



Reading Coaches Meeting November 2013

Department of Language Arts/Reading

**Writing to Source/
Analytical Writing**

Write About Reading • Analytical Writing

Presenting important information in writing helps students understand a text more deeply. Writing about reading includes many types of meaningful writing tasks:

- taking notes while reading
- responding to text-dependent questions
- writing a summary
- writing an extended response
- comparing and contrasting texts

**Write About
Reading**

In ***Reading Wonders***, as in the Common Core Standards, students are expected to write more structured analytical responses that require them to communicate an argument to support a particular opinion and to provide information to explain an idea. Students must use the details of what is explicitly stated in the text to make valid claims and inferences that support their arguments or explanations.

**Analytical
Writing**

Grade(s)	Focus	Key Techniques/ Methods
Kindergarten	Develop understanding of what writing is. Connect sounds to letters to write words and express simple ideas. Learn the difference between a letter, a word, and a sentence.	Shared Writing Interactive Writing Independent Writing Phonics and Dictation Sentence Starters/Frames
Grade 1	Connect sounds to spellings. Write complete sentences. Write About Reading Focus on writing brief narrative, informational, and opinion pieces.	Shared and Interactive Writing Independent Writing Phonics and Dictation Sentence Frames/Starters
Grade 2	Write complete sentences. Write About Reading Write simple paragraphs. Focus on writing narratives, informational/expository and opinion text.	Phonics and Dictation Sentence and Paragraph Frames Writing Process
Upper Elementary (Grades 3–6)	Write strong paragraphs and simple multiple-paragraph compositions. Review skills (strong sentences; simple paragraphs; basic grammar, usage, and mechanics skills). Write About Reading (Analytical Writing) Focus on writing narratives, informational/expository pieces, opinion texts, and research papers.	Write About Reading (Analytical Writing) <ul style="list-style-type: none"> ● taking notes ● citing relevant text evidence ● synthesizing ideas Writing Process

MIAMI-DADE COUNTY PUBLIC SCHOOLS
District Pacing Guide

Grade Level or Course Title: Grade 5

STRAND/BODY OF KNOWLEDGE: Language Arts/Reading/ESOL/ETO: Priority Skill and Objective

Unit 3: Reading/Writing Workshop- A Reluctant Traveler

Paired Text – *Where Did That Come From?*

Date		
Week(s)	Days	12/02/13 – 12/06/13
16	5	

COMMON CORE STATE STANDARDS (NGSS)	MCGRAW HILL INSTRUCTIONAL FOCUS	OBJECTIVES	INSTRUCTIONAL TOOLS
<p>Introduce the Concept: LACC.5.SL.1.1.c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>Listening Comprehension: LACC.5.SL.1.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>Vocabulary: LACC.5.L.3.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). LACC.5.L.3.4.a Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>Shared Reading: Comprehension Strategy: LACC.5.RL.1.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>Comprehension Skill: LACC.5.RL.1.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. LACC.5.RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.</p>	<p>Essential Question <i>What can learning about different cultures teach us?</i></p> <p>Priority Skill: Theme</p> <p>Prose Constructed Response Performance Task Question: Integrate Ideas: <i>After reading "A Reluctant Traveler" and "Where Did That Come From?"; reflect on how other cultures have influenced Paul and American life? Cite evidence from the both text in your answer.</i> <small>(This task is modeled after the sample performance task for CCSS.5.RL.5 in CCSS Appendix B)</small></p> <p>Focus: RWW Genre: Realistic Literature - tells about characters, settings, and events that are like people, places, and events in real life - details reflect life in modern times - includes descriptive details that help the reader experience the story through the senses - includes real sounding dialogue</p> <p>Paired Text- Expository - gives examples, details, explanations about a topic - often includes text features</p>	<p>For literary and/or informational text, the student will:</p> <ul style="list-style-type: none"> Understand the Essential Question through collaborative conversations. Read the Reading/Writing Workshop Text independently FIRST to determine what the author has to say. Use the define/example/ask routine with academic and domain specific vocabulary. Reread the text using the close analytic read procedure focusing on vocabulary (context) and syntax (ACT). Explain and apply the various context clues. Reread Reading/Writing Workshop (realistic fiction with persuasive undertones) to find evidence of the genre as well as author's purpose: characters, settings, and events, elements of persuasion and text features. Reread Reading/Writing Workshop text using the close analytic read procedure focusing on text evidence of the theme based on what the characters say and do to complete the graphic organizer. Use a thesaurus to reference words and their antonyms and synonyms. 	<p>Core Text Book: McGraw Hill: <i>TE pages: T2-T65 (Go Digital)</i></p> <p>Reading/Writing Workshop- <i>Reluctant Traveler</i> Paired Text- <i>Where Did That Come From?</i></p> <p>Vocabulary: Go Digital Visual Glossary Visual Vocabulary Cards</p> <p>Graphic Organizers Go Digital- <i>Genre Charts</i> <i>Think Clouds</i> <i>Detail/Author Point of View</i> <i>Two Column Notes</i> <i>Author's Toolbox for Bringing a Character to Life</i> <i>Theme Graphic Organizer</i> Language Arts/Reading Website</p> <p>Technology: Imagine Learning SuccessMaker FCAT Explorer www.ConnectEd.McGraw-Hill.com (Go Digital Resources)</p>

