



Decision at Valley Forge

★ TASK

by Patrick J. Harrigan

Cold, desperate, and broken; the men of General Washington's army suffered severe conditions at their winter camp of Valley Forge during 1777 and 1778. Students will read primary and secondary sources focusing on the experiences of Washington and his army while they endured the freezing cold, lack of adequate supplies, and rampant diseases which ravaged the camp and its occupants. Repeated defeats on the battlefield at the hands of the impressive British army also brought doubt to the soldiers' convictions about the worth of the conflict they had been so valiantly fighting. In this 3 week module, students will be asked to analyze why soldiers decided to stay at Valley Forge despite the challenges they faced. Students will write a research paper in which they use information from primary and secondary sources to explain their conclusion.

Students have studied close reading habits and note taking and have been studying writing informational pieces. Students have learned about key figures in the American Revolution and the battles leading up to Valley Forge.

GRADES	DISCIPLINE	COURSE	PACING
5	 Social Studies	 American History	 13hr

Section 1: What Task?

Teaching Task

Task Template IE2 - Informational or Explanatory

After reading multiple primary and secondary sources on Valley Forge and the political climate of America during the Revolution, write a research paper in which you describe the conditions American soldiers faced at Valley Forge during the Winter of 1777-1778, and explain why they decided to remain despite such hardships. Support your response with evidence from the text/s.

Standards

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

W.5.2

Focus

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

RI.5.9

Focus

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

Social Studies Next Generation Sunshine State Standards

SS.5.A.5.8

Focus

Evaluate the personal and political hardships resulting from the American Revolution.

Texts

- 🔗 [The Story of Valley Forge](#)
- 🔗 [The Diary of Dr. Waldo](#)
- 🔗 [Thomas Paine's The American Crisis](#)

Student Work Rubric - Informational or Explanatory Task - Grades 4-5

	Emerging	Approaches Expectations	Meets Expectations	Advanced
	1	2	3	4
Topic / Main Idea	Introduces the topic and an unclear main idea.	Introduces the topic and a clear main idea with an inconsistent focus on the main idea.	Introduces the topic and a clear main idea with a consistent focus on the main idea.	Introduces the topic and a clear and specific main idea with a consistent focus on the main idea.
Use of Sources	Includes few relevant details from sources.	Summarizes, paraphrases, or quotes relevant details from sources with minor inaccurate or incomplete elements . Includes a list of sources.	Summarizes, paraphrases, or quotes relevant details from sources. Includes a list of sources.	Summarizes, paraphrases, or quotes well-chosen details from sources. Includes a complete list of sources.
Development	Includes minimal facts, definitions, details, and/or quotations related to the main idea, or that are loosely related to the main idea.	Includes relevant facts, definitions, concrete details, and/or quotations (as well as illustrations or multimedia when appropriate).	Includes relevant facts, definitions, concrete details, and/or quotations (as well as illustrations or multimedia when appropriate) that help develop the main idea .	Explains facts, definitions, concrete details, and/or quotations (as well as illustrations or multimedia when appropriate) that develop the main idea.
Organization	Sequence of sentences or sections lacks a logical order or an evident beginning, middle, and end.	Sequences sentences and groups related information in paragraphs or sections, with a clear beginning, middle and end . Uses transitions (e.g., another, for example, also, because) to connect information .	Sequences sentences and groups related information logically in paragraphs or sections that introduce and develop the main idea, and provide a conclusion. Uses transitions (e.g., another, for example, also, because, in contrast, especially) to connect or compare information.	Sequences sentences and groups related information logically in paragraphs or sections that introduce and develop the main idea, and provide a unifying conclusion. Consistently and precisely uses transitions (e.g., another, for example, also, because, in contrast, especially) to connect or compare information
Conventions	Major errors in standard English conventions appropriate to the grade level interfere with the clarity of the writing. Language use is inappropriate	Errors in standard English conventions appropriate to the grade level sometimes interfere with the clarity of the writing. Uses language and domain-specific vocabulary with minor errors .	Consistently applies standard English conventions appropriate to the grade level. Minor errors , while noticeable, do not interfere with the clarity of the writing.	Consistently applies standard English conventions appropriate to the grade level, with few errors . Attempts to use untaught conventions, appropriate to grade level .
Additional Task Demands (When applicable)	Does not address additional task demands.	Addresses additional task demands superficially .	Addresses additional task demands adequately to support the explanation .	Addresses additional task demands effectively to strengthen the clarity and development of the explanation .
Content Understanding (Generic)	Attempts to include disciplinary content in explanation or argument but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.	Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.	Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.	Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.

