruction is intended to scaffold throughout the middle school grades five-eight, by adding more text evidence and additional supportive details and more insightful explanations. The instructors will be the language arts teachers with the intention being all content area teachers use the same guidelines within their content area classes.

**Terminal Objective:**

After reading a pre-selected passage, English Language Arts students will write a structured response to an open-ended question that includes the following: a topic sentence; transition words; specific, supportive text evidence with references to where the evidence was attained; and fully elaborated reasoning and explanation of thinking that explains why they came to that answer and how the text evidence supports the answer they provided.

# Overview:

The structure of an open-ended response has been broken down into specific objectives. Each objective deals with a specific component of the open-ended response students need to know in order to write an effective and complete open-ended response.

By taking each objective as a separate learning point, the students are able to “chunk out” and prioritize their learning. They will not become overwhelmed by the entire response. Instead, they will see how the process works and how each piece works together. This will allow them to master one component before moving on to the next.

To aid the students in their overall understanding of how to answer an open-ended question, the teachers have come up with an acronym that will be used throughout the grade. This acronym will be broken down to match each of the enabling objectives. The acronym to be used is R.A.C.E.S.

R=Restate

A=Answer

C=Cite evidence

E=Explain

S=Sentences and structure

The instructional lessons will cover numerous learning styles in order to address as many learning types as possible and reach the largest population of learners. The assessments will be: visual, on the Smartboard projections, handouts, color-coding, and teacher models; oral, teacher talk throughs, “turn and talks”, student critiques; tactile, Smartboard interactives, cut and match, independent writing practice. The embedded assessments and student practices will allow the students to work as a whole class, small group, in pairs, as well as give the students the opportunity to work individually.

# Breakdown of Teaching Materials and Lessons:

Included in the instructional guide are passages to be used for each of the lessons. As we are tackling each section of the response separately, hand out each passage and the work that accompanies it as you reach that lesson.

Each of the components should be taught as separate lessons of instruction. The unit will take a minimum of 8 days. Each of the component sections could be given additional days depending on the level of learning demonstrated by the students in the mini-assessments.

Pre-lesson: Pre-Test

Lesson 1: Sharing of:

Pre-test data

Exemplars

Breakdown of the individual components

Wallwisher.com interactive board activity

Lesson 2: Enabling Objective Tasks 1-3

Lesson 3: Enabling Objective Tasks 4-6

Lesson 4: Enabling Objective Task 7

Lesson 5: Terminal Objective

Lesson 6: Instructional Goal –Posttest

Lesson 7: Sharing of Post-test data and Lesson Evaluation Survey

# Pre-Instruction Activities:

## Pre-Test:

Prior to the instructional lessons, have the students take a pre-test that includes open-ended responses. Provide the students with two passages to read one fiction and one non-fiction. Each passage will have two open-ended responses to answer. The pre-test will serve multiple purposes. First, it will motivate the students by introducing a new unit of study. Second, it will provide the students with a starting point for what will be asked of them in the future, in terms of content and skill. Third, it will provide data for the teacher to know which students need work on which skill and area in open-ended responses. And lastly, by having the students respond to both fiction and non-fiction, the instructor will be provided data showing which genre needs to be covered in future lessons and units. A Pre-test rubric is available for assessment of this task.

## Pretest Material and Rubric

Name

**Directions for Open-Ended Responses:** After reading the passage, write a structured and effective response to each of the open-ended questions. Answers should include specific, supportive text evidence, fully elaborated reasoning and explanation of thinking. Grammar, spelling, and sentence structure should following grade level rules.

### Passage 1

**Making a Home**

**By Mary Lynn Bushong**

**1.** If you move to a new part of the country, are things different? You have schools, stores, and homes just like those you left behind. If you had lived in the 1800's, that might not be true. You would have to build a house. The nearest store might be a trading post. People did not mind. They could finally have their own land.

**2**. Why did people want their own land? In many countries only the rich could own land. Most people rented their farms. The owner did not have to let people live on his land. If a family owned land, not everyone could stay on it forever. Some people had to move away and live somewhere else.

**3.** Many people moved to America in hopes of owning their own land. Much of the land in the original colonies was too expensive for them to buy. The West was being opened up, and land was available at a price they could afford. They did not want to lose this chance!

**4.** When a settler or pioneer arrived on his new land, there was much work to do. There was usually no home, barn, or fences. There was probably no road, either.

**5.** The first thing a pioneer family did was make a shelter. A home could not be built overnight. Sometimes they would live out of the wagon in which they crossed the prairie. Sometimes it would be a large tent.

**6.** If there were many trees there, they could be cut down and used to build the new home. Tall, straight tree trunks could become the walls of a house or barn. Some smaller ones could become rafters to hold up the roof. Short cross pieces of tree trunk would be split to become shingles or shakes.

**7.** Younger trees would be split into railings for fences. Some wood would be used to make furniture like tables, benches, stools, and bed frames. Many people also learned how to make their own wooden buckets and barrels.

**8.** Wood was also a main source of fuel for heating. This was not so on the plains. There were not many trees on the plains. Settlers had to find some other way to build their homes, heat them, and do their cooking.

**9**. Pioneers found that the prairie grasses had a thick root layer. If they cut them out of the ground in thick strips, they were like soft bricks. These could be used to make walls and even a roof. The walls were often 2-3 feet thick! That meant the home was cool in the summer and warm in the winter.

**10.** If there was no wood to burn for heat or cooking, what did they use? They used cow or buffalo chips. Chips were another word for manure. Since both animals ate mostly grass, their droppings were like thick wads of grass. These would be gathered by the children. They would make a big pile of them near the home.

**11**. Chips would burn very fast and hot. More had to be added to the fire all the time to keep the heat constant.

**12.** The life of the pioneer was not easy. It was full of constant work. Most parents taught their own children to read and write in the evening when chores were done. When an area became more settled, they might attend the small one-room schoolhouse six days a week.

**13**. Being a pioneer helped make people strong. They learned to take care of their own problems. They learned to depend on their neighbors and help each other. This became known as American spirit.

Questions:

1. Why was moving west so much different for the settlers than it would be for us now?

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1. The lives of the settler families were marked by lots of hard work. Why do you think so many were willing to do it?

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### Passage 2

**Sod House Morning**

**By Mary Lynn Bushong**

**1.** Molly shivered in the darkness. She knew it was morning, but it didn't look that way. She could see the dim outline of Mama in front of the small iron stove. Mama opened the small door and poked at the pile of ash inside. She tossed in some buffalo chips from the bucket at her feet.

**2.** Molly huddled more deeply under her quilt, pulling it up around her ears. She could see the warm red glow start to grow through the narrow grill. It would be warmer soon.

**3.** Mama broke the ice in the water bucket. She fished out the frozen chunks and dropped them into a pot on top of the stove. "Good morning, Mama," Molly whispered to her mother.

"Good morning, Molly," said Mama softly. "Is your sister awake yet?"

Molly shook her head no. It was easy to see and hear what the others were doing. They all lived and slept in the same room.

"I need you to make sure the fire keeps going while I get breakfast started. You know how quickly these chips burn," said Mama.

**4.** Molly nodded her head. She wrapped the bed quilt around herself and shuffled over to sit near the stove. At least it would be warmer there. No matter how many times she did it, she still didn't like handling the chips. Back in the East, they would never have burned manure to cook and keep themselves warm.

**5**. Seth woke as Mama was making biscuits. He looked over at the chip bucket near the stove and got right up. He quickly pulled on his warmest clothes before shoving his feet into boots. Just as Molly pulled the last chip from the bucket, he grabbed it and went outside.

**6**. Snow was piled high around the sod house and the huge pile of chips. Dad would need to climb up and make sure the chimney flue was clear of snow sometime soon. Now he needed to hurry a full bucket of chips inside, or he wouldn't get those biscuits!

**7**. Seth quickly handed the wooden chip bucket to Molly and then headed out to milk the cow and feed the livestock. Molly took the bucket and settled back in her place by the stove. Mama lighted the tallow candles on the table so she could see what she was doing. Soon the biscuits were ready to put into the oven. Then she put strips of bacon in the cast iron frying pan and got it cooking.

**8**. Seth was back with a bucket of fresh milk by the time the food was ready. The pot of hot water was used to make tea, and everyone was ready to eat.

**9.**  Mama and Dad sat at each end of the table, while Seth sat on one side and the two girls on the other side. Dim light came in the single window, and the iron stove warmed the room.

**10.**  Molly ate her breakfast and enjoyed the talk around the table. When Dad mentioned going to town, her ears perked up.

"It's just two weeks until Christmas, Dad. Are you getting us something for the day?" asked Molly hopefully.

"You never know," said Dad with a wink. "There are some things I need to get just to keep us from going hungry. There might be a few special things there that I might pick up."

"Can we go?" asked Molly eagerly.

"I'm afraid not," said Dad. "It's going to be a long, cold trip, and I need you to stay here and help Mama keep the house warm. We'll leave in a little while. It will take us a day to get there, and a day to come back, so Libby, you'll have to help with the chores. Molly, you can milk Daisy, and Libby, you can bring in the chips for the fire. If you do a good job, I will try to get some peppermints to share out as a reward."

**11**. Right after breakfast, Mama put together a sack of supplies for Dad to carry with him. She made sure that Dad and Seth were as warmly dressed as she could make them before she and her girls watched the two leave. They waved as Dad and Seth rode away leading the packhorse.

"Now," said Mama, shooing the girls back inside, "we need to get to work so you can be sure to earn those peppermints!"

Questions:

1. What things in the story tell you it is winter, before you are told there is snow outside?

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1. Why would Dad need to keep the snow from covering the chimney?