Comprehension Skill (Priority Skill): Theme

- The overall idea or message about life the author wants the reader to know.**
- The theme is not stated, but you can find it by thinking about what characters say and do, and what happens to them.**
- In a narrative, it is the lesson learned by the main character.**

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Essential Question

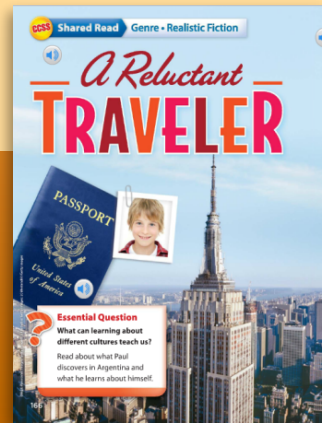
○ What can learning about different cultures teach us?



Unit 3 Week 1

Performance Task Question

- After reading “A Reluctant Traveler” and “Where Did That Come From?”, reflect on how other cultures have influenced Paul and life in America? Cite evidence from both texts in your answer.



Difference between Essential Question and Performance Task

Essential Question

– Asks a question for the purpose of a deep understanding of the “Big Idea”.

It guides and focuses your thinking!!

- What can learning about different cultures teach us?
 - BIG IDEA – Cultures
 - (Cultures teach us about different things)

Performance Task Question

– The written demonstration of the deep understanding of the “BIG IDEA” using text evidence from your readings.

- After reading “A Reluctant Traveler” and “Where Did That Come From?”, reflect on how other cultures have influenced Paul and life in America? Cite evidence from both texts in your answer.

A Reluctant TRAVELER



Essential Question

What can learning about different cultures teach us?

Read about what Paul discovers in Argentina and what he learns about himself.

Compare Texts

Read about how other cultures have influenced our way of life.



Let's Read the Texts!

Where Did That Come From?

...from places around the world have come to live in the United States. They have formed diverse customs and shared traditions, languages, ideas, and activities. Over time, these kinds of **cultural** exchanges have contributed to our American culture.

From Bite...

Food is one of the most common ways people have shared across cultures. Dishes we think of as American have in fact come from all over the world. Hamburgers were crafted by German immigrants. Macaroni was rolled out by Italians. Apple pie was first served not in America but England.

Reading/Writing Workshop

Anthology Paired Selection

Navigating Students Towards the Right Direction.... Will Get Them to The Desired Destination!!



Part A

- 1 Which of the following is the major theme of this passage?
- Ⓐ Most bread contains flour and water.
 - Ⓑ A successful project needs parents' help.
 - Ⓒ A bake sale featuring bread will always be a success.
 - Ⓓ People from different countries have things in common.