Background for Students

Cold, desperate, and broken; the men of General Washington's army suffered severe conditions at their winter camp of Valley Forge during 1777 and 1778. Students will read primary and secondary sources focusing on the experiences of Washington and his army while they endured the freezing cold, lack of adequate supplies, and rampant diseases which ravaged the camp and its occupants. Repeated defeats on the battlefield at the hands of the impressive British army also brought doubt to the soldiers' convictions about the worth of the conflict they had been so valiantly fighting. In this 3 week module, you will analyze what American soldiers experienced and why many stayed with George Washington despite of the hardships they experienced at Valley Forge. You will write a research paper which uses information from multiple primary and secondary sources to explain the conclusion you have come to.

Extension

After reading informational texts on the experiences of the American army at Valley Forge, write a letter from the perspective of an American soldier in which you explain your reasons why you will or will not stay with Washington and his army after the stay at Valley Forge. Support your opinion with evidence from the text/s.

Section 2: What Skills?

Preparing for the Task

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

RUBRIC ANALYSIS: Ability to understand and explain the rubric elements and expectations.

Reading Process

ESSENTIAL VOCABULARY: Ability to understand essential vocabulary identified by others as being important to understanding a text.

NOTE-TAKING: Ability to select important facts and passages from a historical text for use in one's own writing.

Transition to Writing

DEBATE: Ability to engage through both speaking and listening to the presentation of competing ideas.

Writing Process

RECONSIDERING THE PROMPT: Ability to reexamine the prompt based on the information gathered and changes in understanding based on work done.

PLANNING THE WRITING: Ability to develop a line of thought and text structure appropriate to an informational/explanatory task.

INTRODUCTORY PARAGRAPH: Ability to construct a paragraph that engages a reader and states the purpose of a piece of writing.

BODY PARAGRAPHS: Ability to construct paragraphs in which each makes a point and supports this point through evidence and reasoning.

CONCLUDING PARAGRAPH: Ability to construct a paragraph that brings a sense of closure to a piece of writing.



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

PEER EDITING: Ability to give constructive feedback to others on their analysis and use of evidence to improve writing.

FINAL DRAFT: Ability to submit final piece that meets expectations.

Section 3: What Instruction?