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## Pre-Test Assessment Rubric

**Student Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Directions for Open-Ended Responses:** After reading the passage, write a structured and effective response to each of the open-ended questions. Answers should include specific, supportive text evidence, fully elaborated reasoning and explanation of thinking. Grammar, spelling, and sentence structure should following grade level rules.

|  |  |  |  |
| --- | --- | --- | --- |
|  | 0 | 1 | 2 |
| Topic Sentence | The question is not restated and /or the answer is incorrect. | Either doesn’t restate the question correctly or answer is not the most accurate answer. | It restates the question and provides a deep meaningful answer that is accurate for the question. |
| Text Evidence | Text support does not relate to the answer given. | Text evidence chosen is not the most relevant and specific available within the passage. It does not elaborate on the answer given. | Strong textual evidence is provided. It specifically supports and elaborates on the answer given. |
| Text Reference | There is no reference to the text or evidence of proper text citation. | An attempt at text reference is made but it is done inaccurately. Either the quote is not quoted correctly, reference to passage is not given or paraphrasing is inaccurate. | Text evidence is accurately references either through direct quote or paraphrasing with reference to section of passage. |
| Explanation | There is no evidence of deep thinking. There is no explanation of how the evidence supports their answer. | Explanation of thinking was present but it is simplistic and/or confusing. | There is strong explanation of thinking that goes beyond the obvious. Explanation shows how the text evidence both supports and proves the answer. |
| Grammar and Structure | Very little if any of the response is grammatically correct and/or follows proper sentence structure. There are numerous spelling errors. | Most of the response is grammatically correct and follows proper sentence structure. There are a few spelling errors. | All portions of the response are grammatically correct and follow proper sentence structure. There are no spelling errors. |

Comments:

## Sharing of Pre-Test Data:

Objective:

After taking the pre-test and discussing the results, ELA students will match the components of an open-ended response with the enabling objectives.

At the start of the instructional unit, pass out a copy of the assessment rubric and share the scores and a sampling of responses with the students. This will inform the learners of where they stand in terms of open-ended responses. It will also motivate the students to learn the proper structure and content for an open-ended response in order to improve their understanding and performance.

An exemplar should then be shared with the students and a discussion of what is contained in the exemplar should take place. This discussion will help to demonstrate and remind students of any prerequisite skills that might be needed to achieve the learning objectives and learning goals.

During the discussion involving the exemplar, ask students to pick out the components that are included in the response. This will lead the discussion towards the objectives of the instructional unit. List the components on the board as they are named.

Using the interactive program, *Wallwisher*, students will then match selected enabling objectives, which have previously been typed in, with the components of the response.

## Pre-Test Exemplars

**Making a Home**

**By Mary Lynn Bushong**

1. *Why was moving west so much different for the settlers than it would be for us now?*

Moving west was so much different for the settlers than for us because there weren’t homes already built and waiting for them to move into like we have today. They had to build them themselves when they got there. In paragraph 5 of the article it says, “The first thing a pioneer family did was make a shelter. A home could not be built overnight. Sometimes they would live out of the wagon in which they crossed the prairie.” This makes it harder for the settlers than us because if we were to move there would already be a house for us to live in. Or if we were building, we could just live in a hotel until the house was built for us.

1. *The lives of the settler families were marked by lots of hard work. Why do you think so many were willing to do it?*

I think so many people were willing to do the hard work because they were doing it to better themselves. In the article it said that in the original colonies things were too expensive for people to buy and own things like houses and land. So when they moved out west they were able to put in work and build things of their own, like houses and towns. So people put in the work because it made them better people and gave them things they wouldn’t have had otherwise.

**Sod House Morning**

**By Mary Lynn Bushong**

1. *What things in the story tell you it is winter, before you are told there is snow outside?*

Things in the story that tell me it is winter are the actions of Mama. In paragraph 3 of the story it said, “Mama broke the ice in the water bucket.” This tells me it is winter because it is cold enough to change the water in the bucket to ice and in order to be cold enough to do that, it needs to be winter.

1. *Why would Dad need to keep the snow from covering the chimney?*

Dad would need to keep the snow from covering the chimney because it needs to be clear to let the smoke out. In paragraph 2 of the story it says, “She could see the warm red glow start to grow through the narrow grill.” This is referring to the small iron stove Mama had thrown the chips into. The stove is their source of heat and how they cook. If the flue gets clogged with snow it could prevent the fire from burning or if the fire does burn the smoke will not be able to escape up the chimney and the house will get filled with smoke.

## Breakdown of Components:

**Making a Home**

**By Mary Lynn Bushong**

1. *Why was moving west so much different for the settlers than it would be for us now?*

**Topic Sentence:**

**R:** Moving west was so much different for the settlers than for us because

**A:** there weren’t homes already built and waiting for them to move into like we have today. They had to build them themselves when they got there.

**Text Reference**

In paragraph 5 of the article it says

**Text Evidence**

**C:** “The first thing a pioneer family did was make a shelter. A home could not be built overnight. Sometimes they would live out of the wagon in which they crossed the prairie.”

**Explain**

**E:** This makes it harder for the settlers than us because if we were to move there would already be a house for us to live in. Or if we were building, we could just live in a hotel until the house was built for us.

1. *The lives of the settler families were marked by lots of hard work. Why do you think so many were willing to do it?*

**Topic Sentence:**

**R:** I think so many people were willing to do the hard work because

**A:** because they were doing it to better themselves.

**Text Reference**

In the article

**Text Evidence**

**C:** that in the original colonies things were too expensive for people to buy and own things like houses and land.

**Explain**

**E:** So when they moved out west they were able to put in work and build things of their own, like houses and towns. So people put in the work because it made them better people and gave them things they wouldn’t have had otherwise.

**Sod House Morning**

**By Mary Lynn Bushong**

1. *What things in the story tell you it is winter, before you are told there is snow outside?*

**Topic Sentence:**

**R:** Things in the story that tell me it is winter are

**A:** the actions of Mama

**Text Reference**

In paragraph 3 of the story it said

**Text Evidence**

**C:** “Mama broke the ice in the water bucket.”

**Explain**

**E:** This tells me it is winter because it is cold enough to change the water in the bucket to ice and in order to be cold enough to do that, it needs to be winter.

1. *Why would Dad need to keep the snow from covering the chimney?*

**Topic Sentence:**

**R:** Dad would need to keep the snow from covering the chimney because

**A:** it needs to be clear to let the smoke out.

**Text Reference**

. In paragraph 2 of the story it says,

**Text Evidence**

**C:** “She could see the warm red glow start to grow through the narrow grill.”

**Explain**

**E:** This is referring to the small iron stove Mama had thrown the chips into. The stove is their source of heat and how they cook. If the flue gets clogged with snow it could prevent the fire from burning or if the fire does burn the smoke will not be able to escape up the chimney and the house will get filled with smoke.

## Wallwisher Interactive Board:

[**http://www.wallwisher.com/wall/Open-endedResponses**](http://www.wallwisher.com/wall/Open-endedResponses)

# Embedded Assessments

## Enabling Objective for Tasks 1-3:

Given an open-ended response question, ELA students will be able to write a **topic sentence** that includes the following: complete restated topic sentence with “because statement” answer.

*Mini-Lesson: How to write a Topic Sentence, Skim and Scan to find an answer, “Because” statement. RA=Restate and Answer*

#### Mini-Lesson: How to write a Topic Sentence + “Because” statements. RA=Restate and Answer

1. Teacher should start the lesson by asking the students the following questions.
   1. What is a topic sentence?
   2. When posed with a question, how would you write a topic sentence?
2. As the students answer the questions, write their answers on the board for future reference.
3. Teacher should then show a sampling of exemplar topic sentences and the questions they go with. These exemplars could come from the pre-test or writing that was done for previous assignments or even during previous years.
4. The students should then discuss what each of the topic sentences contains. A list should be written on the board.
5. A comparison between the first list generated from the initial discussion should be compared to the second list generated based on the exemplars.
6. Finally a basic format should be created and written on chart paper to be used later.

#### Modeling Skim and Scan for answer:

1. Teacher will then pass out worksheet and project the worksheet onto the Smartboard.
2. Teacher will model thinking, demonstrating how to find the answer to an open-ended question.

#### Mini-lesson practice:

1. Whole Group practice: Students will need a *ResponseWare* controller in order to participate in mini-lesson practice.
   1. Passages with accompanying questions will be projected and distributed to the students. These passages/questions will include multiple topic sentences. Students will be asked to match the best topic sentence to the question it answers using the *ResponseWare* in order to facilitate a whole class discussion.
2. Individual Practice: Passages with accompanying questions will be handed out to the students. These passages/questions will include multiple topic sentences. Students will be asked to match the best topic sentence to the question it answers.

#### Independent Practice:

1. Mini-Assessment: A final passage with a question will be given to the students. Students will need to read the passage and question and write their own topic sentence that includes all components.
   1. After the assessments have been reviewed, the teacher should form small groups. The small groups should be established by grouping those students together who showed similar abilities. For example, those students who did not write an appropriate topic sentence, meaning they did not include all components but still got the correct answer could be grouped together. Those students who did not get the correct answer could be grouped together. And finally, those students who got the correct answer and structured the topic sentence properly could be grouped together.

#### Remediation and Enrichment:

Based on students’ results from the individual practice and the mini-assessment, students should be put into small groups. Those that show signs of struggling with topic sentences should not be asked to move forward until they grasp the concepts being taught. Those students that show understanding can be moved forward to the next concept with the response. If you choose not to move the students forward until all are ready, enrichment passages for further practice and fluency development can be used as an alternative lesson.

### Topic Sentence: Passage for Teacher Modeling

*Use this passage to model skimming and scanning for the answer to the open-ended question.*

Every day after work Paul took his muddy boots off on the steps of the front porch. Alice would have a fit if the boots made it so far as the welcome mat. He then took off his dusty overalls and threw them into a plastic garbage bag; Alice left a new garbage bag tied to the porch railing for him every morning. On his way in the house, he dropped the garbage bag off at the washing machine and went straight up stairs to the shower as he was instructed. He would eat dinner with her after he was “presentable,” as Alice often said.