Part B

- 5 Which paragraph best supports the major theme in the passage?
- Ⓐ Sophia said, "This is an important project, and our project has a better chance to succeed if we choose a good location."
 - Ⓑ Ms. Cross's fifth-grade class was planning a bake sale to make money for new equipment for the school grounds. Maia said, "Let's all bring some cookies to sell."
 - Ⓒ The bake sale was a huge success! The breads sold quickly, and the class made \$370 for new equipment. Ms. Cross observed that bread is an important part of cultures around the world.
 - Ⓓ Juan suggested setting up a table in front of the big grocery store near the school. The class started making plans. Because there would be customers, everyone could work a one-hour shift as a salesperson.

Keeping the End in Mind! How will the "Priority Skill" be assessed?

- 8 Why does the passage refer to such things as focaccia, chapatti, challah, and scones?
- Ⓕ to show why the students needed help
 - Ⓖ to indicate why the project was successful
 - Ⓗ to point out the variety of breads the students brought
 - Ⓘ to show the different languages the students use at home

- 10 Read this sentence from the passage.
- Ms. Cross observed that bread is an important part of cultures around the world.**
- How does this sentence support the theme?
- Ⓕ It explains how the students got help.
 - Ⓖ It summarizes what the class learned.
 - Ⓗ It shows why Ms. Cross helped the students.
 - Ⓘ It emphasizes that different cultures share a love of bread.

Part A

- 11 What is the theme of this passage?
- A Tokyo is the best city in the world.
 - B It is a long way from San Francisco to Tokyo.
 - C Sometimes we have to try something new to enjoy it.
 - D Many things in Japan are different from what an American is used to.

Part B

- 14 Which text evidence best supports the theme of the passage?
- F Everyone ordered sushi, a small, tasty food and a delicacy.
 - G When it was time to return to America, Todd did not want to leave.
 - H First of all, they arrived early and had to sit in the airport for two hours before the flight.
 - I Todd liked the rice and grilled tuna, but he didn't care for the cake of soybeans called tofu.

Second Cold Read



- 16 Read this sentence from the passage.
- Maybe this trip would not be boring after all.**
- How does this sentence support the theme?
- F It tells about the flight to Tokyo.
 - G It explains that it was time to return home.
 - H It shows that Todd enjoys having a good time.
 - I It shows that Todd is changing his mind about the trip.
- 20 Which of the following is most supportive of the theme of the passage?
- F how long the trip to Japan is
 - G Todd's new, enjoyable experiences
 - H Obaasan's efforts to show her affection
 - I the differences between Japan and America

Integrate Ideas – **Text to Text** (Connection to the Essential Question)

	A Reluctant Traveler <i>How have other cultures influences Paul?</i>	Where Did That Come From? <i>How have other cultures influences life in America?</i>	Conclusions
<p style="text-align: center;">Learned About Ourselves from Other Cultures</p>			

Can be filled out throughout the week.



Reading/Writing Workshop



Paired Text

Analytical Writing Road Map



- Go through the TE and identify all the activities on a daily basis that will guide the students, toward their final destination.

Effective Analytical Writing!!

Day 1

Introducing the Concept

Talk About It



What can learning about other cultures teach us?

Dancing part of many cultures

Learn to appreciate different cultures through dance

Cultural Exchange

Dancing is a way to express cultural belief and customs

Dance wearing Traditional clothing

Essential Question
What can learning about different cultures teach us?
Go Digital!



MOVING TO A NEW BEAT

Wherever I travel in the world, I enjoy meeting new people, trying different foods, and learning about the customs of each new place.

- ▶ One of my favorite things to share with others is African dance. People always become joyful when they move together to music.
- ▶ When I gain an appreciation of the music and dances of other cultures, I feel joyful, too!

Talk About It

Write words you have learned about cultural exchanges. Then talk about one thing you have learned from another culture.



Wherever I travel in the world, I enjoy meeting new people, trying different foods, and learning about the customs of each new place.

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Talk About It

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Day 2

Evidence of Realistic Fiction Dialogue...This is what you should be listening for during Collaborative Conversations

**Ask:
Is this a conversation that you would have with your mom?**

spices and flavors were familiar to Paul.