PACING SKILL AND DEFINITION PRODUCT AND PROMPT SCORING GUIDE INSTRUCTIONAL STRATEGIES

Preparing for the Task				
20 mins	TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.	TASK ANALYSIS As a class we will analyze the prompt for this module and break it down so we know what we're going to be learning about. We will also discuss what the term "Political climate" means and how it can affect your writing and the way you approach the prompt.	Meets Expectations: <ul style="list-style-type: none"> Sheet is fully filled out and student responses reflect understanding of the task. 	<ul style="list-style-type: none"> Read / share important background knowledge about the unit/module with your students. Explain to the class that the goal of this unit/module is to _____ and learn more about _____. After doing all this learning they will _____ [insert task]. Pass out Prompt Reflection Sheet and guide a class discussion about what each part of the prompt means. Use questions like: <ul style="list-style-type: none"> What will you have to do to successfully answer this part of the prompt? What do you need to learn to be able to do this? What parts of this seem easy / what parts seem hard? Review the reflection sheets and read them over so you have a good sense of how well each student understands the task – provide additional feedback and support as necessary in the following days.
Standards: CCR.R.1 : Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. CCR.W.5 : Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.				
Additional Attachments:  Prompt Reflection  Prompt Reflection TEMPLATE				
20 mins	RUBRIC ANALYSIS: Ability to understand and explain the rubric elements and expectations.	RUBRIC ANALYSIS <i>With members of your group, rewrite levels 3 and 4 of your area of the rubric in student-friendly language. Be prepared to explain the elements necessary for achieving each score in your area of the rubric.</i>	<ul style="list-style-type: none"> Students will create posters and explain to the class the requirements for a 3 & 4 in each particular area of the rubric. 	<ul style="list-style-type: none"> <i>Divide students into random groups.</i> <i>Give each student a copy of the rubric and assign areas of the rubric to each group.</i> <i>Direct students to dictionaries and thesauruses as needed.</i> <i>Provide help clarifying unfamiliar terms as needed.</i> <i>Use questioning techniques to guide students during sharing phase as needed.</i>
Standards: CCR.W.4 : Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. CCR.SL.4 : Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. CCR.R.1 : Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.				
Reading Process				
25 mins	ESSENTIAL VOCABULARY: Ability to understand essential vocabulary identified by others as being important to understanding a text.	INTRODUCING UNIT VOCABULARY Demonstrate your knowledge of the key vocabulary words for our upcoming unit of study by defining and using these important vocabulary	By the end of the lesson, students should be able to: <ul style="list-style-type: none"> define the new word. compose two to 	Teacher Notes: <ul style="list-style-type: none"> This mini-task is best used at start of a unit to introduce and reinforce essential vocabulary student will probably not know because it is used infrequently and limited to specific domains of knowledge. For example, words like trait, hazard, and biosphere generally fit in this category.

words orally and writing.

three original sentences that correctly use the new word.

Domain-specific vocabulary is best learned when it becomes needed to understand content areas like science, social studies or history (e.g. Tier 3 words, Beck, McKeown, & Kucan 2002).

- Choose the vocabulary words or terms that you would like students to understand and apply in the unit.
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Valley Forge Essential Vocabulary

1. Disease
2. Starvation
3. Frostbite
4. Oppression
5. Shelter
6. Duty
7. Campaign
8. Rebellion
9. Desertion

Whole Group Instruction

Explain that you are about to learn about _____, and first you will explore what the word means.

Define the word

Ask the students to repeat the word after you:_____.

Provide a kid-friendly definition.

1. Think about the definition with the student in mind: what might pose a problem to understanding in the original definition?
2. What everyday language might help the students understand the word? (try words like *something*, *someone*, or *describes*)




Guided Practice

Support interaction with the word with some or all of the strategies listed below. Any or all of these activities can be individual, small group, or whole group:

- **Provide an image, sound or video** that represents the word
- **Chose true or false statements** about the word. Ask students to explain their choice.
 - Example: It is safe to play near a *hazard*?
 - True or false: Knives are a *hazard* in the kitchen.
- **Ask students to choose a context that makes sense** and **explain** their answer.
 - Example: If you know a place is a *hazard*, would you eat lunch there or never go near the place? Why?
- **Ask students to think of examples**
 - Example:What kind of *hazard* might you find near your house?
 - What is a hazard from weather?
- **Ask questions to categorize the word**
 - *Example:* Which of these things is a hazard: a marshmallow, a sock, or a thunderstorm?

Independent Practice

Lastly, **ask students to define the word on their own** and use it in writing. This might be challenging for 3rd grade students or students who speak English as a second language. You might ask these students to work in small groups, work with you in a small group, or work with you one-