1. What type of job does Paul do? Use information from the passage to support your answer.
2. Using information from the passage, describe the type of person Alice is.

### Topic Sentence: Whole Group Practice:

**Multiple Choice** *Use these passages in connection with the Responseware software. After you read the passage, ask the question and provide the multiple choice possibilities. Have the students choose which they feel is the best topic sentence. Discuss why choices were made.*

Passage #1

It was 98 degrees outside. Derek and his father were running some errands. They had just finished grocery shopping, but had to run into the dry cleaners to pick up a suit. As Derek got out of the car, his father asked him to leave his window open a crack.  
  
1. Why do you think Derek's dad told Derek to leave the window open a bit?

* 1. Derek’s dad told Derek to leave the window open a bit because Derek was staying in the car.
  2. Derek was told to leave the window open to let the cool air in.
  3. Derek’s dad told Derek to leave the window open because it would get too hot and the groceries would be damaged.
  4. Derek’s dad told Derek to leave the window open so they could get back into the car.

|  |  |  |
| --- | --- | --- |
| 2. |  |  |
| What might happen if Derek and his father take too long in the cleaners?   * 1. If Derek and his father take too long in the cleaners the man working might not give them the clothes.   2. If Derek and his father take too long in the cleaners the car might run out of gas.   3. If Derek and his father take too long in the cleaners the groceries might go bad because it is really hot out.   4. If Derek and his father take too long in the cleaners Derek might fall asleep. |  |  |
|  |  |  |
|  |  |  |

Passage #2

Valerie opened up the letter from the military department. She felt the pit of her stomach drop to the bottom of the earth before she even opened it. She knew it was news about John. As she read the first line, she thought of all the lunches she had packed him and all the nights she tucked him in his bed and warded off the nighttime monsters. The man carrying the flag put his hand on her shoulder. She thought of the day that John signed up for the military. Her tears wet the letter. She stopped reading after the first line.

1. What does the letter say?
   1. The letter says that John is coming home.
   2. The letter says that John is being honored because there is a man carrying a flag.
   3. The letter says that John has been killed.
   4. The letter says that John has been killed because she is crying and the man has a flag.
2. What is Valerie’s relationship to John?
   1. Valerie is John’s mom.
   2. Valerie is John’s mom because she remembers taking care of him as a child.
   3. Valerie is John’s mom because she is crying about the letter.
   4. Valerie is John’s mom because she is being presented with the flag and parents receive the flag is someone is killed in war.

### Topic Sentence: Individual Practice

*Student name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*Read the passage and then choose the best topic sentence based on the information in the text.*

“Tommy!” Mom called out as she walked in the front door. “Tommy,” she continued shouting, “I sure could use some help with these groceries.” There was still no reply. Mom walked into the kitchen to put the grocery bags down on the counter when she noticed shattered glass from the picture window all over the living room floor and a baseball not far from there. “You’re in so much trouble, Tommy!” Mom yelled to herself as she realized that Tommy’s shoes were gone.

1. What happened to the window?
   1. The window was broken.
   2. The window was broken because there was shattered glass on the floor.
   3. The window was broken by Tommy.
   4. Tommy broke the window because there was shattered glass and a baseball on the floor.
2. Why did Tommy leave?
   1. Tommy left because he wanted to play baseball.
   2. Tommy left because he didn’t want to help his mom with the groceries.
   3. Tommy left because he was afraid to get in trouble because he broke the window.
   4. Tommy left because he didn’t want to see his mom.

### Topic Sentence: Individual Practice Rubric

Student Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Directions: After reading each passage, match the open-ended question with the best topic sentence.

|  |  |  |
| --- | --- | --- |
|  | Yes | No |
| 1. Student scanned the text for appropriate and accurate answer. 2. Student chose the best topic sentence from those available. | \_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_ |

### Topic Sentence: Mini-Assessment

**Mini-Assessment*:***

*Student Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*Read the passages. Using information from the text, write a topic sentence for the questions asked.*

Miss Hines left the room. She was not gone for long. She looked at the board when she came back. It was not the same. Who had erased the lesson? Miss Hines looked at her students. Baylee was reading a book. Damon was putting two pencils up his nose. Tia's head was on her desk. Jake was drawing a dragon. The others sat very still. No one would tell Miss Hines who had erased the board. She had a plan. "Who wants to go to recess?" she asked. All the kids raised their hands. Tia's hand had white powder on it. Damon's hand was dirty. Jake had pencil smudges on the side of his hand. Miss Hines knew which one had erased her board.

1. Who do you think erased the board?

Not long after the sun came up, Logan ran outside to play. He hopped on his bike and raced around the small house. Then he stopped to rest beside the backyard grill. He saw a small, round shell sitting on the grill. It was a snail shell! He ran in the house to tell his big sister about it. He begged her to come and see it, but she was busy watching cartoons.  
Logan decided to eat some cereal before going back outside to get the shell. When he went outside, he was shocked to find that the shell was gone! Who could have taken it? Did his sister sneak up and steal it? He heard a car drive away. All that was left was a strange, slimy trail down the side of the grill.

1. What do you think happened to the shell?

### Topic Sentence: Mini-Assessment Rubric

**Mini-Assessment**

Student name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Directions: After reading the passage, write a complete restated topic sentence that provides an appropriate answer.

|  |  |  |  |
| --- | --- | --- | --- |
|  | 0 | 1 | 2 |
| Topic Sentence | The question is not restated and /or the answer is incorrect. | Either doesn’t restate the question correctly or answer is not the most accurate answer. | It restates the question and provides a deep meaningful answer that is accurate for the question. |
| Grammar and Structure | Very little if any of the response is grammatically correct and/or follows proper sentence structure.  There are numerous spelling errors. | Most of the response is grammatically correct and follows proper sentence structure. There are a few spelling errors. | All portions of the response are grammatically correct and follow proper sentence structure. There are no spelling errors. |

**Comments:**

### Topic Sentence: Answer Key

Whole Group Practice:

Passage 1:

1. C
2. C.

Passage 2:

1. D
2. D.

Independent Practice:

1. D
2. C

Mini-assessment

Answers will vary.

# Enabling Objective for Tasks 4 - 6:

Given a passage or text, ELA students will be able to skim and scan the passage in order to **identify textual evidence** that specifically supports and explains the answer given for an open-ended response question.

Given text evidence from a passage, ELA students will be able to choose whether they should **paraphrase or directly cite** the evidence in order to show support for their answer.

#### Mini-lesson: Text evidence, Text referencing. C=Cite Evidence

Once the students have practiced with writing topic sentences the instructor should move on to text evidence and text referencing. The same passages will be used for this portion of the lesson.

1. Teacher should start the lesson by asking the following guiding question:
   1. How can you prove and/or support your conclusion?
2. As the students answer, write the answers on the board for later reference.
3. Teacher should then show a sampling of exemplar topic sentences with text evidence to support it. These exemplars can come from the pre-test or writing that was done for previous assignments or even previous years.
4. Have the students discuss what they see in the responses. Make another list as the students answer.
5. Compare the two lists and look for key components.
6. Make a basic format of how to prove and/or support conclusions and add it to the chart paper started in the previous section.

#### Modeling Text Evidence and referencing

1. Project the modeling passage and questions from the previous section onto the Smartboard. Reread the passage and the questions to refresh the students. Show the students the topic sentences that were created in the last section of the lesson.
2. Then model skimming and scanning the text in order to find text evidence to support the answer.
3. Model how to reference the passage when writing the text evidence.

#### Mini-Lesson Practice

1. Whole Group Practice: Students will need a *Responseware* controller in order to participate in mini-lesson practice.
   1. Handout and project the passages, questions, and topic sentences created in the last portion of the lesson onto the Smartboard.
   2. Using the *Responseware* students will choose which of the provided pieces of text evidence is the most supportive. A discussion of choices should follow.

While the students are practicing, the instructor should be circulating the room. The instructor should be offering assistance, asking questions, and checking to make sure all the students are attempting the practice.

1. Individual Practice: Passages with accompanying questions will be handed out to the students. These passages/questions will include the topic sentences. A list of possible text evidence will also be provided.
   1. Students will be asked to match the best text evidence to the corresponding topic sentence.
   2. Students will then pair off and explain their choices to their partners. If there is disagreement in the choice, a consensus must be met through the discussion.

#### Independent Practice:

1. Mini-Assessment: A final passage with a question will be given to the students. Students will need to read the passage and question and write their own text evidence that supports and elaborates on the answer the provided previous.
   1. Mini-assessments from the section on topic sentences should be re-distributed to the students. This way they are practicing to support their own answers.
   2. After finishing with the small groups established after the topic sentence mini-assessment, all groups should have the correct answer written using the correct structure.

#### Remediation and Enrichment:

Based on students’ results from the individual practice and the mini-assessment, students should be put into small groups. Those that show signs of struggling with text evidence should not be asked to move forward until they grasp the concepts being taught. Those students that show understanding can be moved forward to the next concept with the response. If you choose not to move the students forward until all are ready, enrichment passages for further practice and fluency development can be used as an alternative lesson.

Possible use of the Wallwisher.com interactive boards: This idea can be used for both remediation and enrichment.

Provide the students with a passage and question.

1. Have students write and post “sticky notes” with their chosen text-evidence onto the wallwisher.com board. Have students group the notes into piles of like answers. Then have the students evaluate which of the pieces of evidence best supports the answer to the question posed. Have students explain their choices.
2. If there are students that need to practice topic sentences, have them also place “sticky notes” with the topic sentences.
3. In addition, if there are students that are excelling in open-ended responses, have them provide the topic sentences and text evidence, and then have those students that need remedial work choose which is the best and explain why.
4. To practice referencing text evidence, place pieces of text evidence on “sticky notes” and the citation or reference of where the evidence came from on different “sticky notes.” Have the students use the passage to match up the reference/citation with the actual piece of evidence.