“Mom, I had something like this at Cesar’s house,” Paul said, after biting into an empanada. “This is really good.”

The dialogue reveals that the character is starting to change his mind about his travel to Buenos Aires. He is starting to make a connection to something he is familiar with.

CCSS Genre **Literature**

Realistic Fiction

The selection “A Reluctant Traveler” is realistic fiction.

Realistic fiction:

- Tells about characters and events that resemble people and events in real life
- Happens in a setting that is real or seems real
- Includes dialogue and descriptive details

Find Text Evidence

I can tell that “A Reluctant Traveler” is realistic fiction. Paul and his parents travel from New York City to Buenos Aires, which are both real places. Visiting relatives and sightseeing are details that could happen in real life, and the dialogue shows what real people might say.

page 167

Dialogue Dialogue is the exact words the characters say. Dialogue

COLLABORATE

Your Turn

Read aloud a line of dialogue in “A Reluctant Traveler.” How is the dialogue realistic? What does the line reveal about the character?

Day 2

- **Eating of the Empanada**
 - **Effect:**
 - **Enjoyed it and his mood is changing.**
 - **More receptive**
 - **Commonality / Familiarity**
- **Saw a group of people dancing the “Tango”**
- **Effect:**
- **Breakdancing in NY**
 - **Commonality / Familiarity**

CCSS

Comprehension Strategy



Summarize

When you summarize a story, you tell the important events and details in your own words. This helps you remember what you have read. You can summarize a story after you've finished it, or summarize parts of a story while you are reading it.



Find Text Evidence

You can check your understanding of the opening of “A Reluctant Traveler” on page 167 by summarizing the important events and details.

page 167

“I think packing winter clothes in August is weird,” Paul said, looking from his bedroom window onto West 90th Street. This wasn’t going to be a fun vacation. He was sure of it.

His mom **contradicted**, “It’s not weird, honey. Argentina’s in the Southern hemisphere, and we’re in the Northern hemisphere, so the seasons are opposite.” To Paul, this was just another reason to want to stay in New York City. Paul wanted to spend the rest of his summer break hanging out with his friends, and not with Aunt Lila and Uncle Art in a faraway country.

Paul’s parents, Mr. and Mrs. Gorski, were teachers, and this was a chance they couldn’t pass up. Their apartment had been covered

a city already. Why were they going to Buenos Aires?

As the story begins, Paul and his mom, who live in New York City, are packing to go on a family vacation in Buenos Aires. They’ll stay with Paul’s aunt and uncle,



Your Turn

COLLABORATE



What are Paul’s main experiences on his first night in Buenos Aires? Summarize the events and their effect on Paul. As you read, use the strategy Summarize.



Day 2

In a narrative, it is the lesson learned by the main character.

What Does the Character Do and Say?	What Happens to the Character?
Eating of the Empanada Saw a group of people dancing the "Tango"	Enjoyed it and his mood is changing. More receptive Reminds him of the Break dancing in NY

Theme:
Paul learns about the culture in Argentina and discovers the commonality of different cultures.



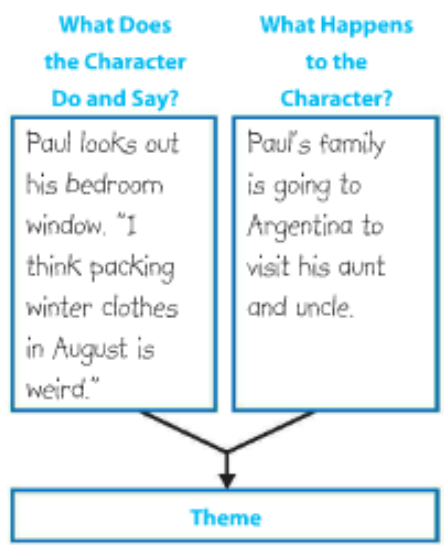
Theme

The **theme** of a story is the overall idea or message about life that the author wants the reader to know. The theme is not stated, but you can find it by thinking about what characters say and do, and what happens to them.