				<p>on-one.</p> <ol style="list-style-type: none"> 1. In your own words, what is _____? 2. Use the word in two or three complete sentences. <p>Reference</p> <p>Beck, I. L., McKeown, M. G., & Kucan, L. (2002). <i>Bringing words to life: Robust vocabulary instruction</i>. New York: Guilford Press.</p>
	<p>Standards:</p> <p>CCR.L.5 : Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>CCR.L.6 : Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p> <p>Additional Attachments:</p> <p> traits write student example</p> <p> Learned Behavior and Inherited Trait PowerPoint</p> <p> Vocabulary PPT Framework.pptx</p>			
1 hr and 30 mins	<p>NOTE-TAKING: Ability to select important facts and passages from a historical text for use in one's own writing.</p>	<p>SPLIT PAGE NOTE TAKING: THOMAS PAINE'S "THE AMERICAN CRISIS"</p> <p>Complete the Split Page Note Taking Handout or Notebook Guide* by doing the following:</p> <ol style="list-style-type: none"> 1. In the right column, write down the main ideas and key points from what you have read in the text or from what you have heard during the close read of each article. Underline important information that the teacher relays for each of the three pieces of text that we read. Watch for cues from the teacher for important points, and be sure to note anything he or she writes on the board. Write down ideas and concepts that are worthy of revisiting and that will support you in completing your Valley Forge essay. 2. In the left column, write down cues and key words from what you have read or heard as well as questions pertaining to that information. These questions should make you think deeper about the information and connect it to existing ideas or topics. Additionally, if you are completing a writing task, the questions you write in the left column should 	<p>Also see Rubric Cards in the Teacher Resources section.</p> <p>Work Meets Expectations if:</p> <ul style="list-style-type: none"> • Formatting is correct (the page is split with ideas and notes from the lecture/text on the right and questions and key words on the left) • Two or more main ideas are noted • Information selected for notes are of high quality and connect to the task at hand • Left column includes questions worthy of close inspection and revisiting • Summary reflection includes main concepts gleaned from the student's notes, is accurate, and is detailed enough to determine what the student has learned <p>Work Needs Improvement if:</p> <ul style="list-style-type: none"> • Formatting issues prevent the 	<p>Day 1 - Model "The American Crisis" The process of taking split page notes prior to releasing the full responsibility to students.</p> <ol style="list-style-type: none"> 1. Use the first two paragraphs of the text to model. Think aloud as you read, pausing to clarify why you chose to note that part of the text. 2. Model how to use the left column for keywords and or questions, making certain to state why the word was chosen or how the question connects to their current task, writing or otherwise. 3. Repeat this modeling with the next paragraph, prompting the students to identify important ideas and concepts as you mark on the handout. 4. Invite students to identify key words or questions for the left column. (If students are listening to a lecture, pause to model the note taking process after important ideas are presented.) 5. After modeling is complete, instruct students to repeat this process on their own (or in peer groups) with the remainder of the text or lecture. 6. Instruct students to complete the reflection paragraph in which they summarize what they have gleaned from the lecture or text, making connections to the notes they took. 7. Permit students to communicate with their peer groups to exchange information and talk about what notes they chose to take and what they learned from the information provided through lecture or text for approximately 5 minutes.

<p>connect to your writing task.</p> <p>3. At the bottom section of the split page, in your own words and in complete sentences, write a 3 – 4 sentence reflection paragraph. Your reflection should summarize the main concepts of the notes, be accurate, and contain adequate details.</p> <p><i>* If you are recording notes in your notebook, draw a line 1/3 of the way through the horizontal axis.</i></p> <p>What does this text tell you about the political climate of the colonies? What did American colonists feel about the revolution and the British Empire?</p>	<p>student from accurately referring to the notes</p> <ul style="list-style-type: none"> • Only one main idea is noted or main ideas noted lack accuracy • Information selected for notes make little connection to the task at hand or is unnecessary • Questions or words selected for the left column are of low quality and do not warrant revisiting the notes • Summary reflection is missing or inaccurate; it is difficult to ascertain what the student has learned. <p>Important main ideas from the text:</p> <p>Students should have the two main ideas along with supporting details, keywords, and questions in their notes. They should describe the political climate of the Colonies in their notes and relate how Paine's "The American Crisis" illustrates this climate.</p> <p>The American Crisis</p> <p>1.)</p> <p>Thomas Paine provided the soldiers at Valley Forge a boost in confidence through his writing.</p> <p>2.) The writing of Paine illustrates how many Americans felt about the British and why so many were willing to fight in the Revolution. (Political Climate)</p>
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Standards:

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

RI.5.2 : Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

3 hrs

NOTE-TAKING: Ability to select important facts and passages from a historical text for use in one's own writing.