### Text Evidence: Passage for Teacher Modeling

*Use this passage to model skimming and scanning for the text evidence that best supports the answer to the open-ended question.*

Every day after work Paul took his muddy boots off on the steps of the front porch. Alice would have a fit if the boots made it so far as the welcome mat. He then took off his dusty overalls and threw them into a plastic garbage bag; Alice left a new garbage bag tied to the porch railing for him every morning. On his way in the house, he dropped the garbage bag off at the washing machine and went straight up stairs to the shower as he was instructed. He would eat dinner with her after he was “presentable,” as Alice often said.

1. What type of job does Paul do? Use information from the passage to support your answer.

RA: I think that Paul has the job of farmer because of the clothes that he wears.

1. Using information from the passage, describe the type of person Alice is.

RA: I think that Alice is a controlling because of how she treats Paul.

#### Possible Text Evidence for Teacher Modeling

*Use this passage to model skimming and scanning for the text evidence that best supports the answer to the open-ended question.*

Every day after work Paul took his muddy boots off on the steps of the front porch. Alice would have a fit if the boots made it so far as the welcome mat. He then took off his dusty overalls and threw them into a plastic garbage bag; Alice left a new garbage bag tied to the porch railing for him every morning. On his way in the house, he dropped the garbage bag off at the washing machine and went straight up stairs to the shower as he was instructed. He would eat dinner with her after he was “presentable,” as Alice often said.

1. What type of job does Paul do? Use information from the passage to support your answer.

RA: I think that Paul has the job of farmer because of the clothes that he wears.

Possible evidence is highlighted in yellow.

1. Using information from the passage, describe the type of person Alice is.

RA: I think that Alice is a controlling because of how she treats Paul.

Possible evidence is highlighted in green.

### Text Evidence: Whole Group Practice

**Multiple Choice** *Use these passages in connection with the Responseware software. After you read the passage, ask the question and topic sentence, provide the multiple choice possibilities. Have the students choose which they feel is the most supportive text evidence. Discuss why choices were made.*

Passage #1

It was 98 degrees outside. Derek and his father were running some errands. They had just finished grocery shopping, but had to run into the dry cleaners to pick up a suit. As Derek got out of the car, his father asked him to leave his window open a crack.  
  
1. Why do you think Derek's dad told Derek to leave the window open a bit?

RA: Derek’s dad told Derek to leave the window open because it would get too hot and the groceries would be damaged.

* 1. In the passage it says that it was, “98 degrees outside.”
  2. In the passage it says that, “It was 98 degrees outside.” It also said “They had just finished grocery shopping…”
  3. In the passage it said it was hot outside.
  4. In the passage it said that, “it was hot outside and they had groceries.”

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| --- | --- | --- |
|  |  |  |
| 2.What might happen if Derek and his father take too long in the cleaners?  RA: If Derek and his father take too long in the cleaners the groceries might go bad because it is really hot out.   1. In the passage it says that it was, “98 degrees outside.” 2. In the passage it says that, “It was 98 degrees outside.” It also said “They had just finished grocery shopping…” 3. In the passage it said it was hot outside. 4. In the passage it said that, “it was hot outside and they had groceries.” |  |  |
|  |  |  |
|  |  |  |

Passage #2

Valerie opened up the letter from the military department. She felt the pit of her stomach drop to the bottom of the earth before she even opened it. She knew it was news about John. As she read the first line, she thought of all the lunches she had packed him and all the nights she tucked him in his bed and warded off the nighttime monsters. The man carrying the flag put his hand on her shoulder. She thought of the day that John signed up for the military. Her tears wet the letter. She stopped reading after the first line.

1. What does the letter say?

RA: The letter says that John has been killed because she is crying and the man has a flag.

* 1. In the text it said that, “She felt the pit of her stomach drop to the bottom of the earth…”
  2. The text states that, “She thought of the day that John signed up for the military.”
  3. The passage says, “As she read the first line, she thought of all the lunches she had packed him…”
  4. The passage describes how Valerie remembered John signing up for the military. It then describes a man with a flag and Valerie crying.

1. What is Valerie’s relationship to John?

RA: Valerie is John’s mom because she remembers taking care of him as a child.

* 1. The passage says, “She thought of the day that John signed up for the military.”
  2. In the text it says, “She thought of all the lunches she had packed him and all the nights she tucked him in his bed and warded off the nighttime monsters.
  3. The passage talks about Valerie taking care of John at night.
  4. The passage says, “Her tears wet the letter.”

### Text Evidence: Individual Practice

*Student name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*Read the passage and topic sentences. Choose the text evidence that best supports the answer given in the topic sentence.*

“Tommy!” Mom called out as she walked in the front door. “Tommy,” she continued shouting, “I sure could use some help with these groceries.” There was still no reply. Mom walked into the kitchen to put the grocery bags down on the counter when she noticed shattered glass from the picture window all over the living room floor and a baseball not far from there. “You’re in so much trouble, Tommy!” Mom yelled to herself as she realized that Tommy’s shoes were gone.

1. What happened to the window?

RA: Tommy broke the window because there was shattered glass and a baseball on the floor.

* 1. In the text it says, “she noticed shattered glass from the picture window all over the living room floor.”
  2. The text states, “she noticed shattered glass…all over the living room floor and a baseball not far from there.”
  3. In the passage Tommy is missing but there is glass on the floor and a baseball nearby.
  4. The passage says, “’You’re in so much trouble, Tommy!’”

1. Why did Tommy leave?

RA: Tommy left because he was afraid to get in trouble because he broke the window.

* 1. In the text it says, “she noticed shattered glass from the picture window all over the living room floor.”
  2. The text states, “she noticed shattered glass…all over the living room floor and a baseball not far from there.”
  3. In the passage Tommy is missing, there is glass on the floor and a baseball nearby. The mother then shouts how Tommy is going to be in so much trouble.
  4. The passage says, “’You’re in so much trouble, Tommy!’”

### Text Evidence: Individual Practice Rubric

#### Independent Work

Student name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Directions: After reading the passage and the question, choose which of the following would make the most supportive text-evidence.

|  |  |  |
| --- | --- | --- |
|  | **Yes** | **No** |
| 1. Student read the passage. 2. Student read the question. 3. Student chose best text-evidence. | **\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_** | **\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_** |

#### Turn and Talk

Student name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Directions: Turn to your partner and share which evidence you chose as the most supportive. Explain why you chose that evidence. If you have chosen different evidence than your partner, decide which of you is correct.

|  |  |  |
| --- | --- | --- |
|  | Yes | No |
| 1. Student explains which text-evidence they chose. 2. Student listens to partner’s choice. 3. Student explains their choice. 4. Student listens to partner’s explanation. 5. Discussion is had if choices are different. 6. Consensus is met. | \_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_ |

### Text Evidence: Mini-assessment

*Student Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*Read the passages, questions, and topic sentences. Skim and scan the text for the text evidence that best supports the answer provided in the topic sentence.*

**Passage 1**

Miss Hines left the room. She was not gone for long. She looked at the board when she came back. It was not the same. Who had erased the lesson? Miss Hines looked at her students. Baylee was reading a book. Damon was putting two pencils up his nose. Tia's head was on her desk. Jake was drawing a dragon. The others sat very still. No one would tell Miss Hines who had erased the board. She had a plan. "Who wants to go to recess?" she asked. All the kids raised their hands. Tia's hand had white powder on it. Damon's hand was dirty. Jake had pencil smudges on the side of his hand. Miss Hines knew which one had erased her board.  
 1. Who do you think erased the board?

RA: I think that Tia erased the board because she had white powder on her hand.

**Passage 2**

Not long after the sun came up, Logan ran outside to play. He hopped on his bike and raced around the small house. Then he stopped to rest beside the backyard grill. He saw a small, round shell sitting on the grill. It was a snail shell! He ran in the house to tell his big sister about it. He begged her to come and see it, but she was busy watching cartoons.  
Logan decided to eat some cereal before going back outside to get the shell. When he went outside, he was shocked to find that the shell was gone! Who could have taken it? Did his sister sneak up and steal it? He heard a car drive away. All that was left was a strange, slimy trail down the side of the grill.

1. What do you think happened to the shell?

RA: I think the shell slid away because there was a slimy trail left behind.

### Text Evidence: Mini-assessment Rubric

**Mini-Assessment**

Student name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Directions: After reading the passage find, use, and reference text evidence that specifically supports and elaborates on the answer to the question. (The answer to the question has been provided for you.)

|  |  |  |  |
| --- | --- | --- | --- |
|  | 0 | 1 | 2 |
| Text Evidence | Text evidence does not relate to the answer given. | Text evidence chosen is not the most relevant and specific available within the passage. It does not elaborate on the answer given. | Strong textual evidence is provided. It specifically supports and elaborates on the answer given. |
| Text Reference | There is no reference to the text or evidence of proper text citation. | An attempt at text reference is made but it is done inaccurately. Either the quote is not quoted correctly, reference to passage is not given, or paraphrasing is inaccurate. | Text evidence is accurately references either through direct quote or paraphrasing with reference to section of passage. |
| Grammar and Structure | Very little if any of the response is grammatically correct and/or follows proper sentence structure.  There are numerous spelling errors. | Most of the response is grammatically correct and follows proper sentence structure. There are a few spelling errors. | All portions of the response are grammatically correct and follow proper sentence structure. There are no spelling errors. |

**Comments:**

### Text Evidence: Answer Key

Whole Group Practice:

Passage 1:

1. B
2. B

Passage 2:

1. D
2. B

Independent Practice:

1. B
2. C

Mini-Assessment:

Answers will vary.