Find Text Evidence

When I read what Paul says in the first paragraph on page 167 of "A Reluctant Traveler," I see that Paul is not looking forward to his summer vacation. In the next paragraph, I see that his parents are taking him to Argentina to visit his aunt and uncle.



Your Turn

COLLABORATE



Reread "A Reluctant Traveler." Complete the graphic organizer by recording the most important things the characters do and say and what happens to them. Then state the theme of the story in the last box.

Go Digital!
Use the interactive graphic organizer



Day 2



Modeled Analytical Writing

What Does the Character Do and Say?

Looking from his bedroom window Paul said, "I think packing winter clothes in August is weird."

This wasn't going to be a fun vacation. He was sure of it.

What Happens to the Character?

Paul and his family are going to Argentina to visit his aunt and uncle.

Paul thinks it is odd to pack winter clothes in the middle of the summer. He is not looking forward to visiting his aunt and uncle in Argentina.

Day 2

Guided Analytical Writing



What Does the Character Do and Say?

What Happens to the Character?

Eating of the Empanada

Enjoyed it and his mood is changing.

More receptive

Saw a group of people dancing the "Tango"

Reminds him of the Break dancing in NY

Theme:

Paul learns about the culture in Argentina and discovers the commonality of different cultures.

Paul thinks it is odd to pack winter clothes in the middle of the summer. He is not looking forward to visiting his aunt and uncle in Argentina.

After arriving in Argentina his aunt and uncle welcomed him and they headed to a restaurant. At dinner his mom encourages him to taste a small meat pie, although he was reluctant he took a bite and said, "this is really good." His attitude is beginning to change.

As they strolled down the streets of Argentina, Paul noticed people dancing the "Tango". It reminded him of the "Break Dancers" in New York, he thought it was pretty neat!

Day 3/4

This week the Main Selection is optional, therefore the instruction of the Paired Selection starts on Day 3.



Why do you think certain foreign words have become a part of American English?



Write About Reading

People from many other countries come to the United States and make this their home. As they settle here and share their culture and traditions, the American people have adopted many foreign words, such as ketchup from the Chinese, karaoke from the Japanese and mosquito from the Spanish.



Learned About Ourselves from Other Cultures

Model how to make comparisons by using examples from the leveled readers and the RWW.

Can be filled out throughout the week.

Paul's Experience in Argentina

Reluctant at first

Finds familiarity and commonality (food, dance, and sports)

Enjoyed visiting Argentina

Sarah's experience in Europe

Bored at first

Finds familiarity and commonality within the European Cities (Hamburg, Sax, Frankfurt, Brussels, Naples)

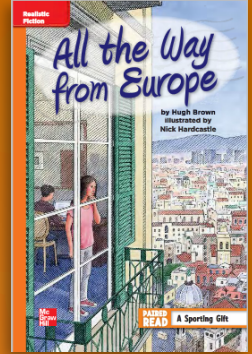
Enjoyed researching the cultures of each country

Learned that many things Americans love originated from

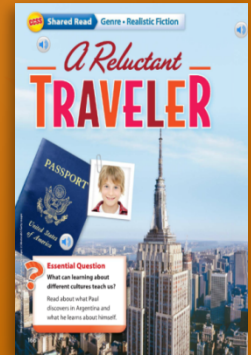
Conclusions

American Culture and Traditions originate from other countries.

All cultures although diverse in nature share commonalities.



Approaching Leveled Reader



Reading/Writing Workshop

Teacher Modeling/Think Aloud

- **Teacher/student analyze question by discussing what is necessary to fulfill the requirement of the task**
- **Teacher/students examine text to support the responses**

Write Answers To The Questions

- Students write individual answers
- Students share written responses in pairs/groups

Improving Responses Compare and Justify

Students utilize "*student friendly*"
checklist to improve responses

- Guide students in discussing whether the answer fulfills the reading concepts embodied in the task and are supported by the selection

Develop Better Responses

- Use student responses to build and model complete paraphrased text-based answers

Application For Ongoing Instruction

- Students practice responding to similar questions and apply strategies independently with various texts
- Teachers select assessments for primary and secondary benchmarks using the reading standards format

Unit 3 Week 1

Performance Task Question

- After reading “A Reluctant Traveler” and “Where Did That Come From?”, reflect on how other cultures have influenced Paul and life in America? Cite evidence from both texts in your answer.