SPLIT PAGE NOTETAKING: THE DIARY OF DR. WALDO AND THE STORY OF VALLEY FORGE

Complete the Split Page Note Taking Handout or Notebook Guide* by doing the following:

1. In the right column, write down the main ideas and key points from what you have read in the text or from what you have heard during the close read of each article. Underline important information that the teacher relays for each of the three pieces of text that we read. Watch for cues from the teacher for important points, and be sure to note anything he or she writes on the board. Write down ideas and concepts that are worthy of revisiting and that will support you in completing your Valley Forge essay.
2. In the left column, write down cues and key words from what you have read or heard as well as questions pertaining to that information. These questions should make you think deeper about the information and connect it to existing ideas or topics. Additionally, if you are completing a writing task, the questions you write in the left column should connect to your writing task.
3. At the bottom section of the split page, in your own words and in complete sentences, write a 3 – 4 sentence reflection paragraph. Your reflection should summarize the main concepts of the notes, be accurate, and contain adequate details.

** If you are recording notes in your notebook, draw a line 1/3 of the way through the horizontal axis.*

Also see Rubric Cards in the Teacher Resources section.

Work Meets Expectations if:

- Formatting is correct (the page is split with ideas and notes from the lecture/text on the right and questions and key words on the left)
- Two or more main ideas are noted
- Information selected for notes are of high quality and connect to the task at hand
- Left column includes questions worthy of close inspection and revisiting
- Summary reflection includes main concepts gleaned from the student's notes, is accurate, and is detailed enough to determine what the student has learned

Work Needs Improvement if:

- Formatting issues prevent the student from accurately referring to the notes
- Only one main idea is noted or main ideas noted lack accuracy
- Information selected for notes make little connection to the task at hand or is unnecessary
- Questions or words selected for the left column are of low quality and do not warrant revisiting the notes
- Summary reflection is

After completing Thomas Paine's "The American Crisis" on the first day of note taking and modeling the process, you will have students complete notes for two more articles.

2nd Day Article-The Diary of Dr. Waldo

3rd Day Article- The Story of Valley Forge

* Disclaimer: This strategy can be used for oral lectures or for taking notes after reading a complex text. It is to the teacher's discretion to decide what information is targeted for the notes. This task should be completed for the first whole group read through of each of the 3 main texts for the Valley Forge module.






If using notebooks: Instruct students to draw a line down the length of the page, about 3 inches from the left margin. At the top of the left column, instruct them to label that column "Key Words/Questions about the Important Ideas" and label the right column "Important Ideas from the Text/Lecture." Tell students to write the name of the text (or lecture) at the top of the page.

Day 2 - Guided Practice "The Diary of Dr. Waldo"


1. Use the first two paragraphs of the text to guide students. Ask students to demonstrate what parts of a text should be noted vs. which should not, providing guiding questions.
2. Remind students how to use the left column for keywords and or questions, making certain to state why the word was chosen or how the question connects to their current task, writing or otherwise.
3. Invite students to identify key words or questions for the left column. (If students are listening to a lecture, pause to model the note taking process after important ideas are presented.)
4. After modeling is complete, instruct students to repeat this process on their own (or in peer groups) with the remainder of the text or lecture.
5. Instruct students to complete the reflection paragraph in which they summarize what they have gleaned from the lecture or text, making connections to the notes they took.
6. Permit students to communicate with their peer groups to exchange information and talk about what notes they chose to take and what they learned from the information provided through lecture or text for approximately 5 minutes.

Day 3 - Independent Practice "The Story of Valley Forge"


1. Read as a group and complete note taking independently, providing guidance when needed and offering suggestions. Allow peer information exchange after note taking is completed so students can discuss and compare notes. Review main ideas, supporting evidence, keywords, and questions before having students write summary.