# Enabling Objective for Task 7:

Given information from a passage and prior knowledge, ELA students will be able to **explain** how the text evidence both supports and proves the answer given to the open-ended question.

#### Mini-lesson: Explain how text evidence supports answer. E=Explain

1. Display the exemplars you have been referencing during the discussion portion of the lessons. Again these exemplars can come from the pre-test, previous assignments, or even previous years.
2. Ask the students what else they notice about a well written response.
3. Jot the answers down on the board.
4. Review what was done on the *Wallwisher* board.
   1. Again, ask the students what else an exemplar response needs.
5. Jot any further answers down on the board.
6. Come to a consensus as to what still needs to be added to the response and add it to the chart paper.
   1. At this point you should have a basic outline of what goes into a response.
7. Using the chart paper outline:
   1. Label each section of the response using the acronym established by the teachers.
   2. Have the students copy the labeled outline into their notebooks. Provide typed copies for those that require it.

#### Modeling Explanation of text evidence in relation to the answer.

1. Using the work from the previous passage, teacher will model how to explain the text evidence and how it supports the answer given.

#### Mini-Lesson Practice:

1. Whole Group Practice: Students will need a *Responseware* controller in order to participate in mini-lesson practice.
   1. Work done in previous sections has been added to these new worksheets. Distribute worksheets and project onto the Smartboard.
   2. Show multiple explanations. Students will be asked to decide which is the most supportive and informative explanation. Whole class discussion will follow in order to choose the correct explanation.
2. Individual Practice: Using the same passages as the previous sections, students will choose the explanation that best supports and elaborates on the text evidence in relation to the answer given.
   1. Work done in previous sections has been added to these new worksheets. Distribute and project on Smartboard.
   2. Students will share their responses and the class will critique.

#### Independent Practice:

1. Mini-Assessment: Students will turn in responses for assessment.
   1. Re-distribute the responses previous done by the students.
   2. The text evidence chosen by the students will vary. Therefore the materials shown in the guide for this section will only include the passage, question, and topic sentence. In class, you should re-distribute the passages the students used in the last section. This way they will have their individually chosen text evidence to practice with.

#### Remediation and Enrichment:

Based on students’ results from the individual practice and the mini-assessment, students should be put into small groups. Those that show signs of struggling with explaining the text evidence should not be asked to move forward until they grasp the concepts being taught. Those students that show understanding can be moved forward to the next concept with the response. If you choose not to move the students forward until all are ready, enrichment passages for further practice and fluency development can be used as an alternative lesson.

Possible use of the Wallwisher.com interactive boards: This idea can be used for both remediation and enrichment.

Provide the students with a passage.

1. On the wallwisher.com board, place various pieces of text evidence to support an open-ended question posed to the students. Have each student, or group if you wish to have them work collaboratively, place a “sticky note” explaining why their chosen piece of text evidence is the best evidence for support of the question’s answers.

### Explanation of Text Evidence: Passage for Teacher Modeling

*Use this passage to model explaining and supporting the text evidence that best supports the answer to the open-ended question.*

Every day after work Paul took his muddy boots off on the steps of the front porch. Alice would have a fit if the boots made it so far as the welcome mat. He then took off his dusty overalls and threw them into a plastic garbage bag; Alice left a new garbage bag tied to the porch railing for him every morning. On his way in the house, he dropped the garbage bag off at the washing machine and went straight up stairs to the shower as he was instructed. He would eat dinner with her after he was “presentable,” as Alice often said.

1. What type of job does Paul do? Use information from the passage to support your answer.

RA: I think that Paul has the job of farmer because of the clothes that he wears.

C: In the passage it says, “Paul took his muddy boots off…” It also says, “…his dusty overalls…”

1. Using information from the passage, describe the type of person Alice is.

RA: I think that Alice is a controlling because of how she treats Paul.

C: In the passage it states, “He would eat dinner with her after he was ‘presentable’, as Alice often said.”

#### Possible Explanation for Teacher Modeling

*Use this passage to assist with teacher modeling of explanation and supportive detailing*

Every day after work Paul took his muddy boots off on the steps of the front porch. Alice would have a fit if the boots made it so far as the welcome mat. He then took off his dusty overalls and threw them into a plastic garbage bag; Alice left a new garbage bag tied to the porch railing for him every morning. On his way in the house, he dropped the garbage bag off at the washing machine and went straight up stairs to the shower as he was instructed. He would eat dinner with her after he was “presentable,” as Alice often said.

1. What type of job does Paul do? Use information from the passage to support your answer.

RA: I think that Paul has the job of farmer because of the clothes that he wears.

C: In the passage it says, “Paul took his muddy boots off…” It also says, “…his dusty overalls…”

* 1. This makes me think he is a farmer because farmers are known to wear overalls.
  2. This makes me think he is a farmer because farmers wear overalls and are working in the fields which can be dusty and dirty.

1. Using information from the passage, describe the type of person Alice is.

RA: I think that Alice is a controlling because of how she treats Paul.

C: In the passage it states, “He would eat dinner with her after he was ‘presentable’, as Alice often said.”

1. This makes me think that Alice is controlling because Paul has to look good enough by her standards, which means she doesn’t like others to make decisions.
2. This makes me think Alice is controlling because Paul can’t decide if he is presentable enough to go to dinner. He needs to make sure Alice approves which means Alice needs to be in control of the situation.

### Explanation of Text Evidence: Whole Group Practice

**Multiple Choice** *Use these passages in connection with the Responseware software. Provide the multiple choice possibilities. Have the students choose which they feel is the best explanation of the text evidence. Discuss why choices were made.*

Passage #1

It was 98 degrees outside. Derek and his father were running some errands. They had just finished grocery shopping, but had to run into the dry cleaners to pick up a suit. As Derek got out of the car, his father asked him to leave his window open a crack.  
  
1. Why do you think Derek's dad told Derek to leave the window open a bit?

RA: Derek’s dad told Derek to leave the window open because it would get too hot and the groceries would be damaged.

C: In the passage it says that, “It was 98 degrees outside.” It also said “They had just finished grocery shopping…”

1. Since it is hot outside and they just went grocery shopping the groceries could be damaged because of the heat. Depending on what they bought, the 98 degree weather could melt or wilt the food.
2. Groceries don’t do well in hot weather.
3. Hot weather can cause food to spoil.
4. Normally when you go grocery shopping you are buying food. Hot weather can cause cold foods to go warm, which could make them spoil. Hot weather can also cause warm foods to spoil.

|  |  |  |
| --- | --- | --- |
|  |  |  |
| 2.What might happen if Derek and his father take too long in the cleaners?  RA: If Derek and his father take too long in the cleaners the groceries might go bad because it is really hot out.  C: In the passage it says that, “It was 98 degrees outside.” It also said “They had just finished grocery shopping…”   1. Since it is hot outside and they just went grocery shopping the groceries could be damaged because of the heat. Depending on what they bought, the 98 degree weather could melt or wilt the food. 2. Groceries don’t do well in hot weather. 3. Hot weather can cause food to spoil. 4. Normally when you go grocery shopping you are buying food. Hot weather can cause cold foods to go warm, which could make them spoil. Hot weather can also cause warm foods to spoil. |  |  |
|  |  |  |
|  |  |  |

Passage #2

Valerie opened up the letter from the military department. She felt the pit of her stomach drop to the bottom of the earth before she even opened it. She knew it was news about John. As she read the first line, she thought of all the lunches she had packed him and all the nights she tucked him in his bed and warded off the nighttime monsters. The man carrying the flag put his hand on her shoulder. She thought of the day that John signed up for the military. Her tears wet the letter. She stopped reading after the first line.

1. What does the letter say?

RA: The letter says that John has been killed because she is crying and the man has a flag.

C: The text states that, “She thought of the day that John signed up for the military.”

1. This makes me think John has been killed because when you are in the military and you get killed they put a flag over your coffin and the parents get to take it home with them.
2. This makes me think John was killed because when a person from the military is killed in action a letter is sent home explaining it to the family.
3. This makes me think John was killed because she is crying and he is in the military.
4. John was in the military and she is crying so he must be dead or she would be happy.
5. What is Valerie’s relationship to John?

RA: Valerie is John’s mom because she remembers taking care of him as a child.

C: In the text it says, “She thought of all the lunches she had packed him and all the nights she tucked him in his bed and warded off the nighttime monsters.

1. This makes me think she is his mother because moms make lunches for their kids.
2. Valerie is John’s mom because she is taking care of him.
3. This quote shows that Valerie is John’s mom because moms are the ones that take care of you. She showed she was taking care of him because she made sure he had lunch and she made sure he wasn’t scared at night.
4. It is normally your mom that takes care of you when you are a child.

### Explanation of Text Evidence: Individual Practice

*Student name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*Read the passage and topic sentences. Choose the text evidence that best supports the answer given in the topic sentence.*

“Tommy!” Mom called out as she walked in the front door. “Tommy,” she continued shouting, “I sure could use some help with these groceries.” There was still no reply. Mom walked into the kitchen to put the grocery bags down on the counter when she noticed shattered glass from the picture window all over the living room floor and a baseball not far from there. “You’re in so much trouble, Tommy!” Mom yelled to herself as she realized that Tommy’s shoes were gone.

1. What happened to the window?

RA: Tommy broke the window because there was shattered glass and a baseball on the floor.

C: The text states, “she noticed shattered glass…all over the living room floor and a baseball not far from there.”

1. This quote shows that Tommy broke the window because it was his baseball that probably went through the window and that is why glass is everywhere.
2. After she is yelling for Tommy she sees that he isn’t there. Then she sees the broken glass and the baseball. If Tommy didn’t break the window then he wouldn’t have left the glass all over the floor.
3. Tommy was probably playing baseball and it went through the window.
4. You know the window was broken by the baseball. That’s why the baseball is in the middle of the broken glass. You know it was probably Tommy who did it because he isn’t home. He isn’t home because he doesn’t want to get in trouble for breaking the window.
5. Why did Tommy leave?