Day 4/5



Integrate Ideas – **Text to Text**
(Connection to the Essential Question)

A Reluctant Traveler
How have other cultures influences Paul?

Where Did That Come From?
How have other cultures influences life in America?

Conclusions

Learned About Ourselves from Other Cultures

Students review the week's readings and their notes and complete the graphic organizer to answer the performance task.

Can be filled out throughout the week.



Paired Text



Reading/Writing Workshop

Your Turn!!!!!!

Sample Performance Task

Answer....

Other cultures from around the world have positively influenced Paul and life in America. After tasting the Argentinian empanadas, the spices and flavors were familiar to Paul since he had something similar at his friends' house back in America. In America many dishes we enjoy today have come from other cultures. Based on *Where Did That Come From?*, hamburgers originated in Germany.

Dancing to the beat and music can be found nearly in every culture in the world. Paul enjoys breakdancing back home, but he thought the Argentinian Tango dancing he observed at the plaza was pretty cool. According to *Where Did That Come From?*, many dances in America come from other cultures such as hip hop and rap which is traced back to West Africa and the Caribbean.


Sports from different cultures have made an impact in Paul's life as well as in everyday America. Paul realizes that soccer is also played in Argentina, and like in America, the fans get excited, attend the games, and decorate their neighborhoods. As stated in *Where Did That Come From?*, soccer is one sport that many cultures share including Italy and China.


Learning about how other cultures have affected America and Paul helps us appreciate and respect people from places around the world and how their foods, dances and sports have influenced our lives.

STUDENT FRIENDLY CHECKLIST:

Writing to a Source/ Analytic Writing

Name: _____
 Date: _____
 Question: _____



KEY:  if you HAVE it

Focus on the Reading Task	I wrote a response... ___ answering <u>all</u> parts of the question.
Support the Reading with Text Evidence	I wrote a response... ___ including LOTS of evidence from the text: ___ facts ___ definitions ___ details ___ including LOTS of vocabulary: ___ mature words ___ words about the topic
Organization of the Written Response	I wrote a response... ___ with a strong beginning ___ sentence OR ___ paragraph ___ grouping like details together ___ using transitional words ___ with a strong ending ___ sentence OR ___ paragraph
Conventions of the Written Response	I wrote a response... ___ using correct grammar ___ using capital letters ___ using punctuation ___ using correct spelling

Student Friendly Checklist

STUDENT FRIENDLY CHECKLIST:


Writing to a Source/ Analytic Writing

Name: _____

Date: _____

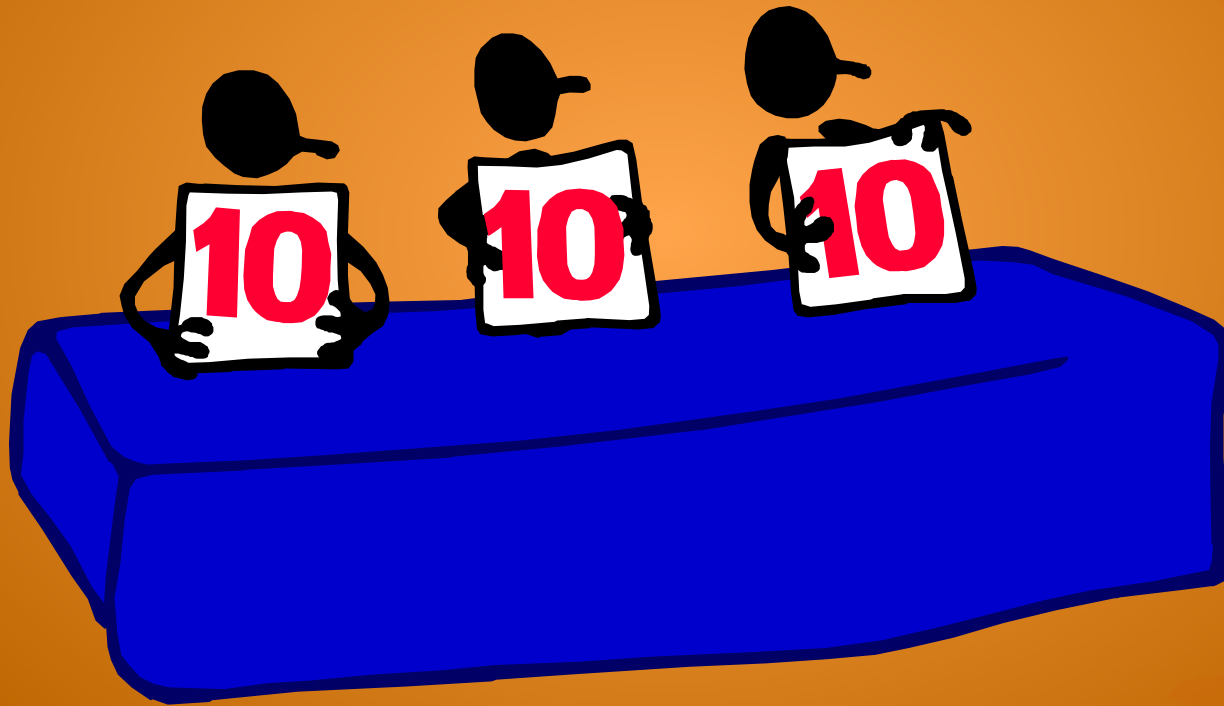
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A Guide to Scoring Analytical Writing



WRITE ABOUT READING/ ANALYTIC WRITING HOLISTIC RUBRIC

MDCPS, Department of Language Arts/ Reading, November 6, 2013

<i>Components of a Written Response to Reading</i>	<i>Scale Score 4</i>	<i>Scale Score 3</i>	<i>Scale Score 2</i>	<i>Scale Score 1</i>
<p>Focus on the Reading Task <i>*If response is not focused on the reading task at all, it is unscorable</i></p>	<ul style="list-style-type: none"> • Demonstrates full understanding of the reading task that is accurate, and fulfills all the requirements of the task 	<ul style="list-style-type: none"> • Demonstrates an adequate understanding of the reading task that is accurate and fulfills most requirements of the task 	<ul style="list-style-type: none"> • Demonstrates partial understanding of the reading task that is essentially correct and text-based, but too general or too simplistic 	<ul style="list-style-type: none"> • Demonstrates limited understanding of the reading task that which may be incomplete and may exhibit many flaws or not address all requirements of the task
<p>Support the Reading with Text Evidence</p>	<ul style="list-style-type: none"> • Provides ample text evidence (facts, definitions or details) from the text to support the topic/argument/ or opinion • Includes ample use of relevant & appropriate academic and domain specific vocabulary 	<ul style="list-style-type: none"> • Provides adequate text evidence (facts, definitions or details) from the text to support the topic/argument/ or opinion • Includes adequate use of academic and domain specific vocabulary 	<ul style="list-style-type: none"> • Provides some or partial text evidence (facts, definitions or details) from the text to support the topic/argument/ or opinion • Includes some use of academic and domain specific vocabulary 	<ul style="list-style-type: none"> • Provided limited or no text evidence (facts, definitions or details) from the text to support the topic/argument/ or opinion • Includes limited or no use of academic and domain specific vocabulary
<p>Organization of the Written Response</p>	<ul style="list-style-type: none"> • Contains a strong and effective introductory statement or section that clearly states the topic or argument/ opinion • Grouping of key details consistently addresses the task, purpose, and audience • Linking and transitional words & phrases are consistently used • A strong and effective conclusion statement or section is provided 	<ul style="list-style-type: none"> • Contains an adequate introductory statement or section that includes a topic or argument/ opinion • Grouping of key details adequately addresses the task, purpose, and audience • Linking words and transitional words & phrases are often used • An adequate conclusion statement or section is provided 	<ul style="list-style-type: none"> • Contains a confusing introductory statement or section that does not clearly address the topic or argument/ opinion • Key details may or may not be grouped leading to confusion thus, partially addressing the task, purpose, and audience • Some usage of linking and/or transitional words & phrases • Conclusion statement or section is not clearly related to the topic or opinion 	<ul style="list-style-type: none"> • Contains a limited or no introductory statement or section • Limited or no key details are evident • Limited or lacking usage of linking and/or transitional words & phrases. • Conclusion statement or section is confusing or may not be provided
<p>Conventions of the Written Response</p>	<ul style="list-style-type: none"> • Demonstrates a thorough command of the conventions of Standard English showing complete control over language. • There may be a few minor errors in grammar and usage but meaning remains clear throughout the response. 	<ul style="list-style-type: none"> • Demonstrates an adequate command of the conventions of Standard English showing good control over language. • There are a few distracting errors in grammar and usage, but meaning is clear. 	<ul style="list-style-type: none"> • Demonstrates a partial command of the conventions of Standard English showing partial control over language. • There are multiple distracting errors in grammar and usage that sometimes impedes understanding. 	<ul style="list-style-type: none"> • Demonstrates little to no command of the conventions of standard English showing little to no control over language • There are frequent and varied errors in grammar and usage that often impedes understanding.