			<p>missing or inaccurate; it is difficult to ascertain what the student has learned.</p> <p>Important Main Ideas from Each Article:</p> <p>The Story of Valley Forge</p> <p>1.) The winter of 1777-1778 was very harsh and led to the deaths of many soldiers under George Washington's command.</p> <p>2.) Washington's leadership and the promise of a free nation helped sustain the American army.</p> <p>The Diary of Dr. Waldo</p> <p>1.) Dr. Waldo provides a firsthand account of the hardships faced by the soldiers at Valley Forge through his entries.</p> <p>2.) Dr. Waldo's writing changes over time as his spirit and health decline.</p>	
<p>Standards:</p> <p>CCR.R.2 : Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>CCR.R.1 : Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>				
<p>Additional Attachments:</p> <p> Split Page Notes.docx</p> <p> Split_Note_Taking_Rubric_cards.docx</p> <p> The Story of Valley Forge</p> <p> Diary of Dr. Waldo</p> <p> Thomas Paine The American Crisis</p>				
Transition to Writing				
50 mins	<p>DEBATE: Ability to engage through both speaking and listening to the presentation of competing ideas.</p>	<p>READING LIKE A HISTORIAN:</p> <p>PHILOSOPHICAL CHAIRS</p> <p>Pick a side concerning the letter from Valley Forge and</p>	<p>Meets Expectations if Student:</p> <ul style="list-style-type: none"> is able to choose a side and support with evidence. 	<p>1. This activity is appropriate when students already have gained an understanding of the topic being discussed. Works as a good activity between the reading and writing process.</p> <ul style="list-style-type: none"> Project the slide with the question:


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		<p>support this with evidence from common readings (Thomas Paine/Dr.Waldo/The Story of Valley Forge). Also, to listen to the arguments of others and be willing to change sides based on evidence.</p>	<ul style="list-style-type: none"> listens to the arguments of others and is willing to consider changing mind. is respectful to the opinions of others. 	<ul style="list-style-type: none"> <i>Today's Question: Would you have left Valley Forge? After reading and discussing the 3 texts, what do you think you would do in the face of such adversity? Prepare to defend your decision to your classmates and use appropriate evidence from the texts.</i> Give students time to examine question and reexamine documents (these were documents used throughout the Decision at Valley Forge Module). <ul style="list-style-type: none"> Project question. Give students time to skim and note on documents. Ask students to take a stand. <ul style="list-style-type: none"> Let students know they will stand in area of the room based on what they believe. Identify these area and ask students to move with their documents. Note that they can move based on discussion and points made by others. Explain they are expected to defend where they are standing based evidence from the documents. Lead discussion. <ul style="list-style-type: none"> Ask students to explain why they are standing where they are standing. Ask questions to deepen understanding. Allow students to move and question their motives. Ticket out the door. <ul style="list-style-type: none"> Give students a 3x5 card or a slip of paper. Ask them to answer the question and three pieces of evidence that best support their claim.
<p>Standards:</p> <p>CCR.R.7 : Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>CCR.R.3 : Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>CCR.SL.1 : Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>CCR.SL.3 : Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p> <p>CCR.SL.4 : Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>Additional Attachments:</p> <p> Reading Like a Historian: Philosophical Chairs</p>				
Writing Process				
15 mins	<p>RECONSIDERING THE PROMPT: Ability to reexamine the prompt based on the information gathered and changes in understanding based on work done.</p>	<p>PARAPHRASED TEACHING TASK</p> <p>Read the task carefully, underline key words, and restate the task in your own words.</p>	<p>Product meets criteria if:</p> <p>Task is annotated with key words underlined</p> <p>Task is restated using at least 2-3 sentences</p> <p>Task is restated using language that is appropriate and original</p>	<ol style="list-style-type: none"> Review definitions of "paraphrase" and "annotate" and discuss how they are connected. Model how to closely read, and annotate a task (see teacher handout). Then model how to restate the task in your own words. Have students practice closely reading, annotating, and restating a task. Introduce the actual task. Have students work individually or in pairs to complete the full process with the relevant task. Share out ideas. <p>Additional Instruction</p> <p>Ideas adapted from: Jaclyn M. Wells, Sara Ballute & Timothy Lent</p>