RA: Tommy left because he was afraid to get in trouble because he broke the window.

C: In the passage Tommy is missing, there is glass on the floor and a baseball nearby. The mother then shouts how Tommy is going to be in so much trouble.

1. Tommy knows that he broke the window and therefore he is going to get in trouble. In order to avoid that, he leaves.
2. This shows that Tommy left to avoid trouble because otherwise he would still be home.
3. It was probably Tommy that broke the window. He doesn’t want to tell his mom so he leaves so she can’t find him.
4. Breaking a window is bad and he left so his mom couldn’t punish him for it.

### Explanation of Text Evidence: Individual Practice Rubric

Student name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Directions: After reading the passage and the question, choose which of the following best explains and supports the text-evidence in relation to the answer.

|  |  |  |
| --- | --- | --- |
|  | **Yes** | **No** |
| 1. Student read the passage. 2. Student read the question. 3. Student chose best explanation. | **\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_** | **\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_** |

### Explanation of Text Evidence: Mini-Assessment

*Student Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*Explain why you chose your text evidence as the most supportive.*

**Passage 1**

Miss Hines left the room. She was not gone for long. She looked at the board when she came back. It was not the same. Who had erased the lesson? Miss Hines looked at her students. Baylee was reading a book. Damon was putting two pencils up his nose. Tia's head was on her desk. Jake was drawing a dragon. The others sat very still. No one would tell Miss Hines who had erased the board. She had a plan. "Who wants to go to recess?" she asked. All the kids raised their hands. Tia's hand had white powder on it. Damon's hand was dirty. Jake had pencil smudges on the side of his hand. Miss Hines knew which one had erased her board.  
 1. Who do you think erased the board?

RA: I think that Tia erased the board because she had white powder on her hand.

**Passage 2**

Not long after the sun came up, Logan ran outside to play. He hopped on his bike and raced around the small house. Then he stopped to rest beside the backyard grill. He saw a small, round shell sitting on the grill. It was a snail shell! He ran in the house to tell his big sister about it. He begged her to come and see it, but she was busy watching cartoons.  
Logan decided to eat some cereal before going back outside to get the shell. When he went outside, he was shocked to find that the shell was gone! Who could have taken it? Did his sister sneak up and steal it? He heard a car drive away. All that was left was a strange, slimy trail down the side of the grill.

1. What do you think happened to the shell?

RA: I think the shell slid away because there was a slimy trail left behind.

### Explanation of Text Evidence: Mini-Assessment Rubric

Student name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Directions: After reading the passage, fully explain how the text evidence, chosen during the previous section, supports and proves the answer to the question

|  |  |  |  |
| --- | --- | --- | --- |
| Explanation | There is no evidence of deep thinking. There is no explanation of how the evidence supports their answer. | Explanation of thinking was present but it is simplistic and/or confusing. | There is strong explanation of thinking that goes beyond the obvious. Explanation shows how the text evidence both supports and proves the answer. |
| Grammar and Structure | Very little if any of the response is grammatically correct and/or follows proper sentence structure.  There are numerous spelling errors. | Most of the response is grammatically correct and follows proper sentence structure. There are a few spelling errors. | All portions of the response are grammatically correct and follow proper sentence structure. There are no spelling errors. |

Comments:

### Explanation of Text Evidence: Answer Key

Whole Group Practice:

Passage 1

1. A or D
2. A or D

Passage 2

1. A
2. C

Independent Practice:

1. D
2. Answer may vary

Mini-Assessment

Answers may vary

# Terminal Objective:

After reading a pre-selected passage, English Language Arts students will write a structured response to an open-ended question that includes the following: a topic sentence; transition words; specific, supportive text evidence with references to where the evidence was attained; and fully elaborated reasoning and explanation of thinking that explains why they came to that answer and how the text evidence supports the answer they provided.

#### Mini-Lesson: Putting it all together. R.A.C.E.S.

1. Teacher should begin the lesson reviewing what has been covered thus far.
2. Review the labeled outline written on the chart paper.
3. Have students review their mini-assessments from the last section and critique whether or not they followed the outline.

#### Modeling the Entire Response:

1. Teacher will model writing an entire open-ended response using a new passage.
2. The teacher should walk the students through each of the components covered thus far.
   1. Making the connection between your modeling and the acronym established previously.

#### Mini-Lesson Practice:

While the students are practicing, the instructor should be circulating the room. The instructor should be offering assistance, asking questions, and checking to make sure all the students are attempting the practice.

1. Partner Practice: Students will be given a passage with an open-ended question. Students will write their own open-ended response.
   1. Students will switch responses with their partners and color code the different components to check and see that they have all components.
2. Individual Practice: Students will be given a passage with an open-ended question. Students will write their own open-ended response.
   1. Using the response, students will color code the different components to check and see that they have all components.

#### Independent Practice:

1. Mini-Assessment: A final passage with question will be given to the students. Students will need to read the passage and use skills taught during the unit to write an effective response.

#### Remediation and Enrichment:

Based on students’ results from the individual practice and the mini-assessment, students should be put into small groups. Those that show signs of struggling with writing an effective response should not be asked to move forward until they grasp the concepts being taught. Those students that show understanding can be moved onto the final assessment. If you choose not to move them forward until all students are ready, enrichment passages for further practice and fluency development can be used as an alternative lesson.

Possible use of the Wallwisher.com interactive boards: This idea can be used for both remediation and enrichment.

1. Form small groups for each of the components of an open-ended response. You can have more than one group for each component. Based on each student’s area of need place students into the groups. The groups will be responsible for providing information for that particular component. Provide the students with a passage and question. Place the question up on the Wallwisher.com board via “sticky note.” Have each group place sticky notes with their section of the response. For example, those students who needed more practice with topic sentences would place a “sticky note” with their topic sentence written on it. Then the students will re-arrange the “sticky notes” to form completed responses to the questions based on the information from the passage.

### Putting it all Together: Passage for Teacher Modeling

|  |  |  |
| --- | --- | --- |
| **A Brief History of Pizza  By Brenda B. Covert** |  |  |

1     Pizza is popular. It's usually round but can be made into other shapes. It's often made with tomato sauce but can be made without. It often has melted cheese; it can be made with none. While often made for dinner, pizzas can also be made for breakfast or dessert.  
   
2     Pizza may have begun as food for Italy's poor. They took flat bread and topped it with olive oil, tomatoes, and cheese. In 1889, a pizza was made that was fit for a king! It was made using items in the colors of the Italian flag. Tomatoes made red, the cheese was white, and fresh basil added some green. An Italian baker made this pizza for the king and queen of Italy. Pizza wasn't just for peasants anymore!  
   
3     Italian immigrants brought pizza to America. This happened during the late 1800s. Pizza gained fans outside the Italian community after WWII. Soldiers had tasted it in Italy. They brought home a craving for more. In 1948, a boxed mix appeared in grocery stores. People could buy Roman pizza mix and make their own pizzas. Pizza restaurants sprang up across the land. Pizza delivery got its start in 1960. America's love for pizza continued to grow. Now there are even taco pizzas and barbecue pizzas!  
   
4     On average, Americans eat 23 pounds of pizza per person each year. In October 2008, Joey Chestnut won $5,000 in a pizza-eating contest. This 24-year-old man ate 45 slices in just 10 minutes! Pepperoni pizza is the pizza of choice for the average 10-year-old. What do you like on your pizza?

**Why do you think Italian immigrants brought pizza to America?**

#### Possible Thinking Points for Teacher Modeling

|  |  |  |
| --- | --- | --- |
| **A Brief History of Pizza  By Brenda B. Covert** |  |  |

1     Pizza is popular. It's usually round but can be made into other shapes. It's often made with tomato sauce but can be made without. It often has melted cheese; it can be made with none. While often made for dinner, pizzas can also be made for breakfast or dessert.  
   
2     Pizza may have begun as food for Italy's poor. They took flat bread and topped it with olive oil, tomatoes, and cheese. In 1889, a pizza was made that was fit for a king! It was made using items in the colors of the Italian flag. Tomatoes made red, the cheese was white, and fresh basil added some green. An Italian baker made this pizza for the king and queen of Italy. Pizza wasn't just for peasants anymore!  
   
3     Italian immigrants brought pizza to America. This happened during the late 1800s. Pizza gained fans outside the Italian community after WWII. Soldiers had tasted it in Italy. They brought home a craving for more. In 1948, a boxed mix appeared in grocery stores. People could buy Roman pizza mix and make their own pizzas. Pizza restaurants sprang up across the land. Pizza delivery got its start in 1960. America's love for pizza continued to grow. Now there are even taco pizzas and barbecue pizzas!  
   
4     On average, Americans eat 23 pounds of pizza per person each year. In October 2008, Joey Chestnut won $5,000 in a pizza-eating contest. This 24-year-old man ate 45 slices in just 10 minutes! Pepperoni pizza is the pizza of choice for the average 10-year-old. What do you like on your pizza?

**Why do you think Italian immigrants brought pizza to America?**

* Maybe because the immigrants didn’t have a lot of money and they needed something cheap to make. “Pizza may have begun as food for Italy’s poor.”
* Maybe it reminded them of home. “! It was made using items in the colors of the Italian flag. Tomatoes made red, the cheese was white, and fresh basil added some green.
* Maybe because the soldiers that came back from Italy wanted it, so the immigrants made it for them. “Soldiers had tasted it in Italy. They brought home a craving for more.”