WRITE ABOUT READING • ANALYTICAL WRITING

Structuring a Response

As students learn to write analytically, provide scaffolded support through writing frames.

Explanation/Script

Use the *Write About Reading* pages in the **Your Turn Practice Book** for modeling and guided practice. Student models can be found in Teacher Resources at www.connected.mcgraw-hill.com.

State a Clear Topic or Opinion

Analytical writing that is based on an opinion, informative or explanatory should begin by clearly stating the topic or opinion in the introduction.

Clearly state the opinion or the topic the writing is to communicate in the introduction of the writing. This helps the reader know the purpose of the writing.

Cite Evidence

Strong analytical writing incorporates relevant evidence from the text that supports:

- reasons for the argument or opinion
- facts, definitions or details about the topic

Students will need many opportunities to practice

- identifying relevant text evidence that relates to the their opinion or topic
- making inferences from the text evidence
- synthesizing information gathered from more than one text
- Remind students to use any notes they may have taken while reading the texts.
- Model for students how to organize ideas by
- grouping related ideas or information together
- link reasons for opinions or arguments together

Provide a Strong Conclusion

Well developed analytical writing will end with a conclusion that restates the opinion or restates the topic.

Students will most likely need to review examples of strong conclusions.

Teacher Modeling/Think Aloud

- **Teacher/student analyze question by discussing what is necessary to fulfill the requirement of the task**
- **Teacher/students examine text to support the responses**

Write Answers To The Questions

- Students write individual answers
- Students share written responses in pairs/groups

Improving Responses Compare and Justify

Students utilize "*student friendly*"
checklist to improve responses

- Guide students in discussing whether the answer fulfills the reading concepts embodied in the task and are supported by the selection

Develop Better Responses

- Use student responses to build and model complete paraphrased text-based answers

Application For Ongoing Instruction

- Students practice responding to similar questions and apply strategies independently with various texts
- Teachers select assessments for primary and secondary benchmarks using the reading standards format

Name: _____ Date: _____

- 21 Compare and contrast the themes of "The Bake Sale" and "Fourteen Days in Tokyo." Include clear text evidence to show how characters in each story responded to challenges.

Would the lessons taught this week help the students answer this question effectively?

Key Words to Notice and Understand

- Compare
- Contrast
- Theme
- Text Evidence

- 21 To receive full credit for the response, the following information should be included: The themes of "The Bake Sale" and "Fourteen Days in Tokyo" are similar in that characters in each story learn about other cultures and discover that people from different places have things in common. In "The Bake Sale," the students discover that people from many countries make and enjoy bread. In "Fourteen Days in Tokyo," Todd has a good time visiting new places and trying new foods in Japan.

**Have a wonderful
Holiday season!**