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<p>Standards:</p> <p>CCR.R.2 : Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>CCR.R.10 : Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>Additional Attachments:</p> <p> Understanding the Task.pdf</p> <p> Understanding the Task.doc</p> <p> Understanding the Task - TEACHER COPY.pdf</p> <p> TaskParaphrase_StudentWork.pdf</p>				
40 mins	<p>PLANNING THE WRITING: Ability to develop a line of thought and text structure appropriate to an informational/ explanatory task.</p>	<p>GRAPHIC ORGANIZER</p> <p>Complete a graphic organizer based on your notes from reading and discussions in which you state your controlling idea, sequence your points, and note your supporting evidence.</p>	<ul style="list-style-type: none"> Creates an outline or organizer. Supports controlling idea. Uses evidence from texts read earlier. The final score will be based on a rubric which will address the level of performance. The organizer is graded based on completion and meeting the required criteria. 	<ul style="list-style-type: none"> Provide and review the informational organizer. Invite students to generate questions in pairs about how the format works, and then take and answer questions. Be sure to explain your position based on facts. You may use reasoning if you can support why you feel this is justified. It is important for you to use what you have previously learned to demonstrate true mastery. Remember to stay focused on your task when you develop your Graphic Organizer.
<p>Standards:</p> <p>RI.5.10 : By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4—5 text complexity band independently and proficiently.</p> <p>W.5.1.A : Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.</p> <p>W.5.1.B : Provide logically ordered reasons that are supported by facts and details.</p> <p>W.5.2.B : Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>Additional Attachments:</p> <p> Informational_Organizer20140731-2-1vt3pva.docx</p>				
30 mins	<p>INTRODUCTORY PARAGRAPH: Ability to construct a paragraph that engages a reader and states the purpose of a piece of writing.</p>	<p>OPENING PARAGRAPH</p> <p>Write an opening paragraph that includes a controlling idea and sequences the key points you plan to make in your composition.</p>	<ul style="list-style-type: none"> Writes a concise summary statement or draft opening. Provides direct answer to main prompt requirements. Establishes a controlling idea. Identifies key points that support development of the controlling idea. 	<ul style="list-style-type: none"> Offer several examples of opening paragraphs from informational essays. Ask class to discuss what makes them strong or weak. Review the list that students created earlier to identify needed elements (from Cluster 1, skill 2).
<p>Standards:</p> <p>W.5.8 : Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p>				
50 mins	BODY PARAGRAPHS:	BODY PARAGRAPHS	Meets expectations if	Teacher Note:

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	<p>Ability to construct paragraphs in which each makes a point and supports this point through evidence and reasoning.</p>	<p>USING CER: CLAIM, EVIDENCE, AND REASONING</p> <p>Write body paragraph which provide insight into the campaign of Valley Forge and the hardships faced by the soldiers who served their based on the three texts provided.</p>	<p>student:</p> <ul style="list-style-type: none"> • Cites evidence from the question itself, the articles read in class, or the teacher led discussions about the reading, and uses that evidence to support their main idea. • Reasoning ties the evidence back to the main thesis of the essay. • The body paragraphs flow and use transitional words and phrases. 	<p>The following is an example of the CER formula (Claim, Evidence and Reasoning)</p> <ol style="list-style-type: none"> 1. Model how to use the CER strategy by reading and thinking aloud with a sample body paragraph. <ul style="list-style-type: none"> • Claim [<i>One of the hardships faced by the American soldiers was... </i>] • Evidence [this supports your claim and is based on things you can see (e.g. text evidence from an article, words within the question itself,)] <i>I know this because ...</i> • Reasoning [this links your evidence to your claim.] <i>The evidence supports my claim because...</i> <ul style="list-style-type: none"> • As a class, use the CER routine to complete the other body paragraphs with a focus on varying transitions. • Practice, have students work individually or in pairs to complete CER for a body paragraph they are writing. • Share out.
	<p>Standards:</p> <p>CCR.R.1 : Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>CCR.W.1 : Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>CCR.W.9 : Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Additional Attachments:</p> <p> CER TEMPLATE.doc</p>			
40 mins	<p>CONCLUDING PARAGRAPH: Ability to construct a paragraph that brings a sense of closure to a piece of writing.</p>	<p>CONCLUSION PARAGRAPH</p> <p>Today you will will craft their concluding paragraphs for the Valley Forge essay that brings a sense of closure to this piece of writing.</p>	<p>Students will complete a conclusion which briefly recaps the main information they expressed in the rest of the essay.</p>	<p>Explain to the student that the first part of a conclusion paragraph is a summary statement. This statement is normally one to two sentences that restate our goals of the paper in a new way, or the main idea. The hardest part about the summary statement is that we want this statement to be worded differently than our introduction paragraph ideas.</p>
	<p>Standards:</p> <p>W.6.4 : Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>			
1 hr	<p>REVISION: Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.</p>	<p>PEER REVISION</p> <p>With guidance and support from peers and the teacher</p>	<p>Students will complete the assigned task by the given deadline.</p>	<p>Instructions and Strategies on Revising: What Are You Looking For?</p> <ol style="list-style-type: none"> 1. Revising and Editing for Cohesion and Organization Do the ideas in each sentence flow together? Is there a clear logical flow from the ideas in one sentence to those in the next? Are there strong transitions between paragraphs that lead the reader to see the connection between them and/or the reason you have put the paragraphs in this order? 2. Revising and Editing for Voice and Style. Who is the target audience? Is the voice of the text appropriate to its audience and purpose? Or is the tone too formal/informal? 3. Editing for Sources and Citation Style Have you introduced paraphrased material and/or quotations with signal phrases