### Putting it all Together: Partner Practice

|  |  |  |
| --- | --- | --- |
| **Pearl Harbor: Before the Mayhem  By Erin Horner** |  |  |

1     The 1930s were turbulent years. Under Adolf Hitler's leadership, Germany was waging war on Europe. In Asia, Japan was at war with China. The United States was not a part of either conflict. The battles in Europe and Asia were not directly related, but they were connected. Germany and Japan made each other a promise. They vowed not to fight one another. They also signed a pact and agreed to help each other when possible.   
2     Japan's ultimate goal was to conquer large areas of Asia. Their fight with China was just the beginning. They wanted to take control of colonies that France, Holland, and Britain possessed. These countries were too busy fighting in Europe to focus on all that the Japanese had planned. The United States, however, could keep an eye on Japan's military movements. It had a military base in the Philippines. It also had the giant Pacific Fleet at Pearl Harbor in Hawaii. These bases made it possible for the U.S. to intervene should the Japanese try to conquer any European colonies. In essence, the United States stood in the way of Japan's ultimate goal.   
3     As the war waged on, Japan needed more and more material goods. The Japanese wanted access to other Asian areas so they could retrieve the minerals and other things they needed. The nations were at odds with one another. Japanese and American leaders tried to compromise. They spent months negotiating. Their goal was to find a solution that both countries could agree on. Through much of 1941, Japanese ambassadors in Washington, D.C., negotiated for peace. They met with American leaders. The two countries did not reach an agreement, but many hoped they were close. The Japanese were actually *very* close, but not close to making a deal. They were close to an attack. On December 7, 1941, Japanese bombers attacked Pearl Harbor. They destroyed much of the Pacific Fleet and killed more than two thousand people. Japan hoped this sneak attack would convince America to stay out of the Asian conflict. They couldn't have been more wrong. After the attack at Pearl Harbor, America declared war against Japan. The nation entered, and with the help of its allies, eventually won, World War II.  
  
  Why didn't America and its allies want Japan to have access to other European run colonies in Asia?

### Putting it all Together: Partner Practice Rubric

#### Student Edit

Student name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Directions: Label your partner’s open-ended response. Red=topic sentence, Green=text evidence, Blue=explanation.

Critique the response by answering the following questions. Provide a brief explanation for those questions that score a no.

|  |  |  |
| --- | --- | --- |
|  | Yes | No |
| 1. Student had rewritten topic sentence with “because statement. 2. Student had properly referenced text-evidence. 3. Student provided elaborative explanation and support. | \_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_ |

**Comments:**

### Putting it all Together: Individual Practice

|  |  |  |
| --- | --- | --- |
| **Anne Frank: Life at Auschwitz  By Erin Horner** |  |  |

1     On September 3, 1944, Anne Frank and her family boarded a train that was bound for Auschwitz. Auschwitz was the largest killing center in all of the territory that was controlled the Nazis. For three days and three nights the freight train chugged along, carrying 1,019 frightened passengers. Each train car was overly crowded. No one was able to lie down during the journey; they stood or sat on the scratchy straw-lined floor instead.  
   
2     When they arrived at Auschwitz, the men and women were immediately separated from each other and sent to different sections. Those strong enough were forced to hike for more than an hour to their respective areas. More than half of the train passengers were too old, too weak, or too young to make the long walk. A truck arrived to transport them. These men, women, and children were not driven to the different barracks. They were instead taken directly to the gas chamber and killed.  
   
3     Life at Auschwitz was cruel and harsh. All of the prisoners' heads were shaved. The Nazis also tattooed numbers on the left forearms of the prisoners. These became their new identities. The residents were no longer called by name, only by number. The prisoners at Auschwitz tried to survive on very little food. In the morning, guards handed out one piece of bread and one cup of coffee. This had to be shared among five people!  
   
4     Anne, her mother, and her sister lived with more than 1,000 other women in Women's Block 29. The barrack had no heat or ventilation. With no bathrooms, only buckets, the barrack reeked with a terrible stench. Once each week the inmates were allowed to shower. Their efforts, however, were somewhat futile as they were given only a little water and no soap. After leaving the shower, the prisoners were sprayed with a chemical powder designed to kill lice.  
   
5     Anne Frank's mother, Edith, died at Auschwitz on January 6, 1945. Anne and her sister Margot survived this camp's harsh horror but were sent to yet another concentration camp, where they, too, would die.

**How do you think Anne Frank felt when she first walked into Women's Block 29?**

### Putting it all Together: Individual Practice Rubric

#### Color Code Individual Practice

Student name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Directions: Using your independent practice, color code each section. Red=topic sentence, Green=text evidence, Blue=explanation.

|  |  |  |
| --- | --- | --- |
|  | Yes | No |
| 1. Student had rewritten topic sentence with “because statement. 2. Student had properly referenced text-evidence. 3. Student provided elaborative explanation and support. | \_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_ |

**Comments:**

### Putting it all Together: Mini-Assessment

|  |  |  |
| --- | --- | --- |
| **9/11 Hero: Father Mychal Judge  By Joyce Furstenau** |  |  |

1     If you were asked what you what you wanted for Christmas, how long would your list be? When asked what he wanted for Christmas, Mychal Judge replied, "Nothing! Absolutely nothing! I have everything in the world."  
   
2     Mychal Judge was born in the midst of the Great Depression in Brooklyn, New York, on May 11, 1933. He was only the son of two Irish immigrants. He watched his father die from an extended illness at the age of six. He shined shoes at the nearby railroad station to help his mother put food on the table. By the time he was twenty-one, he felt called to become a priest and joined the Franciscan Order. He served as pastor of both St. Joseph and Rochelle Park Church in New Jersey after he was ordained.  
   
3     Perhaps as a result of the difficulties he experienced as a young child, he had great compassion for those who were suffering. He treated everyone he met like a member of his family. He remembered special days in people's lives and sent notes of encouragement to them. Through the years, he provided comfort to many families who lost loved ones. His wise counsel brought comfort to those who were grieving. When people needed encouragement, he asked their permission to touch them, and then he prayed for a blessing upon them.  
   
4     It was during his time in New Jersey that he developed a love for firefighters and the job they performed. He spent many hours volunteering for the fire department in his free time. He was appointed chaplain of the Fire Department of New York City in 1992.  
   
5     When Father Judge was told on September 11, 2001, that hijacked jets had hit the New York World Trade Center, like all other firefighters, he rushed to the site. The New York mayor, Rudolph Giuliani, asked Father Judge to pray for the city as they met on the street in front of the Twin Towers. Father Judge rushed to the many victims of the blast to pray with them and administer last rites.  
   
6     He worked his way to the lobby of the Word Trade Center North Tower where a command post had been set up. Shortly after he entered the North Tower, the South Tower collapsed, shooting debris into the North Tower lobby. The collapse killed many inside the North Tower. He was giving a firefighter his last rites when the debris struck him in the head, instantly killing Father Mychal.  
   
7     A New York City policeman and four New York City firefighters carried Father Mychal's body in their arms out of the rubble and placed his body in a nearby church. His body was taken up the center aisle of the church and covered with a sheet. On the sheet, they placed his priest's stole and his fire badge. It was reported that each of them knelt down and thanked God before they rushed back to their work.  
   
8     A photographer captured the image of these emergency responders carrying their fallen spiritual leader. The photo was given international attention and called the "American Pieta." (Pieta is an Italian for the word compassion. It is the name for a famous marble sculpture created by Michelangelo showing the body of Jesus on the lap of his mother, Mary.)  
   
9     Father Judge's body was labeled "Victim 0001" and was recognized as the first official casualty of the September 11th attacks. Several dignitaries, including former President Bill Clinton, attended his funeral. There were also homeless people in attendance. One homeless person said of Father Judge, "The priest didn't hide in the sanctuary, he brought the sanctuary out to us."  
   
10     His closest friend, Father Michael Duffy, quoted this scripture from John 15:13 at his funeral, "Greater love than this no man hath than to lay down his life for his friends."  
   
11     Thousands of people lost their lives on September 11, 2001. Many of those were firefighters and paramedics on their way to help the victims of the terrorist attack. There were many other people like Father Judge who lost their lives trying to save someone. Certainly Father Mychal Judge can be counted among the many heroes of that day.

**What type of person was Father Mychal Judge? Use information from the text to support your answer.**

### Putting it all Together: Mini-Assessment Rubric

**Student Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Directions for Open-Ended Responses:** After reading the passage, write a structured and effective response to each of the open-ended questions. Answers should include specific, supportive text evidence, fully elaborated reasoning and explanation of thinking. Grammar, spelling, and sentence structure should following grade level rules.

|  |  |  |  |
| --- | --- | --- | --- |
|  | 0 | 1 | 2 |
| Topic Sentence | The question is not restated and /or the answer is incorrect. | Either doesn’t restate the question correctly or answer is not the most accurate answer. | It restates the question and provides a deep meaningful answer that is accurate for the question. |
| Text Evidence | Text support does not relate to the answer given. | Text evidence chosen is not the most relevant and specific available within the passage. It does not elaborate on the answer given. | Strong textual evidence is provided. It specifically supports and elaborates on the answer given. |
| Text Reference | There is no reference to the text or evidence of proper text citation. | An attempt at text reference is made but it is done inaccurately. Either the quote is not quoted correctly, reference to passage is not given or paraphrasing is inaccurate. | Text evidence is accurately references either through direct quote or paraphrasing with reference to section of passage. |
| Explanation | There is no evidence of deep thinking. There is no explanation of how the evidence supports their answer. | Explanation of thinking was present but it is simplistic and/or confusing. | There is strong explanation of thinking that goes beyond the obvious. Explanation shows how the text evidence both supports and proves the answer. |
| Grammar and Structure | Very little if any of the response is grammatically correct and/or follows proper sentence structure. There are numerous spelling errors. | Most of the response is grammatically correct and follows proper sentence structure. There are a few spelling errors. | All portions of the response are grammatically correct and follow proper sentence structure. There are no spelling errors. |

Comments:

# Instructional Goal:

After reading a passage, 5th grade English Language Arts students will write a structured and effective response to an open-ended question, which will include specific, supportive text evidence, fully elaborated reasons and explanations of thinking.