				<p>and cited them within the paper? Is it clear what information, ideas and words are yours and which come from sources? Does the list of sources follow the specified format (APA, MLA, Chicago) exactly? Do the in-text citations follow the specified format?</p> <p>Proofreading Techniques</p> <ol style="list-style-type: none"> 1. Take a Break A pair of fresh eyes can catch more errors than a pair of tired ones. 2. Read It Out Loud When reading silently, your brain can auto-correct certain errors. Reading out loud forces you to focus on each word. 3. Read It Backwards When reading a paper, the reader can become lost in the content of the piece. Reading the paper backwards forces you to really see each sentence on its own. 4. Use a Straightedge Use an item that has a straight edge (like a ruler or a book) and then read the paper line by line. This method also forces you to see each line and each sentence on its own.
	<p>Standards:</p> <p>W.5.5 : With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>			
1 hr and 5 mins	<p>PEER EDITING: Ability to give constructive feedback to others on their analysis and use of evidence to improve writing.</p>	<p>PEER EDITING</p> <p>Today you will have a chance to receive some feedback from your peers. You will meet with two students who will review and discuss your writing draft of your essay. Their job is to provide constructive feedback to help you improve your paper when you rewrite your final draft. You will also provide constructive feedback to the two students you will work with. You will be pair for 30 minutes with your first partner then we will regroup and pair you with your second partner for another 30 minutes. During the 30 minutes you are paired, each partner will have 15 minutes to read and provide feedback.</p> <p>Be on the lookout for grammar errors and conventions. Spelling, punctuation, capitalization, verb-subject agreement, and verb tense are all important errors to look out for during editing.</p>	No score	<ul style="list-style-type: none"> • The teacher should read the prompt. • Next, pair the students. Remember to pair them based on needs and personality. • Time the first group while circulating and assisting if necessary. • After 15 minutes tell the first pairs to switch roles. • Continue circulating. • After 15 minutes, repair the students. • Fifteen minutes later ask the new pair to switch positions. • Call time and ask each student to take 5 minutes to view feedback that was recorded directly on their paper.
	Standards:			

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	<p>W.5.5 : With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.5.5 : With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>			
1 hr and 30 mins	<p>FINAL DRAFT: Ability to submit final piece that meets expectations.</p>	<p>FINAL PRODUCT</p> <p>Today you will use your corrected drafts and use the feedback provided by your peers to complete your final draft of your Valley Forge essay.</p>	<ul style="list-style-type: none"> The score will be included in the final paper using the rubric. 	<ul style="list-style-type: none"> First, revisit the rubric and discuss it in whole group to ensure all students understand the expectation. Show the students a final paper that is an exemplar and why. Encourage students to share completed writing with each other and compare the revised and edited draft to the final draft.
	<p>Standards:</p> <p>W.5.2 : Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.5.2.A : Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>W.5.2.B : Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>W.5.2.C : Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</p> <p>W.5.2.D : Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>W.5.2.E : Provide a concluding statement or section related to the information or explanation presented</p>			

Instructional Resources

No resources specified

Section 4: What Results?

Student Work Samples

No resources specified

Teacher Reflection

This module has yet to be implemented with students in its current form. Previous work samples posted were based on a different template task, as such they have been removed.