### Post Test:

1. Two passages, each with two open-ended responses will be given to the students. Student will need to read and answer the questions. There will be one fiction and one non-fiction passage. The post test will provide data for the teacher to know which students need additional work on which skill and area in open-ended responses. And by having the students respond to both fiction and non-fiction, the teacher will be provided data showing which genre needs to be covered in future lessons and units. A Post-test rubric is available for assessment of this task.

### Post Test

#### Passage 1

|  |  |  |
| --- | --- | --- |
| **A Christmas Truce  By Jane Runyon** |  |  |

1     Its quiet out there. Some might say it is too quiet. For months now, the sound of rifle fire and artillery shells has become the usual noise in my head. Now, there is quiet. Every once in a while I can hear the voices of men lifted in song. Then those sounds are carried away on the wind. My brain is straining to understand what is happening. It doesn't seem real. It doesn't seem right. Then again, why should it? Nothing in my life the last few months has seemed real.  
   
2     Let me introduce myself. My name is Charles Whittingham. I am a soldier in this war some call the World War. My unit is the Royal Welch Fusiliers, which is part of the British Army. I live and work in a **trench** on the western front of the war. This trench is nothing but dirt and a few pieces of wood used to keep the dirt from falling in on us. It is cold. It is always damp. When the rains come, we stand in mud past our ankles for days. It is almost 7:30 in the evening of Christmas Eve 1914. It is my turn on **watch**. We are very close to our German enemy. Sometimes we are as close as thirty yards across No Man's Land. No Man's Land is the name given to the area between the two armies. No one is supposed to set foot in this area or he will take the risk of being killed on sight. I am to watch this area tonight to make sure the Germans don't try to sneak up on our camp.  
   
3     Rumors have been spreading all day. Some of the men are saying that the Germans are asking for a **truce** to celebrate the holiday. A truce would mean that there would be no fighting or killing on this holiest of days. Can we believe these rumors? Our commanding officers are snug and warm in a **chateau** more than twenty-seven miles from here. They have sent orders to keep fighting. They want us to ignore any offers by the enemy to cease fire. They say it is all a trick to catch us offguard.  
   
4     During my watch, my friend John comes to talk. He says our captain has accepted food from the Germans across the way. He says it is their way of asking us to join them in a celebration of the day to come, Christmas Day. They want to share some time of peace as much as we do. What are we to do? Our commanders want us to fight. Our enemy doesn't want to fight. My captain seems to be just as confused as I am.  
   
5     The quiet tells me that the decision has been made by the men doing the fighting. As the night goes on, I hear more singing. I see candles on the German **parapets**. Is that a Christmas tree I see? Then I see the shadowy figures of two German soldiers. They have a cake that they want to share. Two men from my unit pick up boxes of cookies they have received from home. They all move to a point in the middle of No Man's Land. They meet there and exchange holiday greetings. I see them sharing cigarettes that had been a gift from home. The light of the matches makes a brief glow showing the mud-splattered faces aching to smile. I hesitate and then make my decision. Peace is stronger than hatred.  
   
6     I pick up my Princess Mary box and head out with the other men. The British government sent us metal boxes filled with chocolates, butterscotch, and cigarettes. The boxes contain a picture of King George V's daughter, Princess Mary, and a Christmas greeting from the king. With these treasures in hand, I head toward my enemy. When we meet, we are both unsure of what to do. We exchange nods and a small smile. I offer the man facing me the cigarettes from my box. He offers me a fine meerschaum pipe from his home. We don't know how to speak to each other, but we shake hands and light each other's new gifts. We notice that more and more of our companies are joining the celebration. We may not know the words, but when the Germans begin singing "Stille Nachte," we recognize the tune and join them in singing "Silent Night."  
   
7     The truce lasts through the night and all through the next day. Singing, laughter, and even a jolly game of soccer can be enjoyed by all around. As night begins to fall on Christmas Day, sadness begins to descend on the men from both sides. We know the peace cannot last. As dawn begins to break the next day, both British and German soldiers have retreated to their own sides. In a few more hours, the bullets and shells will begin to fly again. The quiet will be broken. The fighting will begin. But for a few short hours, the soldiers of the war showed the leaders that peace could be achieved. Will they listen?

**What were fighting conditions like during World War I?**

#### Passage 2:

|  |  |  |
| --- | --- | --- |
| **Silent Night: The Christmas Truce of World War I  By Joyce Furstenau** |  |  |

1     *Caption: British and German soldiers meet in No Man's Land during the unofficial Christmas Truce.*  
   
2     World War I, also called The Great War, was one of the deadliest wars in history. The Allies included the United Kingdom, France, the Russian Empire, New Zealand, Belgium, Serbia, Canada, Australia, Italy, Romania, and the United States. The Central Powers included the countries of Germany and Austria-Hungary.  
   
3     The fighting began in earnest in August of 1914. It started with the invasion of a German colony called Togoland in West Africa by French and British troops. For most of World War I, Allied and German Forces were at a stalemate in trench warfare all along the Western Front with the exception of Christmas in 1914.  
   
4     Many of the soldiers in these trenches fought within thirty yards of their enemies. The area between them was called "No Man's Land." The Christmas season arrived amid heavy fighting. Imagine the amazement of the British troops lying in cold trenches on the front line when they heard in the distance a chorus of German soldiers singing *Stille Nacht* (Silent Night).  
   
5     Each side had already received their Christmas gifts from home. The Allied forces received packages that included chocolates, tobacco, and notes from home. Among the gifts German troops received were Christmas trees. The trees were called tannenbaums in German. Small candles to light were included. German soldiers lit the candles on Christmas Eve. They set some of their trees upon the ledges of their trenches and began singing.  
   
6     British troops recognized the tune and soon joined in. Slowly and cautiously, both sides began to peer over their trenches. A *British Daily Telegraph* correspondent wrote that someone from the German line slipped a chocolate cake into one of the British trenches. Even more amazing, included with the cake was a message asking for a truce for the evening and on Christmas Day. *(A truce is a suspension of fighting for a certain period of time agreed upon by both sides in a war.)* The note supposedly read, YOU NO FIGHT, WE NO FIGHT. Both sides wanted to celebrate Christmas, and so it was agreed.  
   
7     Small acts of trust began with holiday greetings shouted back and forth up and down the trenches. As the sun rose on Christmas morning, Christmas rations were tossed back and forth across enemy lines. Christmas gifts were also shared as men from both sides exchanged plugs of tobacco, buttons, and chocolate. Songs were sung, and we are told that one German soldier even put on a juggling act in the center of No Man's Land. One group even played a game of soccer on Christmas Day.  
   
8     The informal celebration by the soldiers was a direct contradiction of orders. Some of the officers simply "looked the other way," while others were very upset at this "fraternization with the enemy." A German soldier named Kurt Zehmisch recorded this note in his diary: *"Thus Christmas, the celebration of Love, managed to bring mortal enemies together as friends for a time."*  
   
9     In some areas, the truce was in place until after New Year's Day. In others, the fighting resumed the next day, as if the Christmas Truce had never been.  
   
10     The story of the Christmas Truce has been translated into songs, books and movies many times over. On November 11, 2008, the first official Truce memorial was unveiled in Frelinghien, France. This was the actual site of one Christmas Truce soccer game in 1914. The Christmas Truce is considered one of the most unusual events in all of human history.  
  
**The Christmas Truce of World War I has been called one of the most unusual human events in all of history. Why do you think this is so?**

### Post Test Rubric

#### Post-Test Assessment Rubric

**Student Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Directions for Open-Ended Responses:** After reading the passage, write a structured and effective response to each of the open-ended questions. Answers should include specific, supportive text evidence, fully elaborated reasoning and explanation of thinking. Grammar, spelling, and sentence structure should following grade level rules.

|  |  |  |  |
| --- | --- | --- | --- |
|  | 0 | 1 | 2 |
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| Grammar and Structure | Very little if any of the response is grammatically correct and/or follows proper sentence structure. There are numerous spelling errors. | Most of the response is grammatically correct and follows proper sentence structure. There are a few spelling errors. | All portions of the response are grammatically correct and follow proper sentence structure. There are no spelling errors. |

**Comments:**

# Lesson Evaluation Survey

The lesson evaluation survey will be handed out to the students once the class has received instruction in all aspects of the open-ended response structure. The results will be used when continuing with follow up activities. What worked well will be used again and what did not work well will be either refined according to the comments or redesigned to better suit the learners.

### Lesson Evaluation Survey

**Assessment of Instruction**

Directions: Your input regarding the instruction on open-ended responses will help us to make the project more effective and informative for other students. Please answer each of the following questions. An area for additional comments is also available for you to expand on your answers. Thank you for your help.

**Student Questionnaire:**  **Strongly Agree Strongly**

**Disagree Agree**

1. The overall expectation for an open-ended response is grade appropriate. 1 2 3 4 5
2. The passages I had to read were on my reading level. 1 2 3 4 5
3. The instructional methods used kept my attention. 1 2 3 4 5
   1. PowerPoint Presentation 1 2 3 4 5
   2. Smart Board Interactive 1 2 3 4 5
   3. Student Turn & Talk 1 2 3 4 5
   4. Color Coding Response Sections 1 2 3 4 5
   5. Mix and Match Sections 1 2 3 4 5
   6. Teacher Modeling 1 2 3 4 5
   7. Student Edits 1 2 3 4 5
4. The instructional materials were clear and easy to follow. 1 2 3 4 5
5. I was given an appropriate amount of time to read and respond. 1 2 3 4 5

Additional Comments:

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